KARPAGAM ACADEMY OF HIGHER EDUCATION

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Coimbatore-641021
Department of Management

Name: **C.Sagunthala (Assistant Professor)**
Department: **Management**
Subject Code: **18MBAPH402C** Semester: **IV** Year: **2018 - 20 Batch**
Subject: **Competency Mapping - Lesson Plan**

UNIT 1			
SI. No	**Lecture Hours**	**Contents**	**References**
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6	1	Vertical and horizontal role linkages, Positioning to bring in competitive advantage	T1: Page No: 160-162
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5	1	Creating competency dictionary	T1:Page No:155- 158
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4	1	Ensure non repetitive tasks in two different roles, Ensure core competencies for each task - Link all the above and position to bring in competitive advantage	T1: Page No: 113-117
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6	1	Core competency profiling competency based selection, competency based interviews	T1: Page No:194-200, 105-122
7	1	Competency based performance management, competency driven careers and competency linked remuneration	T1: Page No:60-67,203-208
8	1	Competency driven culture, Career Development Tools	T1: Page No:125-128
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Total Number of hours planned for Unit 5			**09**

10	1	Discussion of previous year ESE Question papers	
11	1	Discussion of previous year ESE Question papers	
12	1	Discussion of previous year ESE Question papers	
Total Number of hours planned for Unit 5 and discussion of previous year ESE Question papers			**9+3 =12**

Suggested Readings:

Text books:

1. Seema sanghi. (2016), The Handbook of Competency Mapping: Understanding, Designing and Implementing Competency Models in Organizations, 3rd edition, Sage Publications, India Private Limited
2. Ganesh Shermon (2004). Competency Based HRM: A Strategic Resource for Competency Mapping, Assessment and Development Centres, 1st edition, New Delhi: McGraw Hill
3. Srinivas R. Kandual,(2013). Competency- Based Human Resource Management, New Delhi: Prentice Hall of India
4. Lyle M.Spencer, Signe M.Spencer (2008). Competence at work :Models for Superior Performance, Wiley India Pvt Ltd
5. Sumati Ray Anindya Basu Roy(2019), Competency Based Human Resource Management, 1st Edition, Sage Publications India Private Limited

UNIT-I-Introduction to competency

SYLLABUS

Unit – I : Introduction to competency – Concept and Definition of role and competency, Characteristics of competency Core competency, Competency versus competence, Performance versus competency; skills versus competency, Behavior indicators, Types of competencies – Generic/specific, threshold/performance, Differentiating and technical ,Managerial and human - Competency method in human Resources: Features of Competency Methods – Historical Development, Definitions, Competencies Applications – Competency Frameworks - Competency Maps and Competency Profiles.

Meaning and Definitions of Competency Mapping

Competency mapping tailored to an organization is necessary to train, define and retain talent in a company. As a result of competency mapping, all the HR. processes like talent induction, appraisals and training yield much better results.

Generally speaking, competency mapping examines two areas: emotional intelligence and strengths of the individual in areas like team structure, leadership and decision-making. Large organizations frequently employ some form of competency mapping to understand how to most effectively employ the competencies of strengths of workers.

The benefits of Competency Approach:

- Increased Productivity
- Improved work performance.
- Training that is focused on organizational objectives.
- Employees know up front what is expected of them.

Process of Competency Mapping

The steps involved in competency mapping with an end result of job evaluation include the following:

1) Conduct a job analysis by asking incumbents to complete a position information questionnaire (PIQ). This can be provided for incumbents to complete, or you can conduct one-on-one interviews using the PIQ as a guide. A sample PIQ that we use when conducting this step with our clients was provided to this client. The primary goal is to gather from incumbents what they feel are the key behaviors necessary to perform their respective jobs.

2) Using the results of the job analysis, you are ready to develop a competency based job description. A sample of a competency based job description generated from the PIQ was provided to this client. This was developed after carefully analyzing the input from the represented group of incumbents and converting it to standard competencies.

3) With a competency based job description, you are on your way to begin mapping the competencies throughout your human resources processes. The competencies of the respective job description become your factors for assessment on the performance evaluation. Using competencies will help guide you to perform more objective evaluations based on displayed or not displayed behaviors.

4) Taking the competency mapping one step further, you can use the results of your evaluation to identify in what competencies individuals need additional development or training. This will help you focus your training needs on the goals of the position and company and help your employees develop toward the ultimate success of the organization.

The process that we follow to assess these competencies (competency mapping) is as follows:

1. A job analysis is done by asking individuals about their role and job through one on one interview, behavioral event interviews etc. The primary goal is to gather from incumbents what they feel are the key behaviors necessary to perform their respective jobs.

2. Using the results of the job analysis, competency based job description of the individual is made. A sample of a competency based job description generated is then developed after carefully

analyzing the input from the represented group of incumbents and then converted to standard competencies.

3. With a competency based job description we begin the process of mapping the competencies. The competencies of the respective job description become factors for assessment on the performance evaluation. Using competencies will help perform more objective evaluations based on displayed or not displayed behaviors.

4. Alignment of Organization & Individuals through awareness training

5. Alignment of PMS to the Competency Grid through a separate intervention

Taking the competency mapping one step further we use the results of evaluation to identify in what competencies individuals need additional development or training.

Techniques Adopted For Competency Mapping By Organizations:

A. Assessment Center.
B. Critical Incidents Technique
C. Interview Techniques
D. Questionnaires
E. Psychometric Test

A. Assessment Centre

Assessment center is a mechanism to identify the potential for growth. It is a procedure (not location) that uses a variety of techniques to evaluate employees for manpower purpose and decisions. An essential feature of the assessment centre as used by our organization is the use of situational test to observe specific job behavior. Since it is with reference to a job, elements related to the job are simulated through a variety of tests. The assessors observe the behavior and make Independent evaluation of what they have observed, which results in identifying strengths and weaknesses of the attributes being studied.

a) A job analysis of relevant behavior to determine attributes, skills etc. for effective job performance and what should be evaluated by assessment center.

b) Techniques used must be validated to assess the dimensions of skills and abilities.

c) Multiple assessment techniques must be used.

d) Assessment techniques must include job related simulation.

e) Multiple assessors must be used for each assessed.

f) Assessors must be thoroughly trained.

g) Behavioral Observations by assessors must be classified into some meaningful and relevant categories of attributes, skills and abilities, etc.

h) Systematic procedures must used to record observations.

i) Assessors must prepare a report.

j) All information thus generated must be integrated either by discussion or application of statistical techniques.

Data thus generated can become extremely useful in identifying employees with potential for growth. Following are the some benefits of our assessment center.

a) It helps in identifying early the supervisory / managerial potential and gives sufficient lead time for training before the person occupies the new position.

b) It helps in identifying the training and development needs.

c) Assessors who are generally senior manager in the organization find the training for assessors as a relevant experience to know their organization a little better.

d) The Assessment Center exercise provides an opportunity for the organization to review its HRM policies.

Group Discussion : In this candidates are brought together as a committee or Project team with one or a number of items to make a recommendation on. Candidates may be assigned a specific role to play in the group or it may be structured in such a way that all the candidates have the same basic information. Group discussions allow them to exchange information and ideas and give them the experience of working in a team. In the work place, discussions enable management to draw on the ideas and expertise of staff, and to acknowledge the staff as valued members of a team.

Some advantages of group discussion are:

• Ideas can be generated

• Ideas can be shared

• Ideas can be tried out.

• Ideas can be responded to by others.

• When the dynamics are right, groups provide a supportive and nurturing environment for academic and professional endeavor.

• Group discussion skills have many professional applications.

• Working in group is fun.

A useful strategy for developing an effective group discussion is to identify task and maintenance roles that members can take up. Following roles and dialogue that might accompany them in a group discussion have been identified.

a) Positive Task Roles

b) Positive Maintenance Roles

2. In Tray : This type of exercise are normally undertaken by the candidates individually. The materials comprise of a bundle of correspondence and the candidate is placed in the role of somebody, generally, which assumed a new position or replaced their predecessor at short notice and has been asked to deal with their accumulated correspondence

3. Interview Simulation / Role Plays : In these exercise candidates meet individually with a role player or resource person. Their brief is either to gather information to form a view and make a decision, or alternatively to engage in a discussion with the resource person to come to a resolution on an aspect or issue of dispute. Typically our HR team allow the candidate a 15-30 minutes time to prepare for such a meeting and will be given a short, general brief on the conduct of the meeting itself, consideration are also be given to preparatory notes.

4. Case Studies / Analysis Exercises : In this type of exercise the candidate is presented with the task of making about a decision about a particular business case. They are provided with a large amount of factual information which is generally ambiguous and , in some cases contradictory. Candidates generally work independently on such an exercise and their recommendation or decision is usually to be communicated in the form of brief written report and / or a presentation made to our assessors.

Critical Incidents Technique

It is difficult to define critical incident except to say that it can contribute to growth and decay of a system. Perhaps one way to understand the concept would be to examine what is does. Despite numerous variations in procedures for gathering and analyzing critical incidents, researchers and practitioners agree that critical incidents techniques can be described as a set of procedures for systematically identifying the behavior that contribute success or failure of individual or organization in specific situation. First of all, a list of good and bad on the job behavior is prepared for each job. A few judges are asked to rate how good and how bad is good and bad behavior, respectively. Based on these rating a check-list of good and bad behavior is prepared.

The next task is to train the supervisor in taking notes on critical incidents or outstanding examples of success or failure of the subordinates in meeting the job requirements. The incidents are to be immediately noted down by the supervisor as he observes them. Very often the employee concerned is also involved in discussion with his supervisor before the incidents are recorded, particularly when an unfavorable incidents is being recorded, thus facilitating the employee to come out with his side of the story.

