



PAHRODF
PHILIPPINES AUSTRALIA
HUMAN RESOURCE AND
ORGANISATIONAL DEVELOPMENT
FACILITY



A GUIDEBOOK ON COMPETENCY MODELLING AND PROFILING



The development and printing of this knowledge product was made possible through the support of the Australian Government through the Philippines Australia Human Resource and Organisational Development Facility (PAHRODF).

PAHRODF encourages the use, translation, adaptation and copying of this material with appropriate credit given to the Facility and its partner organisation/s.

Although reasonable care has been taken in the preparation of this material, neither the publisher and/or contributor can accept any liability for any consequence arising from the use thereof or from any information contained herein.

First printed and bound 2016 in Manila, Philippines. Second printing in 2017.

Published by:

Philippines Australia Human Resource and Organisational Development Facility (PAHRODF)

Level 3, JMT Building, ADB Avenue

Ortigas, Pasig City

Tel. No: (632) 638-9686

Email: hrodf@hrodf.org.ph

Website: www.pahrodf.org.ph

TABLE OF CONTENTS

Message from Australian Embassy Philippines	7
About Australia’s Aid Program in the Philippines	9
About PAHRODF	13
Preface	15
Using the Guidebook	17
● Chapter 1. Exploring Competencies and Competency Modelling	19
Competency Modelling—Another Fad?	21
Competency Modelling in Context	22
Competency Modelling—Where It All Began	25
What are competencies?	27
Some distinctions—Competencies vs. Skill	32
Competencies vs. Values and Ethics	35
● Chapter 2. Appreciating the Benefits of Competency Modelling	39
For the Organisation	42
For the Manager	44
For the Employee	46
● Chapter 3. Understanding Job Competencies	47
Core Competencies	50
Functional/Technical Competencies	53
Managerial/Leadership Competencies	54
● Chapter 4. Developing a Competency Model	57
What is a Competency Model?	59
Elements of a Competency Model	60
What is a Competency Dictionary?	83
Preparing to Embark on a Competency Modelling Activity	85

Assessing Organisation Readiness for Competency Modelling	89
● Chapter 5. Identifying Competencies	93
The Starting Point	95
Processes and Approaches in Identifying Various Types of Competencies	98
Data Gathering Methods	103
Considerations for Choosing the Data Gathering Methods	108
Sources of Data	110
Desirable Characteristics of Data Sources for Interviews and FGDs	111
Selecting a Representative Sample	113
Data Analysis	114
● Chapter 6. Creating Job/ Position Competency Profiles	117
Competency-based Job Description	119
● Chapter 7. Practical Tips for Competency Modelling	123
Tips in Developing a Competency Model	125
Tips in Developing Rubric & Proficiency Levels	127
Tips in Developing Behavioural Indicators	128
● Chapter 8. Employee Learning and Development	129
HR Planning	131
Recruitment, Selection, & Placement	131
Leadership Development	132
Employee Learning and Development	132
Performance Management	133
Career & Succession Planning	133
Conclusion	134
References	136

LIST OF FIGURES

Figure 1. Competencies vis-à-vis Results	23
Figure 2. A Metaphor for Competency	28
Figure 3. A Cartoon on Competency	33
Figure 4. HR Strategic Partner Competency	64
Figure 5. Workplace Learning and Performance (WLP) Professional Competency Model of the Philippine Society for Training & Development (PSTD)	65
Figure 6. UK Civil Service Competency Model	66
Figure 7. Sample Competency Map	119
Figure 8. Sample Competency Based JD (Abbreviated)	120

LIST OF TABLES

Table 1. Methods for Competency Identification
--

LIST OF ANNEXES

List of Annexes	
Annex 1. Glossary of Terms	137
Annex 2. DSWD Functional/ Technical Competencies	143
Annex 3. Sample Rubric	145
Annex 4. Sample Competency Table (CSC)	147
Annex 5. Action Verbs for Behavioural Indicators	149
Annex 6. Sample Pages of a Competency Dictionary	153
Annex 7. Assessing Readiness for Competency Identification, Modelling and Assessment	161
Annex 8. Techniques in Competency Modelling (Build Approach)	165
Annex 9. Institutional Journey in Competency Modelling: The CSC and DSWD Experiences	169
Annex 10. Sample Job Competency Map	172
Annex 11. Sample Competency-based Job Description	174
Annex 12. Lessons Learned by CSC and DSWD	183



MESSAGE FROM THE AUSTRALIAN EMBASSY PHILIPPINES

The Australian Government is a staunch supporter of the Philippine Government in their priority agenda of promoting good governance.

Our aid program helps build stronger public institutions for more inclusive governance. We believe that developing a cadre of capable public servant leaders is essential so government can better deliver services to its citizenry.

Australia is one of the few international partners in the country working to provide responsive technical support aimed at improving the skills, knowledge and integrity of Filipino civil servants. We are doing this through the Philippines Australia Human Resource and Organisational Development Facility or PAHRODF.

