Application of Competency Models within Organizations
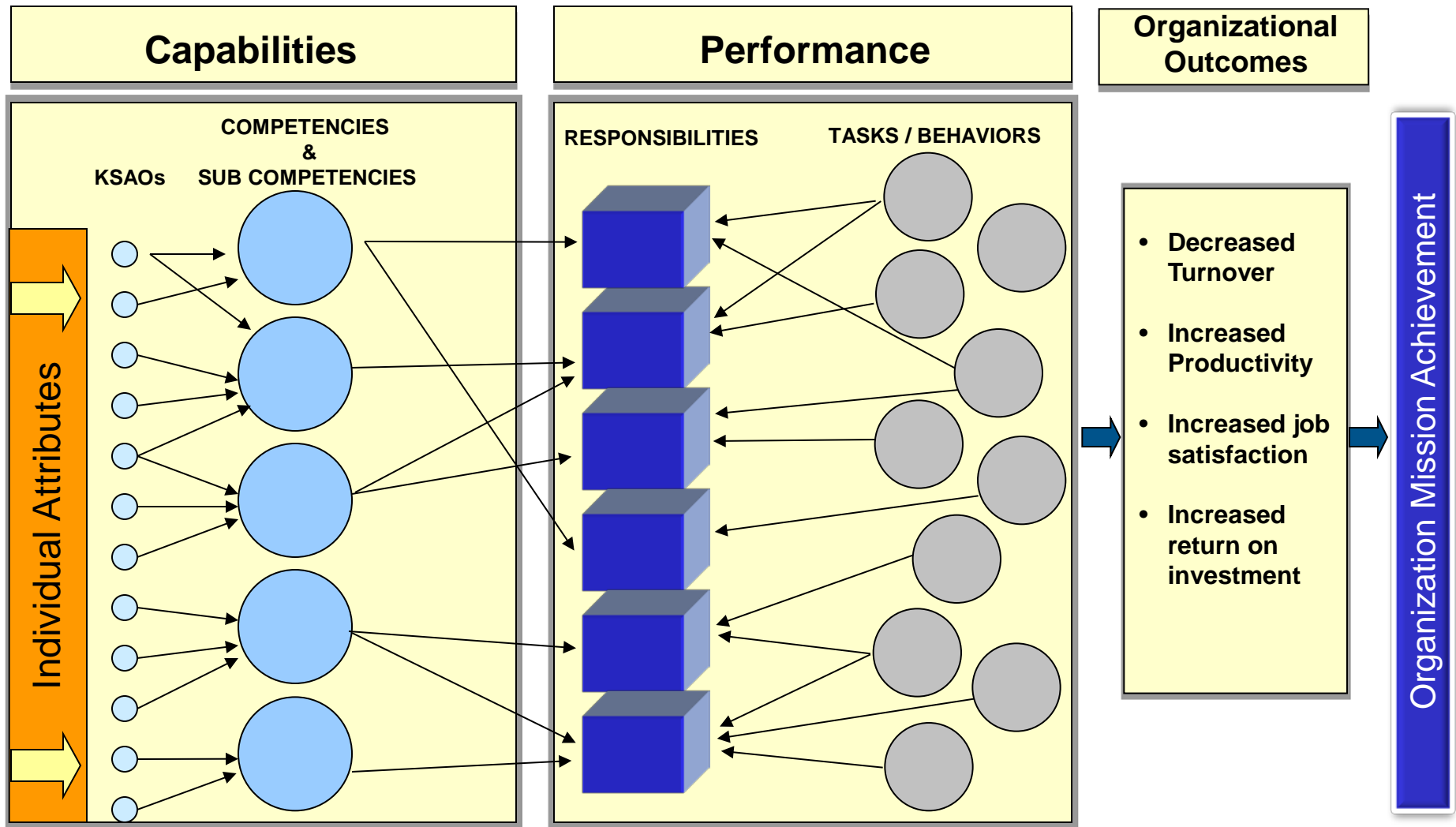