The objective of immediately recording the critical incidents is to improve the supervisor's ability as an observer and also to reduce the common tendency to rely on recall and hence attendant distortions in the incidents. Thus a balance sheet for each employee is generated which can be used at the end of the year to see how well the employee has performed. Besides being objective a definite objective of this technique is that it identifies areas where counseling may be useful.

Interview Techniques

An organization uses interview in some shape or form as a part of competency mapping. The interview consists of interaction between interviewer and applicant. It is handled carefully to make it a powerful technique in achieving accurate information and getting access to material otherwise unavailable. Biasness and restriction or distortion of flow of information avoided to the best while interviewing.

Followings careful steps are taken in our organization during and after the interview

a) Before the actual interview begins, the critical areas in which the questions will be asked first identified for judging ability and skills. It is advisable to write down these critical areas, define them with examples and form a scale to rate the responses. If there is more than one interviewer, some practice and mock interviews will help calibrate variation in individual's interviewer's rating.

b) The second step taken is to scrutinize the information provided to identify skills, incidents and experiences in the career of the candidate, which may answer questions raised around the critical areas. This procedure will make interview less removed from reality and the applicant will be more comfortable because the discussion will focus on his experiences.

c) An interview is a face-to-face situation. The applicant is "on guard" and careful to present the best face possible. At the same time he is tense, nervous and possibly frightened. Therefore during the interview tact and sensitivity can be very useful. The interviewer can get a better response if he creates a sense of ease and informality and hence uncover clues to interviewee's motivation, attitudes, feeling, temperament, etc., which are otherwise difficult to comprehend.

d) The fundamental step taken is establishing rapport, putting the interviewee at ease conveying the impression that the interview is the conversation between two friends, and not a confrontation between employer and employee. One way to achieve this is by initially asking questions not directly related to job, that is, chatting casually about the weather, journey and so on.

e) Once the interviewee is put at ease the interviewer starts asking questions or seeking information related to job. Here again it is extremely important to lead up to complex questions gradually.

f) Showing surprise or disapproval of speech, clothes or answer to question can also inhibit the candidate. The interviewee is over-sensitive to such reactions. Hence, an effort to try and understand interview point of view and orientation can go a long way in getting to know the applicant.

g) Leading questions should be avoided they give the impression that the interviewer is seeking certain kinds of answers. This may create a conflict in the interviewee, if he has strong view on the subject.

h) The interviewers are prepared with precise questions, and not take too much time in framing them.

D. Questionnaires

Questionnaires are written list of questions that users fill out and return. We begin by formulating questions about our services based on the type of information we want to know. The questionnaire sources provide more information on how we design questions. The techniques are used at various stages of development, depending on the questions that are asked in the questionnaires.

a) Common Metric Questionnaire (CMQ) : They examine some of the competencies to work performance and have five sections : Background, Contacts with people, Decision making, Physical and Mechanical Activities, and work setting.

b) Functional Job Analysis : the most recent version of Functional job analysis we use seven scales to describe what workers do in jobs. These are : Things, Data, People, Worker instructions, Math, and Language. Each scale has several levels that are anchored with specific behavioral statements and illustrative tasks and are used to collect information.

c) Multipurpose Occupational System Analysis Inventory (MOSAIC): In this method each job analysis inventory collects data from the office of personnel management system through a variety of descriptors.- mainly Tasks and Competencies.

d) Occupational Analysis Inventory : It contains 617 'work elements' designed to yield more specific job information while still capturing work requirements for virtually all occupations. Major categories of items are five folds : Information received, Mental Activities, Work Behavior, Work Goals and Work Context

e) Position Analysis Questionnaires (PAQ): It a structured job analysis instrument mostly followed by our organization to measure job characteristics and relate them to human characteristics. It consists of 195 job elements which fall into the following five categories.

1) Information input (where and how the workers get information),

2) Mental Processes (reasoning and other processes that the workers use)

3) Work Output (Physical activities and tools used on the job)

4) Relationship with other person and

5) Job Context (the physical and social context of work)

f) Work Profile System (WPS) : It is designed to help employers accomplish human resources functions. The competency approach is designed to yield report targeted towards various human resources functions such as individual development planning, employee selection, and job description.

Difference between Competence and Competency

Often a question is asked: Are competence and competency the same or different? Some dictionaries have represented the two interchangeably, i.e. meaning the same. However, the meanings of competence and competency are not the same, but they mean two different meanings.

The difference between the two has been shown in the following Table

Table: Difference between Competence and Competency:

Competence	**Competency**
1. Skill-based	Behaviour-based
2. Standard attained	Manner of behaviour
3. What is measured	How the standard is achieved.

It becomes clear from above Table that competence describes what people can do while competency focuses on how they do it. In other words, the former means a skill and the standard of performance reached, while the latter refers to the behaviour by which it is achieved.

It implies that there is an interface between the two, i.e. the competent application of a skill is likely to make one act in a competent manner and vice versa. The difference between competence and competency can be better understood by knowing and understanding their components.

Research has established that these consist of three components:
1. Knowledge

2. Skill

3. Motive

These are explained with the help of the driving test analogy:

1. Knowledge:

In simple terms, knowledge means collection and retention of information in one's mind. Knowledge is necessary for performing a task but not sufficient. For example, a person by reading understands the meaning of driving a car. The person can describe how to drive a car. But, mere description will not enable the listener to drive a car unless something more than knowledge is there.

That is precisely the reason we see in real life that people, or say, entrepreneurs possessing merely the entrepreneurial knowledge have miserably failed while actually performing the task. What this suggests is that one also needs to have skills to use or translate the knowledge into action or practice.

2. Skill:

Skill is the ability to demonstrate a system and sequence of behaviour which results in something observable, something that one can see. A person with planning ability, i.e., skill can properly identify the sequence of action to be performed to drive the car.

Nonetheless, while knowledge of driving a car could be acquired by reading, talking or so on, skill to actually drive a car can be acquired by practice i.e., driving car on a number of times. This means both knowledge and skill are required to perform a task like driving a car.

3. Motive:

In simple terms, motive is an urge to achieve one's goal what McClelland terms 'Achievement Motivation'. This continuous concern of goal achievement directs a person to perform better and better. Coming back to the same example of driving a car, one's urge to drive car in the best manner helps him constantly practice driving car.

Thus, in order to perform a task like establishing and running an industrial unit effectively and successfully, a person called entrepreneur needs to possess a set of knowledge, skill and motive which could be together labeled as his / her 'entrepreneurial competencies.'

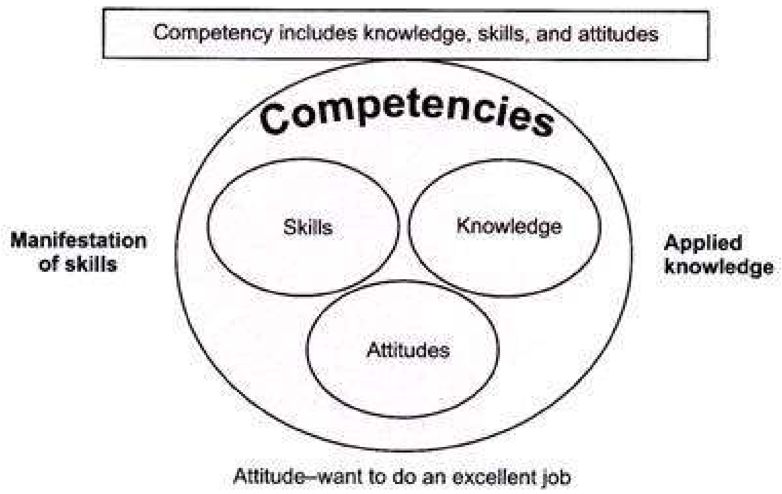
Now, an analysis of above meanings and definitions of competencies reveals the following salient characteristics of entrepreneurial competencies:

a. Entrepreneurial competencies are the characteristics of entrepreneurs.

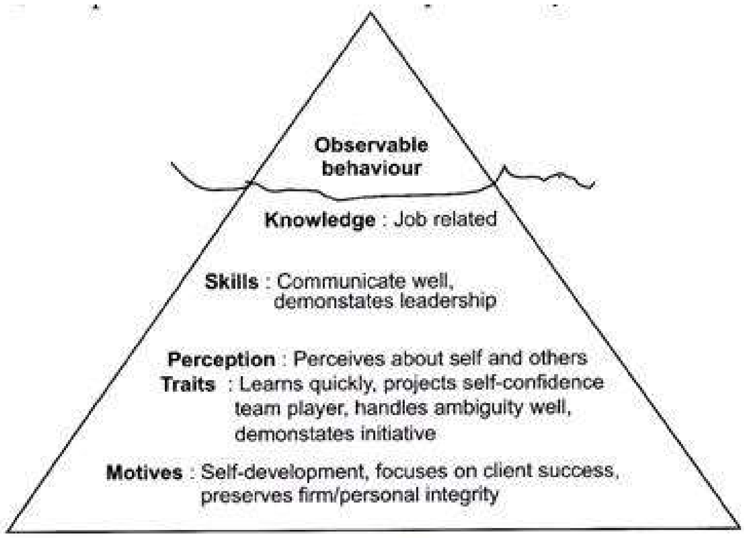
b. Entrepreneurial competencies lead to the demonstration of entrepreneurial skills and abilities.

c. Entrepreneurial competencies must lead to effective and superior performance of entrepreneurs.