I am proud that PAHRODF is such a successful program within Australia's aid portfolio in the Philippines. It is a well-managed facility that has been yielding positive and enduring benefits.



The Guidebook on Competency Modelling and Profiling is again a reflection of learning innovations that PAHRODF has introduced. It is based on one of PAHRODF interventions instrumental in breaking new grounds in the way our partner agencies – the Civil Service Commission (CSC) and the Department of Social Welfare and Development (DSWD) – recruit and train employees. With better job-person match among the personnel, these organisations are now able to improve how they deliver their core programs.

Through this guidebook, we hope we can share with everyone the benefits of having robust competency-based human resource systems.

Congratulations to Civil Service Commission for spearheading the development of this guidebook. I encourage everyone – whether from public or private organisations - to use this guidebook and make a difference in your organisation.

Bill Tweddell
Ambassador
Australian Embassy Philippines



ABOUT AUSTRALIA'S AID PROGRAM IN THE PHILIPPINES

WHY WE GIVE AID

The Philippines is buoyed by economic growth, yet more than 42 million Filipinos survive on less than \$2 a day. Helping the Philippines to tackle poverty will contribute to prosperity for our near neighbour, and build greater security for our region.

Australia can make a difference. By targeting our programs, aligning our work with the development goals of the Philippine Government and focusing on poverty reduction, Australian aid can make a difference in the lives of ordinary Filipinos.



HOW WE GIVE AID

The Australia – Philippines Aid Program Strategy (2012-2017) focuses on education, local government service delivery, disaster risk management and climate change adaptation, peace building and good governance. Australia will work with the Philippines in a relationship of mutual trust, recognition and accountability to achieve improvements in these areas. Our key partners are the World Bank, Asian Development Bank, United Nations agencies, civil society organisations and Australian agencies such as the Australian Centre for International Agricultural Research and Geoscience Australia.

IMPROVING EDUCATION

Education is top priority for Australian aid in the Philippines – this aligns with the high priority of the Philippine Government is giving to education reform. Our programs help children get an education and stay in school. When they graduate, they will be better equipped for tertiary study or starting a job. By 2017, Australian aid will have built 7500 classrooms, trained 40000 teachers and helped improve the education curriculum to meet the demands of the expanding education system.



ENHANCING THE FOUNDATIONS FOR SUSTAINED ECONOMIC GROWTH

The Australian Government works with the Philippine Government in identifying and addressing binding constraints to growth. It supports public-private partnerships to fund priority infrastructure projects and builds stronger foundations for local economic development. This is in line with the overall goal of promoting prosperity, reducing poverty, and enhancing political stability.

STRENGTHENING DISASTER RISK MANAGEMENT

The Philippines is the third most vulnerable country to natural disasters. When earthquakes, volcanic eruptions and severe typhoons occur, the poor are the worst affected. Australia is partnering with the Philippines to ensure communities are better prepared for natural disasters. By 2017, detailed risk maps will be produced to prevent urban development in hazard areas.

IMPROVING CONDITIONS FOR PEACE AND SECURITY

Decades of conflict have resulted in the development of Mindanao, in southern Philippines, slipping behind. Poverty, a lack of basic education and weak governance are ongoing problems in conflict-affected areas. Our programs introduce education in remote communities and provide new opportunities for youth involved with armed groups. We will help the Philippines conduct credible and legitimate elections and improve its accountability to citizens in Mindanao.



SUPPORTING THE FOUNDATIONS FOR ACCOUNTABLE, TRANSPARENT AND EFFECTIVE GOVERNANCE

Improving the quality of governance in the Philippines is fundamental to the country's development prospects. Australian aid is providing practical support to the Philippine Government by helping build a modern public financial management system. We are also helping enhance the skills and expertise of the public service workforce and are helping build stronger government institutions. Our programs establishes partnerships with civil society organisations to help advocate for governance and reforms.



ABOUT PAHRODF

The Philippines Australia Human Resource and Organisational Development Facility (PAHRODF) is a five-year (2010-2015) program of the Australian Government tasked to support to the Australian Government's initiatives under the Australia-Philippines Development Program Statement of Commitment.

In support of the Statement of Commitment's goal and objectives, PAHRODF provides human resource development and institutional strengthening support to targeted national and local government agencies that play a key role in promoting education reforms, enhancing foundations for economic growth, building better disaster preparedness capabilities, and improving the conditions for peace and security.

It is recognised that for Australian aid to have meaningful impact, it must help improve governance by building capacity of relevant government institutions and facilitating partnerships between government and civil society to create stronger demand and accountability for change.



PAHRODF helps build the foundation of good governance in selected organisations critical in delivering the two countries' mutual development priorities so they can be more capable of delivering services and effecting positive changes in the Philippines. The Facility does this by assisting partner organisations address their human resource and organisational development needs in terms of:

- Identifying, prioritising, and developing targeted capacities and competencies to support organisational change;
- Making better use of capacities and competencies to improve service delivery; and
- Sharing and building on enhanced capacities and competencies as basis for continuous improvement and learning.