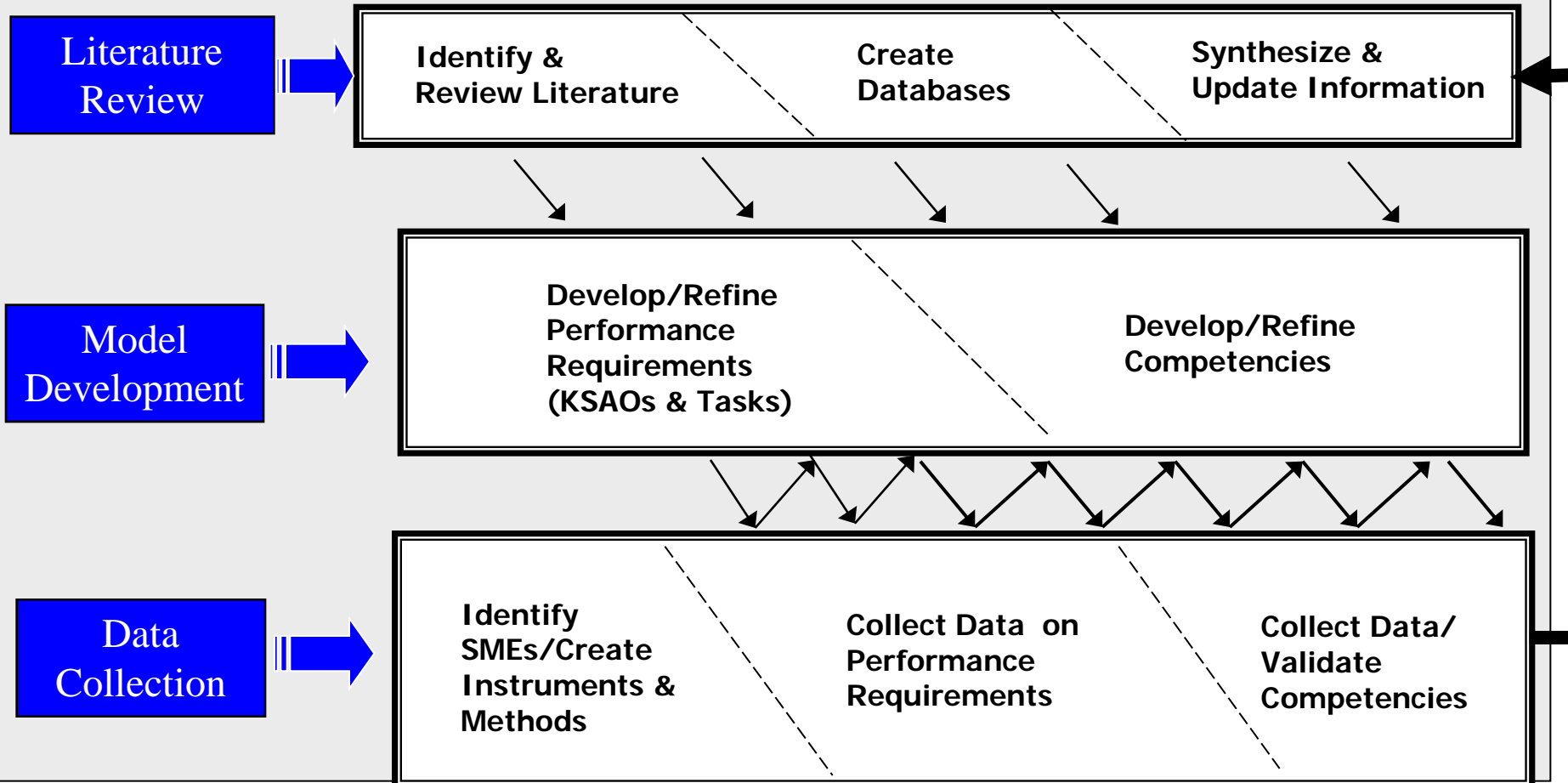January 4, 2017