That the entrepreneurial competency includes knowledge, skills and motives or attitudes (Linkage 1997) is shown as follows:



Knowledge and skill constituents of competency tend to be visible and relatively on the surface characteristics of the people and for that matter, entrepreneurs also. As regards motives or attitudes as constituents of competencies, these are more hidden, 'deeper' and central to one's personality.



What are competencies ?

COMPETENCY = COMPETENCE + COMMITMENT

- Competence = Knowledge × Skills
- Commitment = One's deep attachment or devotion with passion and faith or belief of a person on the job.

Competence Characteristics	Commitment Characteristics
• Technical Knowledge	• Self Confidence
• Functional Information	• Self Motivation
• Business Knowledge	• Honesty and Integrity
• Communication Skills	• Determination
• Interpersonal Skills	• Positive Attitude
• Leadership Skills	• Winning attitude
• Team Building Skills	• Learn from Mistakes
• Decision Making Skills	• Perseverance
• Time Management Skills	• Enterprising
	• Result Oriented

Competency versus Performance

Competency' is sometimes defined as *a particular knowledge or skill standard to be achieved.*

More frequently it is defined as *part of a behavioral repertoire* – a set of behaviors that successful people demonstrate. It is assumed these behaviors have led to their success.

If the first assumption is true it follows that if others adopt the same set of behaviors then they too will be successful.

The term 'Competency' is also often used interchangeably with the term *'Competence'*.

In the performance management context **'Performance'** usually means work activities and behaviours – much the same meaning as a competency. Competencies are very often part of a performance appraisal, so the concepts of Competency and Performance seem to be overlapping.

A popular approach is to say that tasks describe **what** is to be done and competencies describe **how** those tasks should be done. Or that there are task behaviors and citizenship behaviors often termed 'soft skills'.

It has been pointed out that the lack of commonly accepted terminology means that organisations *"build and integrate HRM systems on a bed of shifting sand"* [1]

Competency and Performance are not the same

The confusion stems from the use of the same terminology for both contexts. Competencies are often defined as 'behaviors' and assessed by 'performance' indicators.

When competency terminology is changed so that competencies have 'descriptors' and 'standards' that are *' met'* , *'not met'* or *'needs development'* the confusion disappears.

What is a competency?

A competency is a particular aspect of knowledge and/or a distinct skill. Skills are a series of procedural steps or actions. They are used to complete tasks in the workplace. A task may require a bundle of knowledge and skills. Systematic job analysis is used to determine the knowledge and skills needed to complete a task successfully.

What is performance?

Most organizations try to align individual performance with organizational purpose and strategies. In order to do this the definition of 'performance' should include the results that will contribute.

However 'Expected Performance' in job descriptions is usually defined as a list of tasks, rather than the outputs of those tasks. Just performing a task will not necessarily produce the results that the organization is looking for.

As an example ' Provide help desk services' is a task – but this says nothing about the desirable outputs.

Due to the poor quality of most job descriptions most performance management systems are not based on the individual's job role. Even though the individual's job is at the heart of the contract between worker and employer.

Instead most performance management systems use 'management by objectives'. 'SMART' goals have to be written at least annually, creating unnecessary administrative workload.

Another problem is that the SMART goals are also often poor quality. Many are defined as tasks rather than measurable outcomes.

It is better to define performance in terms of both tasks and their expected outcomes, in a job description that is a living document.

What is the link between competency and performance?

A useful approach is to use systems thinking. To view individual workplace performance from the perspective of a system.

A system has **inputs, processes and outputs**. It operates in an **environment**. It has a **control or feedback mechanism**.

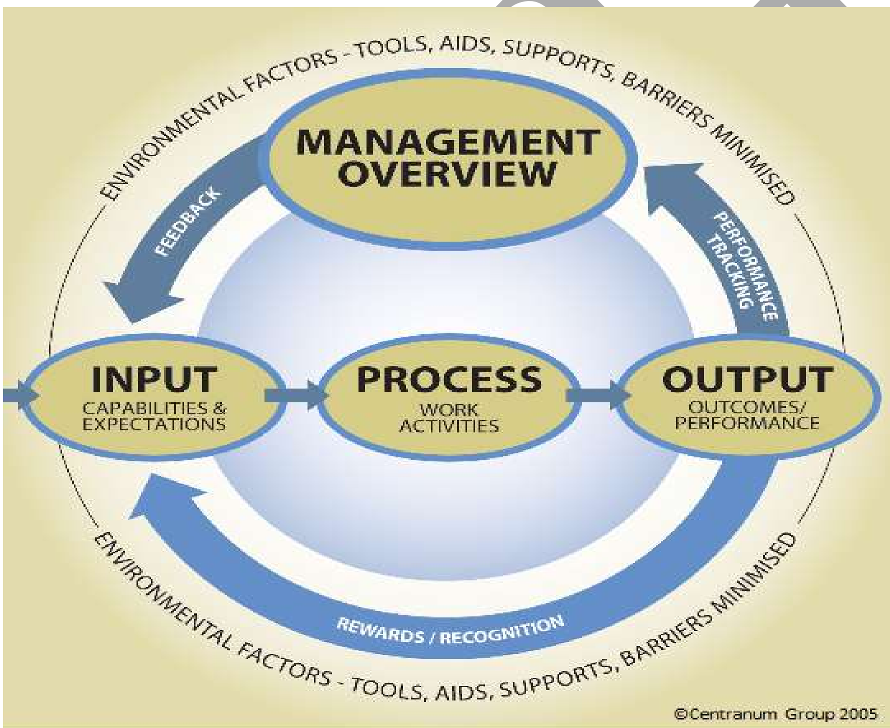
Inputs

From this perspective the inputs to individual workplace performance are job expectations – expected tasks and results. Competencies are the knowledge and skills needed to deliver on the job expectations.

The most common reason for poor performance is that expectations are not clear. The second most common reason is lack of matching competencies.

Process

Work activities are the process part of the system.



Outputs

Outputs are the results of those work activities. It is better to define performance as outputs because just doing a task does not guarantee a successful result.

Environment

Work activities take place in an environment where there are procedures, colleagues, tools and information. All of these must be set up to support successful performance. Yet very often there are problems that are significant barriers to success.

Feedback and Control

Feedback and control mechanisms provide the information needed for a person or system to be self correcting. The third most common cause of poor performance is lack of feedback.

How do skills and competencies differ?

Skills are the specific learned abilities that you need to perform a given job well. Examples, depending on the specific role, range from handling accounts and coding to welding or writing tenders. There is a distinction, however, to be made between hard skills and soft skills. Whereas a hard skill is a technical and quantifiable skill that a professional may demonstrate through their specific qualifications and professional experiences, a soft skill is a non-technical skill that is less rooted in specific vocations. An example of a hard skill, then, may be computer programming or proficiency in a foreign language, whereas a soft skill may be time management or verbal communication.

Competencies, on the other hand, are the person's knowledge and behaviours that lead them to be successful in a job. Examples of competencies, then, include the improvement of business processes, strategic planning and data-based decisions. Competencies effectively explain how an individual's behaviours bring about the desired results in their role. As with skills, there are various types of competencies – including core competencies, which are those that any successful employee requires to rise through an organisation. In the words of marketer Aja Davis Isble, "…a core competency is something that is core to you and how you work – so it is something that could potentially set you apart from every other candidate."

The following breakdown further summarises the differences between skills and competencies:

	Definition	Examples
Skills	Specific learned abilities that you will require to perform a given job successfully	Handling accounts: coding; welding; writing tenders; computer programming; foreign language proficiency
Competencies	Knowledge and behaviors that lead you to be successful in a job	Analytical ability; problem-solving; initiative; negotiation; improving business processes; strategic planning; data-based decisions

Levels of Core Competencies and Behavioral Indicators

There are two levels within each of the core competencies – operational and mastery. The mastery level builds upon the operational level of each core competency. The model is intended to serve as a flexible guide.

1. Communication - Shares information with and receives information from constituencies using oral, written and interpersonal communication skills

2. Decision Making - Makes sound decisions while demonstrating integrity

3. Leadership - Inspires others toward a common vision and fosters trust and ethics

4. Principles of Community - Demonstrates respect, equity and empathy for a diverse community

5. Problem Solving - Identifies problems and seeks best solutions

6. Quality Improvement - Strives for high quality performance and takes initiative to make improvements and deliver results

7. Service Focus - Values and delivers high quality, innovative service to all customers

8. Stewardship and Managing Resources - Demonstrates accountability, discretion and sound judgment in managing university resources

9. Strategic Planning - Uses a holistic approach to align priorities with overarching goals, and measures outcomes of planning efforts

10. Teamwork - Encourages cooperation, collaboration and partnerships

11. Managing People - Coaches, evaluates and develops people; aligns performance with university goals

Types of competencies

Organizational competencies: The mission, vision, values, culture and core competencies of the organization that sets the tone and/or context in which the work of the organization is carried out (e.g. customer-driven, risk taking and cutting edge). How we treat the patient is part of the patient's treatment.

Core competencies: Capabilities and/or technical expertise unique to an organization, i.e. core competencies differentiate an organization from its competition (e.g. the technologies, methodologies, strategies or processes of the organization that create competitive advantage in the marketplace). An organizational core competency is an organization's strategic strength.

Technical competencies: Depending on the position, both technical and performance capabilities should be weighed carefully as employment decisions are made. For example, organizations that tend to hire or promote solely on the basis of technical skills, i.e. to the exclusion of other competencies, may experience an increase in performance-related issues (e.g. systems software designs versus relationship management skills)

Behavioral competencies: Individual performance competencies are more specific than organizational competencies and capabilities. As such, it is important that they be defined in a measurable behavioral context in order to validate applicability and the degree of expertise (e.g. development of talent)

Functional competencies: Functional competencies are job-specific competencies that drive proven high-performance, quality results for a given position. They are often technical or operational in nature (e.g., "backing up a database" is a functional competency).