This Guidebook on Competency Modelling and Profiling is one of the knowledge products that PAHRODF offers to its partners and the HROD community at large.



PREFACE

Welcome to the world of competency model building and job profiling! This how-to reference material has been designed to be your companion in developing competency models and profiles whether for a specific positions, a family of jobs, or indeed the entire organisation.

What makes this guidebook different from other guidebooks in competency modelling and job profiling is that it brings together the experiences of two of the PAHRODF's partner institutions, the Civil Service Commission (CSC) and the Department of Social Welfare and Development (DSWD), from which lessons and useful practices may be drawn not just by public sector organisations but other sectors as well.

In 2012, PAHRODF launched an institution-wide competency modelling and job profiling intervention for CSC and DSWD that has changed the way these two organisations recruit, select and promote their personnel. Today, HR placement is based on a combination of qualifications standards (education, training, experience and eligibility) plus job competencies specific to the position.

In addition to using traditional screening tools, these two institutions today use behaviour event interviewing (BEI) to assess level of competencies that candidates possess leading to a better job-person match in hiring. As they say in HR, there are no bad jobs or bad employees, only bad job-person fit. Better job-person match means higher productivity, better performance, and lower turnover.

Competency modelling and job profiling provide a platform for a more objective, fair and defensible recruitment process for the organisation. Because of better job match, the chosen candidates increase their



chances of success and personal satisfaction on the job. At the organisation level, lower turnover leads to savings in terms of cost of hiring and individual contribution is better aligned with organisational goals and mandates.

Because competency modelling has been around the last 40 years, there has been a proliferation of philosophies, approaches, methods and techniques in this field. This guidebook presents good practices and alternative methodologies with their pros and cons, as well as clarify the diverse terminologies used in this field of practice. It provides many helpful references and practical examples some of which are included as annexes to the body of the guidebook.

This guidebook would not have been possible without the help of the men and women of the CSC and DSWD who gave their time and generously shared their outputs, experiences and learning from their competency modelling and job profiling journey. Special thanks go to Dr. William Rothwell, HR guru, who acted as shadow consultant for the development of this guidebook.

It is PAHRODF's hope that this guidebook will inspire you to embark on the same journey that CSC and DSWD took to usher in a new HR framework that will bring your human capital to the next level.



HOW TO USE THIS GUIDEBOOK

This guidebook is designed to facilitate the development of competency models that are strategic, credible and acceptable to your organisation. Being strategic means ensuring that competency models are aligned with the organisation's mission, vision, values, and strategic goals. Credibility comes from the rigor that went into developing competency models for the various levels and positions in the organisation; while the acceptability comes from the meaningful engagement of critical stakeholders in crafting the competency model.

This guidebook is divided into eight chapters, and it is best to read it according to the sequence in which the topics are presented. Chapters 1 to 3 lay the foundation for a more holistic and fine-tuned understanding of competencies, and help clarify different perspectives and possible confusion in terminologies arising from a profusion of literature on competency modelling concepts and frameworks. A Glossary of Terms (Annex I) is provided to further assist readers with the terms used in the guidebook.

Chapters 4-6 focus on the process of identifying competencies, developing competency models, and preparing job competency profiles. The last section of Chapter 4 discusses some prerequisites for successful implementation of a competency study, including facilitating the organisation's readiness to support the endeavour.



Practical tips for competency modelling and profiling are provided in Chapter 7. Finally, Chapter 8 revisits the various applications of competency models and job profiles in installing and executing strategic and competency-based HR systems and processes.

To highlight important concepts, the text of this guidebook is interspersed with key ideas, definitions, examples and tips that are set apart in boxes or sidebars. Some ideas are presented in figures while others in tables and matrices. The more expansive tables, matrices and templates are included as annexes for your easy reference.

Good luck on your competency modelling project!



1



EXPLORING COMPETENCIES AND COMPETENCY MODELLING



COMPETENCY MODELLING—ANOTHER FAD?	1.1
COMPETENCY MODELLING IN CONTEXT	1.2
COMPETENCY MODELLING—WHERE IT ALL BEGAN	1.3
WHAT ARE COMPETENCIES?	1.4
SOME DISTINCTIONS—COMPETENCIES VS. SKILL	1.5
COMPETENCIES VS. VALUES AND ETHICS	1.6



1.1

COMPETENCY MODELLING—ANOTHER FAD?

The concern for performance in the workplace has triggered interest in discovering what sets apart best-in-class performers from their average counterparts. Identifying and capturing these success factors in a “template” that allows organisations to cultivate and harness these characteristics to drive performance has led to the art and science of what is today called “**competency modelling.**”



For those hearing about competency modelling for the first time, be assured that competency modelling is not just another HR management buzzword or the latest trend in the HR field. Its concepts and principles have endured for over four decades, and the processes for developing competency models have been refined over the years.