Ray Morath, Ph.D.
ICF

Overview

- Model Development:
    - Competency Modeling Process
    - Spiraling Process
    - Bottom-up & Top-down
- Application of Competency Models:
    - Individual Level
    - Organizational Level
    - Example HR Function: Performance Appraisal/Evaluation

Competency Modeling Process

Capabilities

KSAOs | COMPETENCIES & SUB COMPETENCIES

Individual Attributes

Performance

RESPONSIBILITIES | TASKS / BEHAVIORS

Organizational Outcomes

- **Decreased Turnover**
- **Increased Productivity**
- **Increased job satisfaction**
- **Increased return on investment**

Organization Mission Achievement

Competency Model Development – Can be a spiraling process

ICF proprietary and confidential. Do not copy, distribute, or disclose.

Types of Competency Modeling: Bottom-up

- Identifies the combination or clusters of knowledge, skills, abilities, other characteristics (KSAOs) that are required for success in a particular job.

- Bottom-up approaches typically used to support HR functions such as:
  - Personnel Selection/Assessment
  - Training
  - Performance Appraisal/Evaluation
  - Promotion

Types of Competency Modeling: Top-down

- Sometimes referred to as organization-level competency modeling.

- Takes into account organizational objectives, vision, and strategy in developing a set of 'core competencies' that are applied to the entire organization, department, or job family within the organization.

- Relevant when personnel must possess new KSAOs and/or perform new tasks and activities to successfully meet new and emerging organizational requirements.

- Top-down approaches are often used to guide:
  - Education
  - Professional Development
  - Career Paths
  - Succession Planning
  - Performance Appraisal/Evaluation

Competency Models – Application at the Individual Level

- Defines 'what is important' in terms of individual performance.
  - Can be reliably measured
  - Differentiates performance
- Guides HR functions related to measuring and improving individual performance:
  - Recruitment & Selection
  - Training & Education
  - Professional Development & Career Paths
  - Performance Appraisal/Evaluation
  - Promotion

Competency Models – Application at the Organizational Level

- Provides a common framework & shared understanding of those dimensions that are most critical for individual and organizational performance
- Shapes the organization's culture and values
- Guides leader behaviors
- Guides organizational systems and process.

Organizational Level Factors Supporting Competency Model Adoption and Integration

LEADER FACILITATION
Leaders set conditions to foster the competencies; Provide feedback and coaching; Articulate the value of the competencies.

SYSTEMS AND PROCESSES
Standardized approaches used to select, train/educate, develop, promote, assess/evaluate, and provide feedback to staff on the competencies.

SHARED UNDERSTANDING
Organizational staff have a shared understanding/vision of the Competency Model and how it is used to enhance performance and guide development.

CULTURAL ORIENTATION
Organization supports the Competency Model; Leaders and staff are given the tools and resources needed to develop/enhance the competences; The competencies are aligned with the organization's vision and values.

Administrator's Contribution to Care and Education of Young Children (adapted from Kostelnik & Grady, 2009)

Leader: Makes an effort to influence others in the community to support early childhood programs and practices.

Translator: Interprets early childhood education principles and practices effectively to others – parents, other teachers, fellow administrators, school board members, and members of the community.

Resource/Coach: Has a deep store of knowledge regarding early childhood education and can share this effectively with staff; makes informed classroom observations and offers feedback on teaching; is viewed as a 'go to' person for advice and problem solving specific to early childhood education.

Knowledgeable/Partner: Values early childhood education and is well-informed on the subject – utilizes correct vocabulary, knows essential principles, recognizes appropriate teaching practices and can discuss early childhood strategies with staff members.

Aware: The administrator makes an effort to find out about early childhood education and what it entails. This desire for more knowledge may develop in response to personal needs or environmental influences.

ICF proprietary and confidential. Do not copy, distribute, or disclose.