Management competencies: Management competencies identify the specific attributes and capabilities that illustrate an individual's management potential. Unlike leadership characteristics, management characteristics can be learned and developed with the proper training and resources. Competencies in this category should demonstrate pertinent behaviors for management to be effective.

Competency Frameworks

Modern employers generally view competency frameworks as an essential vehicle for:

- Measuring a candidate's potential future effectiveness at interview
- Reviewing an employee's capability, potential and performance

Employers use competencies in their recruitment process, in performance appraisals, success planning and more. They are key to helping a company **recruit the right people** and **evaluate performance** effectively.

They might also use them to assess their existing employees as part of an annual review or prior to a promotion. Adhering to key competencies will be important throughout your career.

Traditionally, companies only focused on knowledge and skills, believing that behaviours could be learned or changed through effective management.

However, in recent years much more attention has been given to the qualities sitting under the surface. The use of competencies in the recruitment process means employers can dig deeper to get a complete picture of the candidate, to ensure they get the very best person for the role.

Job Applications

In job applications, the person specification often features statements similar to those in the table above.

They inform the candidate what 'essential' and 'desirable' traits look like in the eyes of the company recruiting for the position.

These are competencies, and sometimes – especially in small businesses – a candidate's application will be enough in itself to adequately assess whether the individual possesses the competencies needed.

Interview

In larger businesses and in graduate recruitment, companies might ask **competency-based questions at interview.**

These questions require the candidate to use real examples to demonstrate how they fulfil the competency.

Below is an example of a competency-based question that might be used to assess a certain competency.

Competency assessed:

'Supports group decisions and puts group success ahead of own goals'

Question:

"Tell me about a time you supported a decision others made, despite believing it was wrong."

The recruiter is looking for a real example that indicates the candidate will be a positive, enthusiastic and supportive team member.

Without the use of competency-based questions, a company might struggle to get past the black-and-white of the candidate's application. Competencies – especially behavioural competencies – demand more transparency at interview.

Final Thoughts

The use of competencies helps companies recruit individuals who will perform well and be a good fit with the firm. When used as the basis for the talent lifecycle, they can also be effective in maintaining consistency.

Skills can be learned, but in most cases, competencies are intrinsic to the individual's personality. Setting core competencies can, therefore, spare a company the time and energy spent on trying to mould individuals who are incapable of change.

Instead, a company can recruit employees who demonstrate they meet key competencies that will ensure they are an asset to the company and will contribute to its success.

Generic - Threshold competency/

It is summarized as a quality that a person needs in order to do a job; it might be as simple as being able to speak in the native language. It is different from the competency in a manner that it does not offer any aid in distinguishing superior performance from average and poor performance.

So, every job at any level in the organization would have a threshold competency, the bare minimum required to perform the job.

To gather a better understanding of competencies, it would be interesting to have a look at the work of some of the pioneers of the field. To begin one can always resort to the exemplary work done by

McBer and the competency dictionary developed by him. Some of the generic competencies that were included in the list were:

- Achievement Orientation
- Analytical Thinking
- Conceptual Thinking
- Customer Service Orientation
- Developing Others
- Defectiveness
- Flexibility
- Impact and Influence
- Information Seeking
- Initiative Integrity
- Interpersonal Understanding

Competency Profile

Given the definition of competence, then it follows that a competency profile is a document that captures and identifies the competencies for a given work function. Indeed, a competency profile can be developed for a job, role, shared function or occupation. The aim of a competency profile is to identify the skills, knowledge, and abilities required to be able to perform the job, role, shard function or occupation and to organize it in an easily accessible and useful way.

Functionally, a competency profile organizes the required skills into 7-12 major categories of work which, taken together, reflect the entire job, and role of function. The skills within a competency profile are defined in performance terms, which means that the skills describe what the person "must be able to do" to effectively perform the job, role or function. Generally, competency profiles include a one-page chart that illustrates the major categories of work and skills for the job, role, and/or function(s). This one-page chart is often referred to as a Competency Map or a 'DACUM Chart'. The term "DACUM" is an acronym for "developing a curriculum" as DACUM Charts are commonly used as the basis for developing training and curriculums. For a basic example of a competency or DACUM chart.

The competency profile chart is a high level view of the competency profile. A complete competency profile is a detailed document that also includes the sub-skills required to perform each skill and the supporting knowledge and abilities required to perform each skill.

So why do you need competency profiles? How do they benefit organizations or individuals within organizations?

Competency profiles provide the basis for comprehensive performance development. Competency profiles spell out exactly what the person must be able to do to perform successfully on the job.

They can provide a variety of benefits including:

- Providing the basis for recruitment and selection;
- Identifying skill strengths and gaps of employees;
- Targeting skill gaps for development;
- Creating employee development plans;
- Providing the basis for succession planning;
- Developing training programs that address the skills needed for organizational success; and
- Identifying overlapping job roles.

UNIT-II – Competency Frameworks

SYLLABUS

Unit – I : Competency Frameworks – Development of personal Competency framework, Lancaster Model of managerial competencies - Competency modeling framework, developing a competency model – Understanding job positions, Data collection instruments for job descriptions - Competency Stages in design and implementation of Competency model – Validation of the Competency model after data gathering.

Development of personal Competency framework

Defining competencies necessary for success in the organization can help do the following:

- Ensure that your people demonstrate sufficient expertise.
- Recruit and select new staff more effectively.
- Evaluate performance more effectively.
- Identify skill and competency gaps more efficiently.
- Provide more customized training and professional development.
- Plan sufficiently for succession.
- Make change management processes work more efficiently.

Design Principles of a Competency Framework

A competency framework defines the knowledge, skills, and attributes needed for people within an organization. Each individual role will have its own set of competencies needed to perform the job effectively. To develop this framework, you need to have an in-depth understanding of the roles within your business. To do this, you can take a few different approaches:

- Use a pre-set list of common, standard competencies, and then customize it to the specific needs of your organization.

- Use outside consultants to develop the framework for you.
- Create a general organizational framework, and use it as the basis for other frameworks as needed.

Developing a competency framework can take considerable effort. To make sure the framework is actually used as needed, it's important to make it relevant to the people who'll be using it – and so they can take ownership of it.

The following three principles are critical when designing a competency framework:

Involve the people doing the work – These frameworks should not be developed solely by HR people, who don't always know what each job actually involves. Nor should they be left to managers, who don't always understand exactly what each member of their staff does every day. To understand a role fully, you have to go to the source – the person doing the job – as well as getting a variety of other inputs into what makes someone successful in that job.

Communicate – People tend to get nervous about performance issues. Let them know why you're developing the framework, how it will be created, and how you'll use it. The more you communicate in advance, the easier your implementation will be.

Use relevant competencies – Ensure that the competencies you include apply to all roles covered by the framework. If you include irrelevant competencies, people will probably have a hard time relating to the framework in general. For example, if you created a framework to cover the whole organization, then financial management would not be included unless every worker had to demonstrate that skill. However, a framework covering management roles would almost certainly involve the financial management competency.

Developing the Framework

There are four main steps in the competency framework development process. Each steps has key actions that will encourage people to accept and use the final product.

Step One: Prepare

Define the purpose – Before you start analyzing jobs, and figuring out what each role needs for success, make sure you look at the purpose for creating the framework. How you plan to use it will impact whom you involve in preparing it, and how you determine its scope. For example, a framework for filling a job vacancy will be very specific, whereas a framework for evaluating compensation will need to cover a wide range of roles.

Create a competency framework team – Include people from all areas of your business that will use the framework. Where possible, aim to represent the diversity of your organization. It's also important to think about long-term needs, so that you can keep the framework updated and relevant.

Step Two: Collect Information

This is the main part of the framework. Generally, the better the data you collect, the more accurate your framework will be. For this reason, it's a good idea to consider which techniques you'll use to collect information about the roles, and the work involved in each one. You may want to use the following:

Observe – Watch people while they're performing their roles. This is especially useful for jobs that involve hands-on labor that you can physically observe.

Interview people – Talk to every person individually, choose a sample of people to interview, or conduct a group interview. You may also want to interview the supervisor of the job you're assessing. This helps you learn what a wide variety of people believe is needed for the role's success.

Create a questionnaire – A survey is an efficient way to gather data. Spend time making sure you ask the right questions, and consider the issues of reliability and validity. If you prefer, there are standardized job analysis questionnaires you can buy, rather than attempting to create your own.

Analyze the work – Which behaviors are used to perform the jobs covered by the framework? You may want to consider the following:

- Business plans, strategies, and objectives.
- Organizational principles.
- Job descriptions.
- Regulatory or other compliance issues.
- Predictions for the future of the organization or industry.
- Customer and supplier requirements.

Job analysis that includes a variety of techniques and considerations will give you the most comprehensive and accurate results. If you create a framework for the entire organization, make sure you use a sample of roles from across the company. This will help you capture the widest range of competencies that are still relevant to the whole business.

As you gather information about each role, record what you learn in separate behavioral statements. For example, if you learn that Paul from accounting is involved in bookkeeping, you might break that down into these behavioral statements: handles petty cash, maintains floats, pays vendors according to policy, and analyzes cash books each month. You might find that other roles also have similar tasks – and therefore bookkeeping will be a competency within that framework.
When you move on to Step Three, you'll be organizing the information into larger competencies, so it helps if you can analyze and group your raw data effectively.