1.2

COMPETENCY MODELLING IN CONTEXT

In what may now be considered as the traditional practice of personnel management, work analysis and job descriptions were the basis for many HR activities. Job descriptions defined an incumbent's work activities and job specifications, and provided the basis for hiring, job evaluation, performance assessment, compensation management, and other personnel functions.

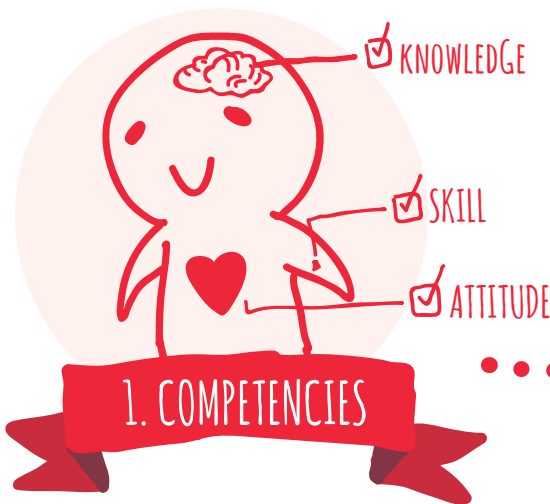
Over the years, the inadequacy of just using job descriptions as anchor for managing and driving performance has become increasingly apparent. **Organisations realise that job descriptions are highly focused on tasks and activities, and do not really define work results in measureable terms.** Consequently, performance levels and tangible results are not communicated clearly to the job holder. Job descriptions can also quickly turn stale or obsolete with rapid technological advancements and increasingly complex organisational challenges.





Tasks listed in the job description can easily change when new technology is introduced or job demands are modified. Thus, organisations can not be as agile and flexible in optimising its human talent to achieve desired results.

In contrast, the use of competency models allows organisations to match people’s capability with outputs and results expected from the job, ensuring greater job satisfaction for the worker and better use of talent for the organisation. (Please refer to Figure 1.)



People have and get competencies.
(Knowledge, Skills, and Attitudes)



We apply these in form of Behaviours.
(Actions, Thoughts, and Feelings)

THE IMPLICATIONS OF COMPETENCIES AS A BASIS FOR HR MANAGEMENT

Figure 1. Competencies
Vis-à-vis Results





*Behaviour produces Outputs.
(Products and Services)*



*How this is done yields results.
(Criteria managing the three prior steps)*

Likewise, the organisation can deliberately cultivate competencies needed today for job holders to perform at peak levels, and at the same time develop those required in the future for it to remain competitive. The use of competency models in HR has gained popularity because of its power to stimulate productivity and use human talent to its optimally.

A 2014 study conducted by the Korn Ferry Institute, a world renowned executive search firm, showed that competencies account for between 43 to 64% of job performance. The other factors are experience, disposition and motivators.

Figure 1. Competencies Vis-à-vis Results





1.3

COMPETENCY MODELLING — WHERE IT ALL BEGAN

The interest in the use of competency models dates back to the early 1970s when the United States Department of State needed a more robust tool to screen Junior Foreign Service Information Officers. The traditional selection criteria, i.e., academic aptitude and knowledge, were poor predictors of effectiveness as a Foreign Service Officer and were weeding out too many minority candidates.

The US Department of State turned to eminent psychologist David McClelland (often credited to have coined the term competency) and his colleagues at a consulting firm MacBer and Company, to create an alternative selection system. McClelland and his team first identified characteristics that differentiated outstanding performers from average performers by using nominations and ratings from superiors, peers and clients. Next, they used behavioural event interviewing to get details of how outstanding performers dealt with critical situations, either effectively





or ineffectively. They then used content analysis to process the data and cluster them into themes. These themes comprised the competencies, which the researchers theorised as the determinants of superior performance on the job (Spencer and Spencer, 1993).

From this ground-breaking study, McClelland's team developed a methodology that dominated the practice of competency modelling for the next decade. While new approaches to competency modelling have been developed in recent years, lessons from their experience still hold true today. These include the focus on outstanding performers, use of behavioural event interviews, thematic analysis of interview data, and distillation of results into a small set of competencies described in behaviourally specific terms.





1.4

WHAT ARE COMPETENCIES?

The earliest globally accepted definition of competencies was generated in an international conference attended by several hundred human resource development (HRD) practitioners in Johannesburg, South Africa in October 1995. Synthesised from the suggestions of participants, the definition of competencies forwarded was: “a cluster of related knowledge, skills and attitudes (KSA) that affects a major part of one’s job (a role or a responsibility), that correlated with performance on the job, that (1) can be measured against well-accepted standards, and that (2) can be improved via training and development.” (Parry, 1996).





Figure 2. A Metaphor for Competency

Following this definition, competencies can be viewed as a three-legged stool-- without one leg, this stool will not stand. Hence a competency must have these three components present (knowledge, skills, and attitudes) for it to be considered complete and effective.