1/23/2017   10

Organizational Maturity Model – Determining Degree of Competency Model Integration & Adoption

Optimizing: Integration of systems and processes that align with the competency model. Continuous monitoring/ maintenance of the competencies. Adjustments made to align with best practices. Data driven continuous improvement.

Advancing: Systems and processes are aligned with/support competency model. Integration of the systems and processes is common place. Systematic measurement and tracking.

Achieving: More consistent application and measurement of competencies. Standardization of practices & processes has begun to occur across the organization.

Emerging: Increasing acquisition of capabilities and processes aligned with the competencies, but the execution is inconsistent. Occasional repeatable measurement & tracking of competency levels and culture, leadership, and systems/process are beginning to align with the competencies.

Forming: Minimal or cursory attempts to employ competencies; practices and processes not well aligned to competency model. Little measurement & tracking of competency levels; Degree to which organizational culture, leaders, and systems/processes support the competencies is limited.

ICF proprietary and confidential. Do not copy, distribute, or disclose.

1/23/2017   11

Example HR Function: Performance Appraisal/ Evaluation

- Competencies provide a common set of dimensions to assess staff members.

- Performance appraisal used to identify individual proficiency or effectiveness levels on each competency.

- Competency ratings collected from manager/supervisor, peers, subordinates, and self (i.e., 360 degree appraisal)
  - Increases staff awareness of strengths and developmental needs
  - Guides individual development plans—including training & education to help staff member meet proficiency standards
  - Aggregated data determines proficiency levels of a group/category of staff; used to guide organizational decisions regarding training and education (organizational level application)
  - Aggregated data monitors/tracks the learning maturity level of the group/category/organization (organization level application)

Competency Based Performance Appraisal Developed for Air Mobility Command

APPLICATION LANDING PAGE

Air Power Fundamentals

PROFILE   LOGO

Become a stronger and more valuable team member – Gain INSIGHTS on your HIDDEN STRENGTHS and areas for development.

Step 1 - Register
Select "LOGIN" in the top right corner to create and access your learner account.

Step 2 - Take Survey
The first step in your path to development is to complete a quick self-assessment.

Step 3 - Get Feedback
Ask others to rate your performance using this developmental tool.

Step 4 - See Results
Access your Individual Feedback Report and see how your self-assessment compares to others' perspectives.

Step 5 - Develop
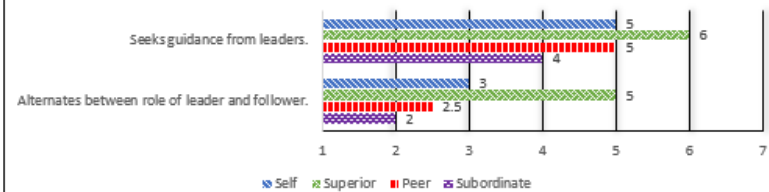Create an Individual Development Plan to chart your course to success.

Competency: Embodies Airman Culture
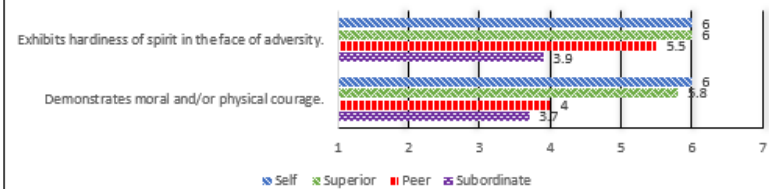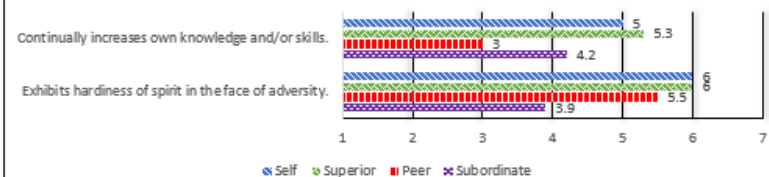
Looking Forward to Discussions in Breakout Sessions on Developing, Implementing, & Assessing Competencies

Questions regarding presentation: Ray.Morath@ICF.com