Step Three: Build the Framework

This stage involves grouping all of the behaviors and skill sets into competencies. Follow these steps to help you with this task:

Group the statements – Ask your team members to read through the behavior statements, and group them into piles. The goal is to have three or four piles at first – for instance, manual skills, decision-making and judgment skills, and interpersonal skills.

Create subgroups – Break down each of the larger piles into subcategories of related behaviors. Typically, there will be three or four sub groupings for each larger category. This provides the basic structure of the competency framework.

Refine the subgroups – For each of the larger categories, define the subgroups even further. Ask yourself why and how the behaviors relate, or don't relate, to one another, and revise your groupings as necessary.

Identify and name the competencies – Ask your team to identify a specific competency to represent each of the smaller subgroups of behaviors. Then they can also name the larger category.
Here's an example of groupings and subgroupings for general management competencies:
Supervising and leading teams.

Provide ongoing direction and support to staff.

- Take initiative to provide direction.
- Communicate direction to staff.
- Monitor performance of staff.
- Motivate staff.
- Develop succession plan.
- Ensure that company standards are met.

Recruiting and staffing.

- Prepare job descriptions and role specifications.
- Participate in selection interviews.
- Identify individuals' training needs.
- Implement disciplinary and grievance procedures.
- Ensure that legal obligations are met.

- Develop staff contracts.
- Develop salary scales and compensation packages.
- Develop personnel management procedures.
- Make sure staff resources meet organizational needs.

Training and development.

- Deliver training to junior staff.
- Deliver training to senior staff.
- Identify training needs.
- Support personal development.
- Develop training materials and methodology.

Managing projects/programs

- Prepare detailed operational plans.
- Manage financial and human resources.
- Monitor overall performance against objectives.
- Write reports, project proposals, and amendments.
- Understand external funding environment.
- Develop project/program strategy.

Need to add levels for each competency. This is particularly useful when using the framework for compensation or performance reviews. To do so, take each competency, and divide the related behaviors into measurement scales according to complexity, responsibility, scope, or other relevant criteria. These levels may already exist if you have job grading in place.

Validate and revise the competencies as necessary – For each item, ask these questions:

- Is this behavior demonstrated by people who perform the work most effectively? In other words, are people who don't demonstrate this behavior ineffective in the role?
- Is this behavior relevant and necessary for effective work performance?

These questions are often asked in the form of a survey. It's important to look for consensus among the people doing the job, as well as areas where there's little agreement. Also, look for possible issues with language, or the way the competencies are described, and refine those as well.

Step Four: Implement

As you roll out the finalized competency framework, remember the principle of communication that we mentioned earlier. To help get buy-in from members of staff at all levels of the organization, it's important to explain to them why the framework was developed, and how you'd like it to be used. Discuss how it will be updated, and which procedures you've put in place to accommodate changes.

Here are some tips for implementing the framework:

Link to business objectives – Make connections between individual competencies and organizational goals and values as much as possible.

Reward the competencies – Check that your policies and practices support and reward the competencies identified.

Provide coaching and training – Make sure there's adequate coaching and training available. People need to know that their efforts will be supported.

Keep it simple – Make the framework as simple as possible. You want the document to be used, not filed away and forgotten.

Communicate – Most importantly, treat the implementation as you would any other change initiative. The more open and honest you are throughout the process, the better the end result – and the better the chances of the project achieving your objectives.

Creating a competency framework is an effective method to assess, maintain, and monitor the knowledge, skills, and attributes of people in your organization. The framework allows you to measure current competency levels to make sure your staff members have the expertise needed to add value to the business. It also helps managers make informed decisions about talent recruitment, retention, and succession strategies. And, by identifying the specific behaviors and skills needed for each role, it enables you to budget and plan for the training and development your company really needs.

The process of creating a competency framework is long and complex. To ensure a successful outcome, involve people actually doing carrying out the roles to evaluate real jobs, and describe real behaviors. The increased level of understanding and linkage between individual roles and organizational performance makes the effort well worth it.

COMPETENCY MAPPING AT DIFFERENT LEVELS

The Lancaster Model of Managerial Competencies is a universal management competency framework, developed by Burgoyne and Stuart (1976) and first published in Personnel Review. The 11 qualities separated into three groups, as shown in figure below, represent three different levels. The first level forms the foundation level, and comprises of two kinds of basic knowledge and information a manager may need to use in decision making and action taking.

The Lancaster (Burgoyne) Model of Managerial Competencies [Burgoyne and Stuart (1976)]

Level One Competence One: Command of Basic Facts

This competency states that a successful manager should understand the business and have a sound knowledge of basic facts surrounding the business such as short- and long-term goals, product knowledge, and the roles and relationships between various departments.

Competence Two: Relevant Professional Knowledge

This includes knowledge of a specification such as legislation, management techniques, sources of finance or knowledge of basic background management principles including planning, organizing and controlling. The second category comprises specific skills and attributes that directly affect behavior and performance

Level Two Competence One: Continuing Sensitivity to Events

This means the manager is aware of what is going on and is perceptive and open to information: hard information such as figures and facts and soft information such as feelings of other people. As a result, a successful manager is able to respond in a suitable manner to situations as they arise.

Competence Two: Analytical, Problem-solving and Decision-making Skills

A manager must make many decisions—sometimes these can be made using logical, optimizing techniques. At other times it means using the ability to weigh the pros and cons in what is a very uncertain or ambiguous situation, calling for a high level of judgment or even intuition. Consequently, the manager must develop judgment-making skills.

Competence Three: Social Skills and Abilities

Burgoyne and Stuart (1976) describe interpersonal skills as 'one of the key features of the manager's job'. A successful manager needs to develop a range of skills such as communicating, delegating, negotiating, resolving conflict, persuading, using and responding to authority and power, all of which are essential to interpersonal activities.

Competence Four: Emotional Resilience

This is the ability to deal with the emotional stress and strain that arises as a consequence of working in situations of authority, leadership, power, targets and deadlines. Burgoyne and Stuart (1976) talk about being resilient in coping with this stress. They explain: 'Resilient means, that when feeling stressed, we don't get thick skinned and insensitive but manage to cope by maintaining self-control and by "giving" to some extent.'

Competence Five: Pro-activity or Inclination to Respond Purposefully to Events

At times managers must respond to the needs of the instant situation, but whilst making such a response, the successful manager considers the longer-term aims and goals and the impact of the immediate decision. This competence also includes abilities such as dedication and commitment, having a sense of mission and taking responsibility. The third category consists of qualities that allow a manager to develop and deploy the skills and resources outlined in the second category. The authors have called this third category ‘meta-qualities’ because ‘they allow the manager to develop the situation-specific skills needed in particular circumstances’ (Burgoyne and Stuart 1976).

Level Three

Competence One: Creativity

This is the ability to come up with unique ideas or solutions, and to have the insight to take up useful ideas—either your own ideas or ideas from another source.

Competence Two: Mental Agility

This competence is concerned with being able to grasp problems quickly, to think about several things at once, to understand the whole situation quickly and to ‘think on one’s feet’. ‘Given the hectic nature of managerial work these are particularly necessary qualities for success,’ explain Burgoyne and Stuart (1976).

Competence Three: Balanced Learning Habits and Skills

Successful managers according to Burgoyne et al. exhibit independence as learners rather than depending on an authority figure capable of abstract thinking. Such managers have the ability to use a range of learning processes including use of inputs like teaching, discovery from one’s personal experiences and reflection, a process of analysing and reorganizing preexisting experiences.

Competence Five: Self-knowledge

The final competence concerns the extent to which managers are aware of their own beliefs, goals, values, feelings, behavior and the part they play in influencing their actions.

Developing Competency Models

A Process to Develop Competency Models

Step 1. Conduct Research: Gather and analyze background information

The development of an industry competency model is based on an analysis and synthesis of existing national and state resources, skills standards, technical curriculum, and certifications in the industry sector. This step is best accomplished using industry or subject matter experts who familiar with the terminology, processes, and skills required in the industry.

The process of gathering information involves:

- Defining the industry
- Identifying the key occupations in the industry
- Analyzing the required knowledge, skills, and abilities (KSAs) using the O*NET database to determine commonalities across the key occupations
- Identifying and cataloging existing resources
- Aligning the KSAs defined in the resources to the building blocks framework

Step 2. Develop draft competency model framework

The draft competency model framework includes competency names with definitions and descriptions. ETA undertakes this step with the knowledge that the original developers may have used slightly different terms to indicate a competency--e.g., using the term *communication* rather than *listening and speaking*. Competencies might also be shown on a different tier of the building blocks model than what was indicated in the original material--e.g. *critical thinking* might have been referred to as a workplace or organizational competency whereas it is shown with academic competencies in the Building Blocks Model. The critical issue is to ensure that the required competencies are included in an industry model. It is less important to display them on any particular tier.

Use the Building Blocks Model to ensure that the draft industry framework is comprehensive:

- Identify themes and patterns existent in the information.
- Relate the terms to the building block content areas.
- Develop a draft competency model for the industry.

Step 3. Gather feedback from industry representatives

Refine the draft model developed in Step 2 through input from subject matter experts and target users of the competency model. Focus groups' members representing high growth/high demand industry sectors were selected based on:

- Familiarity with the competency requirements of the industry

- Representation across geographic and industry sub-sectors
- Representation of diverse viewpoints.

The following activities were used to gather feedback from the focus group members either in person or through a series of telephone and electronic communications:

- Summarize the purpose and process of the competency model development project at the beginning of the session.
- Review draft competency model. The group members were provided an opportunity to familiarize themselves with the competency model.
- Discuss each competency in turn.