One implication of this definition is that competencies do not include those characteristics that cannot be learned through a learning and development intervention. In recent years though, the definition of competencies has been expanded to include such elements as personality traits, social motives and values. These elements are difficult to quantify, and acquired over a person's lifetime rather than through discrete learning and development events.





This dilemma in definition was recognised by Dubois and Rothwell (2004). They pointed out that one of the challenges of using competencies is that the term is often not clearly and consistently understood. According to Dr. Rothwell (2014), “Every consulting firm that works with competencies has a different definition, based on a different philosophy, of competencies.”

For Dubois and Rothwell (2004) competencies are “characteristics that individuals have and use in appropriate, consistent ways in order to achieve desired performance.” These characteristics include knowledge, skills, aspects of self-image, social motives, traits, thought patterns, mind-sets, and ways of thinking, feeling and acting.

The more contemporary definition of competencies consists of more than just KSAs but KSAOs. The “O” stands for “other” things that lead to job success such as those mentioned by Dubois-Rothwell (2004). Hence competencies are sometimes equated or referred to as success factors.

DEFINITIONS

A **competency** is a combination of motives, traits, self-concepts, attitudes or values, content knowledge or cognitive behaviour skills. It refers to any individual characteristic that can be reliably measured or counted and that can be shown to differentiate superior from average performers. (Spencer, et al, 1993) It also refers to demonstrable characteristics of behaving, thinking and generalizing across situations that enable him to do a job well.

From DSWD Competency Model-Building Intervention





DEFINITIONS

Competencies are observable, measurable and vital knowledge, skill and attitudes which are translation of capabilities deemed essential for organisational success.

From CSC Competency Model Building Intervention

It is important to note that two distinctions, among others, account for the many variations in the understanding of competencies in organisations. Rothwell (2014) explained that for the British, a competency is limited to knowledge, skills and attitudes; for the American, anything (attributable to the performer) that leads to successful performance and productivity is part of competency.

The concept of competency in the US is different from those used by the National Vocational Qualifications (NVQs) of the United Kingdom. In the McBer or US approach to competency identification, behavioural event interviewing is used, while the NVQ employs functional analysis to arrive at competencies. Whereas the McBer approach is concerned with identifying what exceptional performers do, the latter focuses on the functions involved in particular jobs and the minimum standards of competence required for each (Parry, 1996).





Given this divergence in definition of competencies, the first step to competency model-building activity must be to agree on a common definition and be clear about what a “competency” encompasses. (As a reference, a glossary of terms and suggested definitions can be found on Annex 1.)



In this guidebook, the US perspective in competency modelling is used. Focus will be made on identifying competencies that matter, i.e., pinpointing the critical few competencies rather than generating a laundry list of competencies that specify only the minimum acceptable requirement for the job.





1.5

SOME DISTINCTIONS: COMPETENCY VERSUS SKILL

When working with competencies, the difference between a “competency” and a “skill” must be recognised. It is easy to assume that these are one and the same, and thus use these interchangeably.

A skill is narrow in scope and activity-oriented (e.g., mopping the floor, using a computer, and stocking merchandise). A competency is more encompassing because it includes skills, knowledge, and the right attitude that will predispose the person to perform well. For example, time management is a competency. It consists of knowledge (how much an hour of your time is worth, knowledge of time management strategies), skill (how to use a planner, how to prioritise, how to negotiate and how to delegate) and attitudes (doing everything is not as important as doing the 20 percent that contributes to 80 percent to the organisation’s success.)





Many training programs that focus only on teaching skills or the “how to’s” of a job seldom achieve the desired on-the-job behavior change because the training fails to create the proper mindset in the job holder to actually do what is required. Here is where attitude change plays an important role to ensure that knowledge is indeed translated into action or application.

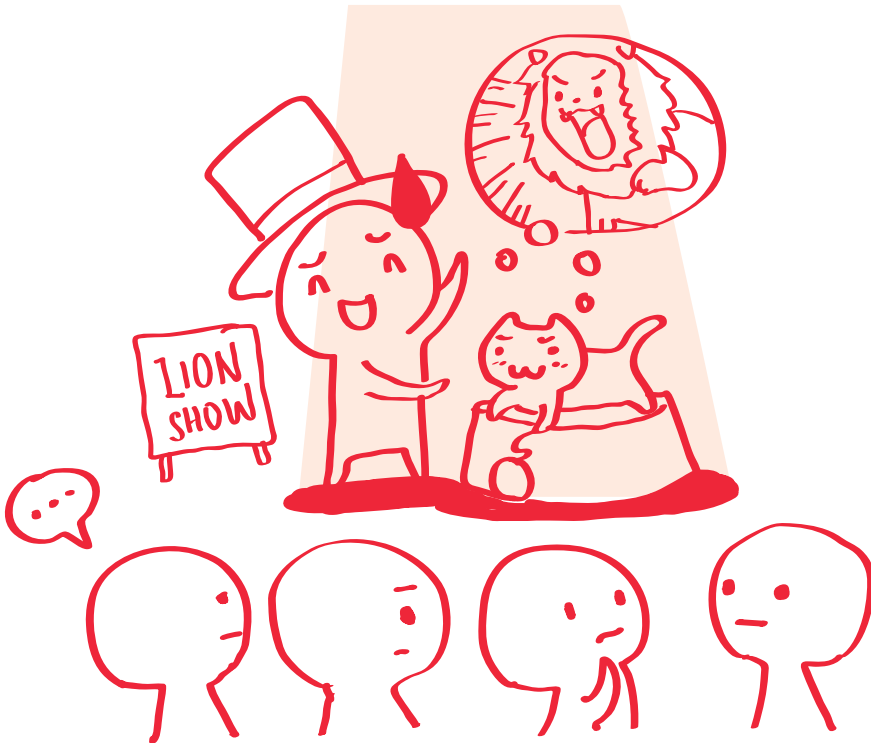


Figure 3. A Cartoon on Competency





Remember that a competency only becomes a competency when it is manifested behaviourally and cannot be just in the job holder's head (something that the job holder knows) or heart (something that the job holder intends to do.) For instance, an academician who is an "expert" on leadership may not have the competence level of a successful leader in an organisation despite his or her specialised knowledge of leadership concepts and competencies. (This is demonstrated in the cartoon in Fig. 3.)





1.6

COMPETENCIES VS. VALUES AND ETHICS

Another important distinction that needs to be made is that of “competencies” versus “values” and “ethics.” **Values influence the choices and decisions that people make and the way they behave.**

While it does affect the job holder’s effectiveness, it does not necessarily lead to desired results and outcomes such as profitability.

Dr. Rothwell (2014) makes this point by saying, *“I do not believe [that] adherence to good values or good ethics necessarily leads to successful performance. In fact, following the law--a good ethical practice--or else following customer product warranties--a good values practice--can actually limit performance and reduce profits.”*





DEFINITIONS

Values are deeply held beliefs about a specific mode of conduct or end-state of existence that is personally and socially preferred by an individual or organisation such as integrity, trust, teamwork and quality

Unlike competencies, values cannot be instilled in the job holder by a short-term classroom intervention. At best, the job holder's attitude can be influenced. Secondly, it is simply impossible to create proficiency levels when talking about values. A person either possesses the value or doesn't.

For instance, "honesty" is a favorite value among organisations. If we consider "honesty" as a competency, does it follow that a person can have a low, medium or high proficiency level of honesty? Dr. Rothwell asserts that values equate to ethics and morality, while competencies equate to productivity.





It might be said that values is doing the right thing (based on the code of ethics of the organisation), while competence is doing things right (based on the competency models that have been drawn from characteristics of exemplary performers). Hence competency modelling and values modelling should be done separately.



Competencies and values must however come together at all times. In the words of Dr. Rothwell (2014), “Competencies without values can be dangerous.” While the process of values modelling is similar to competency modelling (i.e., in both cases the goal is to translate values and competencies to behavioural manifestations), values modelling begins with ethical dilemmas rather than organisational results. The output of values modelling may be a code of conduct for the organisation.





JUST REMEMBER... THE 3 C'S OF COMPETENCIES

1. **COMBINATION** of KSA and other attributes make up a competency
2. **CORRELATES** with performance, i.e., it contributes to or predicts performance.
3. **CRITERION REFERENCE**, i.e., competency must be behavioural and observable so that it can be measured against specific criteria or well-accepted standards





2

APPRECIATING THE BENEFITS OF COMPETENCY MODELLING



FOR THE ORGANISATION

2.1

FOR THE MANAGER

2.2

FOR THE EMPLOYEE

2.3



*Competency modelling offers numerous advantages to the organisation and its managers and employees. Its established benefits have influenced organisations worldwide to make it the **foundation of their HR functions and programs.***





2.1

FOR THE ORGANISATION



- Provides an integrating framework for designing HR systems such as recruitment and selection, learning and development, performance management, talent management, succession planning and rewards management (a.k.a., competency-based HR system)
- Aligns individual contribution to organisational goals since competency models are anchored on strategic directions of the organisation
- Fosters a performance-driven culture as it defines what an average job holder needs to do to attain superior performance, while it provides behaviourally-anchored standards for recognising exemplary performers.





Any coordinated or strategic effort across talent management efforts requires a lingua franca – a common language. For strategic HR, the lingua franca is competencies.