Gather input regarding:

- The competency names, definitions, and (as relevant) the specific behaviors used to describe each competency. Discuss how this material should be edited to ensure that it accurately captures the essence of the competency in language that will "ring true" to users.
- Whether any of the competencies in the draft model should be deleted because they are not relevant to, or important to, the target occupation(s), organization, or industry
- Whether any competencies should be added. If so, work with the group to derive definitions and behaviors describing those competencies.

Step 4. Refine the competency model framework

Using industry experts as in Step 1, refine the draft model:

- Analyze the information gathered through the focus group session.
- Edit the competency names, definitions and (as relevant) behaviors to reflect the input gathered.
- Add or delete competencies from the model as appropriate.

Step 5. Validate the competency model framework

To ensure acceptance by the target community of users, the behaviors associated with the competencies identified in the framework should be those that are important for successful job performance. The competency model framework should be distributed widely to industry associations and their membership. It is ETA's expectation that business and industry will then assume responsibility for ensuring that the model becomes a useful and usable tool that is updated regularly to meet their changing workforce needs.

Step 6. Finalize the model framework

Industry models are available on the Competency Model Clearinghouse Web site. The framework for an industry model is displayed as a graphic representation of the content building blocks customized to the industry.

Job Analysis Methods

Job analysis, is the process of determining and recording all the pertinent information about a specific job, including the tasks involved, the knowledge and skill set required to perform the job, the responsibilities attached to the job and the abilities required to perform the job successfully.

Job analysis differentiates one job from the other, in an organisation, and is based on observation and study. It is also referred to as job review or job classification. Job analysis provides the basic foundation for many of the HR activities.

Though there are several methods of collecting job analysis information yet choosing the one or a combination of more than one method depends upon the needs and requirements of organization and the objectives of the job analysis process.

Typically, all the methods focus on collecting the basic job-related information but when used in combination may bring out the hidden or overlooked information and prove to be great tools for creating a perfect job-candidate fit.

The various methods of job analysis are as follows:-

1. Observation Method
2. Interview Method
3. Daily Method
4. Technical Conference Method
5. Functional Job Analysis (FJA)

6. Questionnaire Method
7. Job Inventories or Checklists
8. Job Performance Method
9. Individual Psychographic Method
10. Job Psychographic Method
11. Job Analysis by Test
12. Motion Study Method
13. Employee Job Diary
14. Conference of Experts
15. Combination of Methods
16. Competency Profiling Method
17. Reference Materials Method
18. Critical Incident Method and
19. Group Interview Method.

Job Analysis Methods – Top 8 Methods: Observation Method, Interview Method, Daily Method, Conference Method, Questionnaire Method and a Few Others

Job analysis, is the process of determining and recording all the pertinent information about a specific job, including the tasks involved, the knowledge and skill set required to perform the job, the responsibilities attached to the job and the abilities required to perform the job successfully. Job analysis differentiates one job from the other, in an organisation, and is based on observation and study. It is also referred to as job review or job classification. Job analysis provides the basic foundation for many of the HR activities.

The analysis involves compiling a detailed description of tasks, determining the relationship of the job to technology and to other jobs and examining the knowledge, qualifications or employment standards, accountabilities and other incumbent requirements. In short, job analysis is a recording of all the activities involved in a job and the skill and knowledge requirements of the performer of the job.

Job analysis provides the necessary inputs for a number of HR activities like recruitment, selection, job design, estimating job worth, training, and appraisal. These activities depends on job analysis and its end products for their own functioning. For example, job description and job specification-the end products of a job analysis – form the basis for recruitment.

They help in evaluating a candidate against the requirements of the job and selecting the most suitable one. Similarly, job analysis provides inputs for training. While training employees for a particular position, the parameters on which the employees need to be trained can be obtained from job analysis. Job analysis also helps management in evaluating the relative worth of each job, which would be one of the basic inputs in designing the compensation system.

Job analysis plays a key role in designing and managing the performance appraisal system in an organisation. It helps in identifying the key responsibility areas (KRAs) for a position and then setting the goals or objectives for the appraisal period. This forms the basis for the evaluation of an employee's performance.

A comparison of the job specifications arrived at, at the end of a job analysis, with the existing competencies of an employee, helps in identifying his training needs. Thus, job analysis contributes either directly, or indirectly, to almost all the fields of human resource management.

The various methods of job analysis are as follows:

1. Observation Method:

Three methods of Job Analysis are based on observation. These are- Direct Observation; Work Method Analysis, including time and motion studies and micro-motion analysis; and critical incident method.

2. Interview Method:

It involves discussions between job analysis and job occupants or experts. Job analysis data from individual and group interviews with employees are often supplemented by information from supervisors of employees whose jobs are to be analysed.

3. Daily Method:

It requires the job holders to record in details their activities on a daily basis.

4. Technical Conference Method:

In this method, services of the supervisors who possess extensive knowledge about a job are used with the help of a conference of the supervisors. The analyst initiates discussion which provides details about the job.

5. Functional Job Analysis (FJA):

It is a method that uses precise terminology and a structured job analysis "schedule" to record information regarding the job content. It is especially useful to the recruiting and selection functions.

6. Questionnaire Method:

These can be filled out by the employees on an individual basis or by job analysts for a group of employees.

7. Job Inventories or Checklists:

These are structured questionnaires that require a respondent to check or rate behaviour and/or worker character necessary to a particular job or occupation. Job inventories can either be Task/Job Oriented or Qualifications/Worker oriented.

8. Job Performance Method:

In this method the job analyst actually performs the job in question and thus receives 1st hand experiences of contextual factors on the job including physical hazards, social demands, and emotional pressures mental requirements.

Job Analysis Methods – Survey Method, Interview Method, Observation Method, Record Method, Job Psychographic Method, Job Analysis by Test and a Few Others

1. Questionnaire or Survey Method:

In this method a questionnaire is prepared to get the job information and it is circulated among all job holders. The questionnaire asks the job holder to supply the several types of information sought in job analysis. It may, in addition, ask the immediate supervisor to examine and comment on the replies provided by the job holders.

No single questionnaire is appropriate for all types of jobs. However, most of them follow an outline that first identifies the job, seeks information on the principal tasks involved and then ask questions design to discover the mental skill and physical requirements of a satisfactory job holder.

2. Interview Method:

In this method the job analyst interviews the job holders and asks questions from them while observing the following rules:

(i) Interview should be taken in leisure time.

(ii) Job analyst must introduce himself to the job holder first and tell him the purpose of the interview.

(iii) Job analyst must take an interest in job holder and his work.

(iv) He must concentrate on the job and not on the HR matters.

(v) The job holder should be motivated to speak more.

(vi) As far as possible, the atmosphere of interview must remain congenial and conversation must be held in the language of the job holder.

(vii) An average job holder should be selected for interview. The information will not be useful if the best job holder is contacted.

3. Observation Method:

Here the job analyst observes the work and worker while the worker is involved with the work. An experienced and expert analyst combines interviewing and on-the-job observation to provide a more accurate analysis than is usually secured by the use of either one of the methods.

4. Record Method:

Various types of job information are collected from the old records of the HR department.

The job analyst goes through the records and notes the relevant aspects of job details.

5. Individual Psychographic Method:

In this method, the mental peculiarities of an individual successful in a particular kind of job are examined, and a list of these peculiarities is compiled. This list is transcribed in a graph. This provides some standard of judgement in future recruitments for the same job.

6. Job Psychographic Method:

According to Viteles, the following three things are essential for the job psychographic method:

(i) Accurate classification of mental qualities required for the job.

(ii) Valid method of evaluation.

(iii) Direct examination or analysis by trained examiners. In this method, some specialist analysts study the work, and they evolve a valid and standard method of evaluation. They prepare a very accurate list in which the various mental qualities required for the job are properly and reliably classified. A graph of these qualities is prepared so that selection of candidates for the job may become easier.

7. Job Analysis by Test:

In the test method, some reliable and valid tests are performed on the basis of essential qualities and abilities; the candidates are tested for selection and suitability on the basis of these tests.

8. Motion Study Method:

Under this method, the speed of an individual worker in performing some job and time consumed therein are both noted. Similar examinations being performed on other individuals doing the same work, and the results obtained are compared. Such a study of speed and time helps in job analysis and classification of the workers.

Job Analysis Methods – 7 Important Methods Used to Collect Information about Jobs: Personal Observation, Interview, Employee Diary, Job Performance and a Few Others

A number of methods are used to collect information about jobs.

Personal Observation:

The job analyst actually observes the work being performed by workers and records his or her observations in the following manners; what the work accomplishes, what equipment is used, what the work environment is like, and any other relevant factor to the job.

Interview:

The understanding of the job may also be gained through interviewing both the supervisor and the employee as either an individual or a group setting. Face to face interviews are an effective way to collect job information, because the job holders are most familiar with the job. This method can provide information about standard as well as nonstandard activities of the job and can supplement the information obtained through personal observation.

Employee Diary:

In this method, the employee describe their daily work activities in a diary or log. After analyzing the diary or log over a specified period of time, a job analyst is able to record the essential characteristics of a job. This method does not give any desirable data on supervisor's relationship, the equipment used and working conditions. Maintaining logs are time consuming and costly.

Job Performance:

With this approach, the job analyst actually performs the job and to gets first hand exposure. The job analyst gets an actual feel of job as well as the physical, environmental and social demands of the job. This method is not suitable for the jobs that are hazardous in nature and quite inappropriate for jobs that require extensive training.

Questionnaire:

The job analyst administers a structured questionnaire to employees who then identify the tasks they perform in accomplishing the job. After completion, the questionnaire are handed over to supervisors. The supervisor is supposed to discuss any errors in the employee's response with him make corrections and then questionnaire is given to the job analyst.