- Helps in planning and budgeting HR development in a more rational and purposive way since critical competency gaps are systematically identified and addressed
- When developing new positions, enables organisations to “begin with the end in mind”, i.e., defining expected outputs and outcome from the job rather than beginning with a list of tasks and activities.
- For succession planning, facilitates the selection and placement of the best candidate or developing the right competencies of potential successors to critical positions





2.2

FOR THE MANAGERS



- Provides the foundation for sharpening their ability to select and hire best fit candidates
- Provides more objective performance standards since competencies are anchored on specific, measurable behaviours
 - o Enables managers to clearly communicate performance expectations to staff
 - o Minimises subjectivity in assessing performance





- Creates a solid platform for dialogue between managers and staff on performance as well as development and career-related issues
- Guides managers in identifying staff development initiatives in a more purposive and cost-effective manner





2.3

FOR THE EMPLOYEES



- Clarifies success factors in their current roles enabling them to give their best on the job
- For career planning, provides information on what it takes to move to their targeted positions whether this is a lateral transfer or a promotion
- Empowers staff to proactively seek competency-development activities (i.e., instead of just relying on the sponsorship of their leaders or the organisation)





3



UNDERSTANDING JOB COMPETENCIES



CORE COMPETENCIES

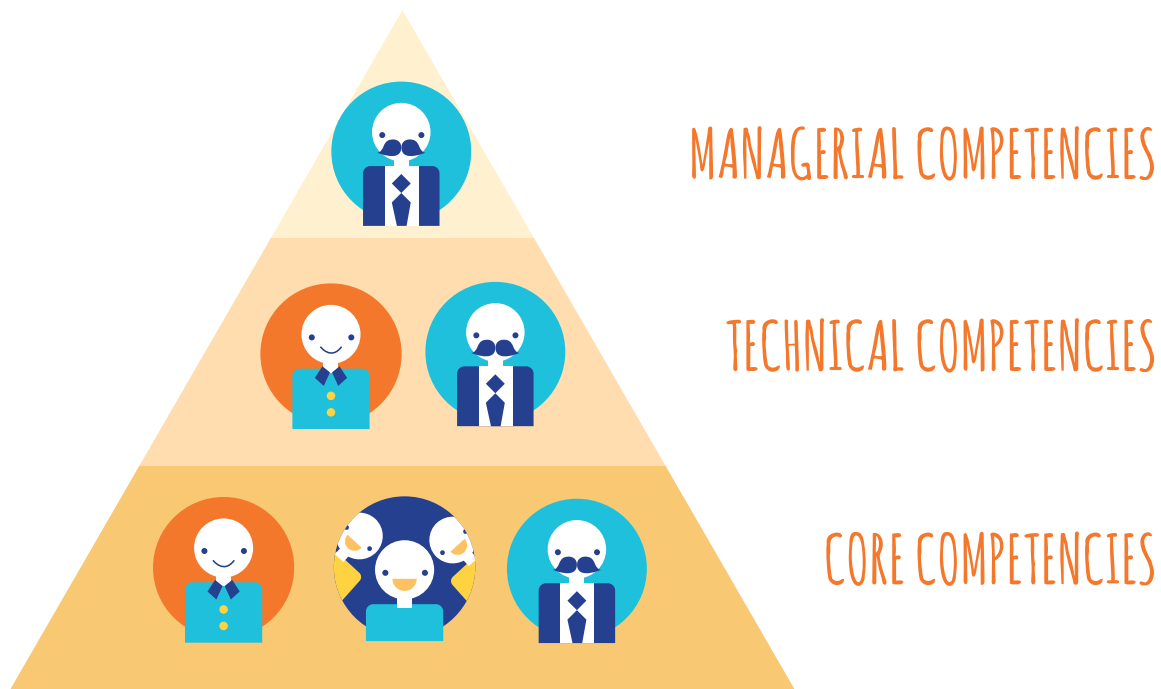
3.1

FUNCTIONAL/TECHNICAL COMPETENCIES

3.2

LEADERSHIP/MANAGERIAL COMPETENCIES

3.3



*There are various ways to cluster or categorize job competencies. A popular is to classify competencies **as either core, technical or managerial.***





3.1

CORE COMPETENCIES

These are characteristics that collectively lead to desired outcomes in the organisation. Sometimes referred to as foundational competencies, these consist of behaviours that **everyone** in the organisation must possess regardless of function because they drive overall desired results. These competencies directly support, and are aligned with, the organisation's strategic goals. Core competencies are founded on the organisation's mission, vision, and values including culture (the way things are done in an organisation). They are unique to an organisation, and considered non-transferable.

DSWD CORE COMPETENCIES

- Collaborating and networking
- Commitment to social development and protection
- Communicating effectively
- Delivering excellent results
- Personal effectiveness
- Problem solving and decision making
- Stewardship of resources





CSC

CORE COMPETENCIES

- Exemplifying integrity
- Delivering service excellence
- Solving problems and Making Decisions

Core competencies should not be confused with core competence, a term which was popularised by C.K. Prahalad and Gary Hamel in their 1990 Harvard Business review essay, “Core Competence of the Corporation.” Core competence captures the unique factors that give organisations a distinct competitive advantage. For instance, 3M is known for its substrates, coatings and adhesive; Black and Decker is popular for its small electric motors; Cannon for its laser printer subsystems and Honda for its gasoline powered engines.