The structured questionnaire must cover all job related aspects such as tasks and behaviours. This method is less time consuming and economical to use but framing the questionnaires are not an easy tasks.

Conference of Experts:

This method utilizes senior job holders and supervisors with extensive knowledge of the job. The interaction with the members during the interview adds insight and details that the analyst might not get from individual job holders.

Combination:

Generally, an analyst does not use one job analysis method exclusively, rather, a combination is often used. For instance, in analysing clerical and administrative jobs, the analyst might use questionnaire supported by interviews and limited observation. On the other hand for production, jobs interviews supplemented by a greater degree of work observation may provide the needed data. Combination of methods can ensure high accuracy at minimum costs.

Job Analysis Methods – Methods Used for Collection of Data

Job analyst collects data in respect of the duties, responsibilities and activities of the job from the different people e.g., employees in the job, supervisor, and peers. Various methods/techniques are used for collection of data.

These are:

1. Interview method
2. 'Study and observe' method
3. Self-performance method
4. Employee's Job Diary
5. Questionnaire method
6. Conference method.

1. Interview Method:

Job information is collected through interview. Under the interview method questions are asked and replies are recorded for analysis.

Interviews are:

i. Individual interviews with individual employee

ii. Group interviews with individual supervisor or group of supervisors are asked during interview.

For collecting information from the interviewee questions like:

a. What is done?

b. Why is it done?

c. How is it done?

d. When is it done?

e. To what is it done?

Questions are structured in such a way that the interviewee supplies all information about the job activities performed by him, as also characteristics of the job to the job analyst.

Interview method is very easy to use for collection of information. Generally, employees like to respond to questions made by those people who are very much interested to know their job activities, working conditions, hazards etc. Through well designed and effective interview job analyst may come to know some new area of activities / behaviour which may help him to arrive at some conclusion.

Job analyst may get complete information at a short time from the employees, as they use this platform to elicit their difficulties, hardship etc. to others. Interview method is very much expensive.

In large organizations it is difficult to use, to collect information. Employees may not give actual information / data to job analyst as they feel these data will be used for determining their pay rates and fringe benefits. Collecting information through interview method needs extra skill and ability of job analyst. Interview results are difficult to analyse.

2. Study and Observation Method:

The another method of collecting information for job analysis is through study and observation of the job people do.

This method involves:

i. Watching of the whole process of job activities and time taken to complete each process and also the entire process

ii. Observance of situation, conditions under which an employee works

iii. Study of responsibilities shouldered by the employee

iv. Review of job performance of employee through films

v. Watching of the materials, tools used to perform job.

This method is effective when jobs involve physical activities that are measurable. Job analyst gets thorough idea regarding the jobs employees perform. So job performance information becomes correct and accurate. This method yields reliable results as the data are collected through direct observation. Collection of data is very easy as it does not need extra skill, ability of the analyst.

This method is not free from limitations. It becomes unreliable and ineffective when jobs consist of immeasurable mental activity (that means jobs need mental work, decision making, judgemental activity, planning, directing, controlling etc.)

In some cases, job performance information may not be correct as constant watch of analyst over a job may create such situation where employees cannot function freely and properly. It requires much time to complete the information collection exercise especially, in cases when employees occasionally need to perform some work.

3. Self-Performance Method:

Under this method, job analyst engages himself to perform a job and records information. The approach of this method is like 'perform job and obtain information'. Job analyst through performance of job gets understanding of –

i. The whole process of activity i.e. job cycle

ii. Time taken to complete some activity

iii. The hazards and difficulties faced to perform job

iv. The working environment, machines, tools used, supervision needed

v. Skill, ability, knowledge required to complete the job.

This method is effective for job analysis when jobs are very simple and are easy to perform. But this method does not yield results if, the jobs are technical in nature and are difficult to perform without training. The scope of use of this method is limited.

4. Employee's Job Diary:

Another technique to collect information on job is to use diary maintained by the employees to record their day to day activities in their work performance.

This method has the following characteristics:

(i) Each employee is given a diary to keep records of his daily activities

(ii) At the end of each work shift, the employee starts writing on the diary – (a) all the activities he had undertaken that day (b) the time taken for completion of any process of activity (c) difficulties, problems if he had faced to perform his job.

(iii) Job diary needs to be maintained for a long period so that all activities are covered.

(iv) Information recorded by the employee in the diary are verified / checked by the concerned supervisor to ensure that factual data are taken.

This method is simple to use as it does not need extra skill, ability to record information. Since, employee himself writes diary it is possible that all job performance information are recorded.

Diary method is time consuming as it takes much time to collect information for job analysis. The employee may not remember the job activities at the end of work shift when he records in the diary. So, the data is based on assumption the employee holds.

5. Questionnaire Method:

This is one of the methods used by organization to collect job information. Under this method job related questions are prepared and employees are asked to reply to the questions. This method is very much popular to gather information concerning job related duties and responsibilities of employees.

Questionnaires are of two types—structured questionnaire and open ended (unstructured) questionnaire. In case of structured questionnaire a long list of possible task items is designed and sent to employees with the request to indicate whether or not they perform the tasks as mentioned in the questionnaire and if so, how much time is taken to perform each task?

Open ended (unstructured) questionnaire is very simple that asks the employees to describe something in respect of their job related duties, responsibilities etc. The question may be like 'state the major duties you perform'.

The specially designed questionnaires are sent to employees who submit them to supervisors after duly completed/filled out. Supervisors after verification, consultation with concerned employees, if need arises, give those questionnaires to the job analyst.

The questionnaire method is easy to use for collection of job information. Coverage of population under this method is wide. Questionnaires are sent to a large number of employees. So, it is a speedy and excellent way for gathering information at a shorter period of time. Cost wise this method is cheap for collection of information.

The method is not free from limitations. Designing questionnaire (i.e., area coverage, type and number of questions to be asked for etc.) needs special skill. Employees may take it casually to fill out questionnaires and to return them.

Generally, employees avoid to submit information in writing that may be due to their inability to express or due to their unwillingness to respond to the questions mentioned in the questionnaire. The preparation of questionnaire is also expensive and time consuming.

6. Conference Method:

This is one of the methods of collecting information for job analysis. Under this method job analyst gathers information relating to job of employees through experienced and knowledgeable supervisors.

Conference method includes the following activities:

i. Selection of areas, subject matter over which questions will be asked to supervisors

ii. Deciding on number of questions to be asked, design of questions whether open-ended or structured questions

iii. Structure of time for completion of interview with supervisor.

This method yields results if supervisors are effective, competent, experienced and have a great depth of knowledge on subordinates' job. Collection of job information through this method is time consuming and expensive.

Job Analysis Methods – 2 Most Important Methods: Qualitative and Quantitative Methods

The determination of job tasks, the concomitant skills and abilities necessary for successful performance, and the responsibilities inherent in the job can be obtained through the following methods-

1. Qualitative Methods:

(i) Personal Observation Method:

The most reliable and practical technique for obtaining the information in relation to the job is through the direct observation of the work performed coupled with the discussion with the supervisor of the job.

The materials and equipment used, the working conditions and probable hazards, and an understanding of what the work involves are facts which should be known by an analyst. Direct observation is especially useful in jobs that consist primarily of observable physical ability like the jobs of draftsman, mechanic, spinner, or weaver.

(ii) Questionnaire Method:

In this method, the questionnaire is prepared by the job analyst and distributed among the workers. The questions are answered by the workers to the best of their knowledge and belief. This method is usually employed by engineering consultants. Properly drafted questionnaires are sent out to the job holders for completion and are returned to supervisors.

The idea of issuing questionnaires is to elicit the necessary information from the job holders so that any error may first be discussed with the employee and after due corrections may be submitted to the job analyst.

(iii) Personal Interviews:

Personal interviews may be held by the employees and answers to the relevant questions may be recorded. But this method is relatively time consuming and costly. This method is a prime method used by the job analyst for data collection. The job analyst contacts the workers and the supervisors concerned and asks questions regarding the various jobs performed by them for collecting the relevant information.

(iv) Record:

In this method, the employee is asked to maintain the daily diary record of duties he performs, stating the time at which each task is started and finished. But this method is incomplete, because it does not give the desirable data on supervisor relationship, equipment used and the working conditions. This record is also maintained by the personnel department regarding the job holders. The analyst collects this information from the record maintained by the personnel department.

(v) Job Performance:

In this method, the job is actually performed by the job analyst for obtaining first-hand experience in relation to the actual tastes, physical and social demand, and the working environment of the job. This method can be used only for jobs where skill requirements are low and can therefore, be learnt quickly and easily.

2. Quantitative Methods:

(i) Position Analysis Questionnaire (PAQ):

It is a structured job analysis questionnaire. The PAQ is filled by the job analyst. It contains 194 items, each of which represents an important component of the job. The job analyst decides whether each item plays a role on the job and if so to what extent.

Advantages of PAQ:

(a) It classifies the jobs.

(b) It provides a quantitative score or the profile of the job.

(c) The results of PAQ can be used to compare one job with the other.

(d) PAQ is also used for the fixation of pay levels.

Disadvantages of PAQ:

(a) It is time-consuming.

(b) It involves a complicated analysis on the part of job analyst.

(ii) Management Position Description Questionnaire (MPDQ):

It is a standardised instrument which is specifically designed for the use in the analysis of managerial jobs. Its questionnaire consists of 15 sections including 274 items. In this method, the respondents have to respond on the importance of each item to the position.

The management description factors include:

(a) Internal Business Control

(b) Public and Customer Relations

(c) Staff Service

(d) Supervision

(e) Broad Personnel Responsibility

(f) Complexity and Stress

(g) Approval of Financial Commitments

(h) Autonomy of Actions

(i) Advanced Consulting

(j) Product, Marketing, and Financial Strategy Planning

(k) Coordination of Other Organisational Units and Personnel

(l) Products and Service Responsibility

(iii) Functional Job Analysis:

This approach of job analysis is worker oriented. The functional job analysis approach attempts to describe the whole person on the job. It examines three fundamental components of 'data, people, and things'.

The four main dimensions which are rated under this method are:

(a) The language and verbal facilities required to perform the job.

(b) The mathematical ability required to perform the job.

(c) The extent to which specific instructions are necessary to perform the job.

(d) The extent to which judgement and reasoning are required to perform the job.

This method is used frequently for government jobs. It provides a quantitative score of each as a function of its complexity in relationship with people, data, and things.

Job Analysis Methods – Common Techniques/Methods Employed by Management for Analysis of Jobs

Though there are several methods of collecting job analysis information yet choosing the one or a combination of more than one method depends upon the needs and requirements of organization and the objectives of the job analysis process. Typically, all the methods focus on collecting the basic job-related information but when used in combination may bring out the hidden or overlooked information and prove to be great tools for creating a perfect job-candidate fit.

Selecting an appropriate job analysis method depends on the structure of the organization, hierarchical levels, nature of job and responsibilities and duties involved in it. So, before executing any method, all advantages and disadvantages should be analyzed because the data collected through this process serves a great deal and helps organizations cope with current market trends, organizational changes, high attrition rate and many other day-to-day problems.

Some common techniques/methods employed by management are given below:

1. Observation Method:

A job analyst observes an employee and records all his performed and non-performed task, fulfilled and un-fulfilled responsibilities and duties, methods, ways and skills used by him or her to perform various duties and his or her mental or emotional ability to handle challenges and risks.

Merits & Demerits of Observation Method:

i. It is one of the easiest methods to analyse a specific job.

ii. The limitation is that every person has his own way of observing things.

iii. Different people think different and interpret the findings in different ways.

iv. Therefore, the process may involve personal likes and dislikes and may not produce genuine results.

v. This error can be avoided by proper training of job analyst or whoever will be conducting the job analysis process.

2. Interview Method:

In this method, an employee is interviewed so that he or she comes up with their own working styles, problems faced by them, use of particular skills and techniques while performing their job and insecurities and fears about their careers.

This method helps interviewer know what exactly an employee thinks about his or her own job and responsibilities involved in it. It involves analysis of job by employee himself/herself. In order to generate honest and true feedback or collect genuine data, questions asked during the interview should be carefully decided. And to avoid errors, it is always good to interview more than one individual to get a pool of responses. Then it can be generalized and used for the whole group.

Merits of Interview Method:

i. Interviewing is a flexible method for all levels and types of job. An interview may focus on what a hypothetical job might involve.

ii. Interviews generate descriptive data and enable job-holders to interpret their activities.

iii. A good interviewer can probe sensitive areas in more depth. Structured questionnaires cannot easily do this. Jobholders can give overviews of their work and offer their perceptions and feelings about their job and the environment.

Demerits of Interview Method:

i. Rigid questionnaires tend to be less effective where the more affective aspects of work are concerned.

ii. Information from different interviews can be hard to bring together there is potential for interviewer bias certain areas of the work may fail to be picked up an interview may stress one area and neglect others.

iii. Here are problems in interpretation and analysis with the possibility of distorted impressions the subjectivity of the data captured needs to be considered.

iv. Interviews are time consuming and training is needed.

3. Questionnaire Method:

Another commonly used job analysis method is getting the questionnaires filled from employees, their superiors and managers. However, this method also suffers from personal biases. A great care should be takes while framing questions for different grades of employees.

In order to get the true job-related info, management should effectively communicate it to the staff that data collected will be used for their own good. It is very important to ensure them that it won't be used against them in anyway. If it is not done properly, it will be a sheer wastage of time, money and human resources.

Advantages of Questionnaires:

i. Questionnaires are cost-efficient.

ii. Questionnaires are also a practical way to gather data. They can be targeted to groups of your choosing and managed in various ways.

iii. Questionnaires bring Speedy results.

iv. Questionnaires and surveys allow the HR Manager to gather information from a large audience.

v. Most survey and questionnaire providers are quantitative in nature and allow an easy analysis of results.

vi. Questionnaires ensure User anonymity.

vii. When using mail-in, online or email questionnaires, there's no time limit and Respondents can take their time to complete the question.

viii. Questionnaires cover all aspects of a topic.

Disadvantages of Questionnaires:

i. While there are many positives to questionnaires, dishonesty can be an issue. Respondents may not be 100 percent truthful with their answers.

ii. There is no way to know if the respondent has really thought the question through before answering.

iii. Without someone to explain the questionnaire fully and ensure each individual has the same understanding, results can be subjective.

iv. Respondents may also have trouble grasping the meaning of some questions that may seem clear to the creator. This miscommunication can lead to skewed results.

v. A survey or questionnaire cannot fully capture emotional responses or the feelings of the respondents.

vi. Some questions are difficult to analyse.

vii. As with any sort of research, bias can be an issue. Participants in your survey may have an interest the product, idea or service. Others may be influenced to participate based on the subject of the questionnaire.

viii. When using questionnaires, there is a chance that some questions will be ignored. If questions are not required, there is always that risk they will not be answered.

4. Work Methods Analysis:

The form of analysis on work methods is applicable to describe manual and repeated manufacturing jobs, for example the jobs of assembly-line. Such analysis on work methods consists of analysis of time, motion study and micro motion.

5. Task Inventory Method:

Indeed, a task inventory lists all discrete activities which create a certain job or certain company.

6. Job Element Method:

This style is somehow similar to the method of critical incident technique. The method concentrates on behaviors during working and such consequences that the behaviors bring about more than look at abstract characteristics. This method was developed by Ernest Prim off.

7. Diary Method:

The method of diary is considered to be a very useful tool to analyse jobs. In this method jobs are assessed thanks to workers' daily records or their lists of activities that they practice day by day.

8. Checklists and Rating Scales:

In this method jobs are analysed by using a list keeping track of such job elements. Many questions can be raised, such as working purposes, key roles and responsibilities, organization; relationships; decision-making; authority; Skills, knowledge, experience; working conditions.

9. Competency Profiling Method:

This form of job analysis is an activity that determines certain capacities which are characteristics of high levels of performance in a certain job. It includes skills, knowledge, capacities, values, interests, personalities.

10. Examining Manuals/Reference Materials Method:

In analysing jobs, the analysts use manuals/or materials of reference including quality manual, human resource manual, procedures, instruction, forms, job description. These documents are available so that organizations can apply them in accordance with standards of ISO 9000.

11. Technical Conference Method:

This tool is of great usefulness in analyzing jobs based on Subject Matter Experts (SMEs). SMEs will implement sessions of brainstorming to discover elements of jobs. In this method, SMEs can apply a full mix of all methods of job analysis.

Job Analysis Methods – Top 10 Job Analysis Methods: Observation, Interview, Critical Incident, Group Interview, Structured Questionnaire, Check-List and a Few Others

Job analysis is a process that consumes more time. It is a tedious exercise collecting information to determine job elements, aptitudes and attitudes of an individual for a successful job performance.

Some of the important job analysis methods are given below:

1. Observation Method:

It is a job analysis technique in which employees are directly watched or films of workers on the job are reviewed and the data regarding the job collected. In this method the supervisors observe and gather information with regard to tasks, working conditions, etc., related to a job, while the employees are performing their job. This method is particularly suitable for analyzing manual and unskilled jobs. It may not be suitable for mental, analytical and technical jobs.

2. Interview Method:

The job is analyzed by interviewing every individual employee separately. It is a time consuming task. In this method the employees are selected and intensively and extensively interviewed to know more about every aspect of their job such as the problem and inconvenience they face while performing the job, desirable qualification, tech-know-how, training required, etc.

3. Critical Incident Method:

This method is used to gather information about a job based on the past experiences and critical incidents which are frequently or seldom experienced while performing the job. These incidents are analyzed in detail by the brainstorming technique. But, it requires more time and is dependent the analytical skill of the analysts.

4. Group Interview Method:

It is done like the individual interview method but more people are interviewed simultaneously. It creates an atmosphere for the interviewees to open up their minds and give information, share ideas, opinions, positive and negative aspects of the job. Sometimes, group dynamics may hinder its effectiveness.

5. Structured Questionnaire Method:

In this method a questionnaire is prepared which consist of questions/statements pertaining to job and the employees. The respondents are asked to put a tick mark against their choice or rate every item given therein. It is good method used widely for data collection.

6. Check-List Method:

In this method, the job is analyzed and necessary information regarding the job is collected by asking the employees some subjective questions in the form of 'Yes' or 'No' objective type questions. The job holder is asked to put a tick mark against his/her choice.

7. Video Tape Method:

While on the job-floor, during the course of performing the job, the employees are video graphed. These video tapes are used to assess the job. The advantage of this method is that it can be reviewed again and again whenever needed.

8. Review of Record Method:

The work and repair records which are maintained in the human resources department of the organization are used for job analysis. This method is not appreciated and it is defective and ineffective.

9. Conference Method:

The supervisors utilize this method to collect information. The experts share their expertise and interact with employee participants to gather information about the jobs they perform.

10. Diary or Work Log Record Method:

The job incumbents are given a diary and asked to write a brief account of their job activities they performed at the end of every day. It is a cost and time consuming method but it facilities collection of too much of information at the end in which most of them may not be pertaining to the job activities. It is better to use more than one method of job analysis to make it more effective.