CSC

ORGANISATIONAL COMPETENCIES

- Demonstrating personal effectiveness.
- Managing information
- Championing and applying innovation
- Writing effectively
- Speaking effectively
- Planning and delivering



Core competence is a characteristic ascribed to organisations while core competencies are characteristics of individuals who work within it. Moreover, core competence is more than the totality of all the individual competencies of the organisation's employees because it includes the organisation's systems, technologies, routines, mechanisms and processes.

Aside from core competencies, the Civil Service Commission identified a set of organisational competencies. These are competencies required to perform similar functions within CSC; and are expected of majority of positions in the organisation. These competencies cannot be considered as core competencies though because not everyone is required to possess them.





3.2

FUNCTIONAL/TECHNICAL COMPETENCIES

These are behaviours or abilities that pertain to a specific body of knowledge and skills required to perform a function or job. It includes abilities to use procedures, techniques and knowledge of a specialised field. Functional competencies are linked to job roles and the way in which they interact with other roles. These competencies may be transferable if a person accepts a similar job in another organisation.

Each position has a unique set of functional and technical competencies. A job family (a group of jobs in a common field, with the same or relatively similar work performed) can have similar functional competencies. However, the required proficiency level becomes more complex as the position rises in the hierarchy. (An example of an organisation's functional and technical competencies is in Annex 2. DSWD Functional/Technical Competencies).





3.3

MANAGERIAL/ LEADERSHIP COMPETENCIES

These are knowledge, skills and behaviours needed to perform management/ leadership functions and processes. These are expected of individuals who supervise staff, or who work through others or a team to get the job done.



KNOWLEDGE

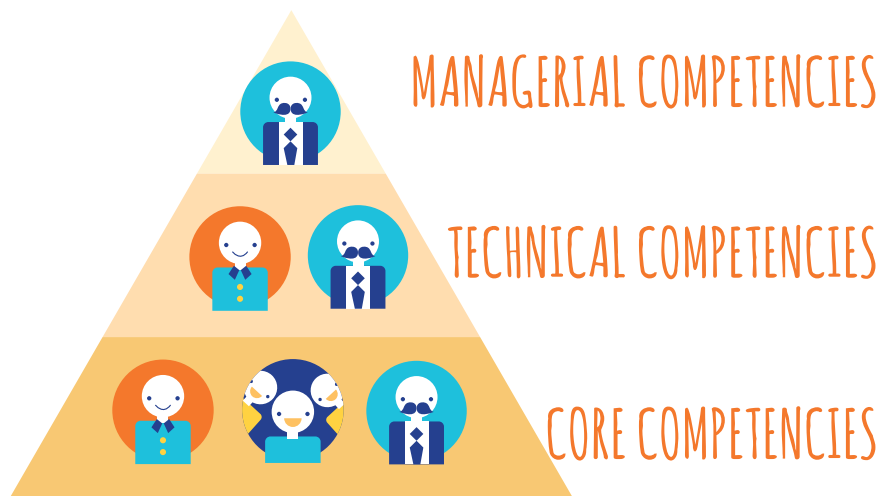


SKILLS



BEHAVIOR





These three clusters of **core, functional/technical, managerial/leadership** competencies usually make up the competency model of an organisation





A different school of thought in competency modelling simply clusters competencies into two: **technical and behavioural**. Technical competencies, a.k.a. hard competencies, pertain to those that are specific to the job. All other competencies not related to this specific field of practice are considered behavioural competencies, a.k.a., soft competencies. The choice of how to cluster competencies will depend on the organisation and the users of the model. This is another fundamental decision point in competency modelling—how competencies are to be categorised.

CSC

LEADERSHIP COMPETENCIES

- Building commitment
- Developing people
- Partnering and networking
- Managing performance
- Thinking strategically
- Leading change
- Coaching for results

DSWD

MANAGERIAL AND

LEADERSHIP COMPETENCIES

- Leading change
- Leading people
- Leading for results
- Building collaborative partnerships





4

DEVELOPING A COMPETENCY MODEL



WHAT IS A COMPETENCY MODEL?	4.1
ELEMENTS OF A COMPETENCY MODEL	4.2
WHAT IS A COMPETENCY DICTIONARY?	4.3
PREPARING TO EMBARK ON A COMPETENCY MODELING ACTIVITY	4.4
ASSESSING ORGANISATION READINESS FOR COMPETENCY MODELLING	4.5



4.1

WHAT IS A COMPETENCY MODEL?

A competency model is a written description of the competencies required for successful or exemplary performance in a job category, work team, work setting, profession, organisation or industry. It is the output of analyses conducted to differentiate high performers from average and low performers.

Competency models represent the most critical knowledge, skills, and behaviours that drive successful performance. They are described in behavioural terms, using behavioural indicators so that the competencies are recognised when demonstrated.





4.2

ELEMENTS OF A COMPETENCY MODEL

Competency models may take a variety of forms. However, a typical competency model has the following elements:

PARTS OF A COMPETENCY MODEL

1 COMPETENCY TITLE/ NAME

The name or title indicates the competency being described. Others refer to this as competency label.

Some examples: Leading Change; Customer Focus; Solving Problems and Making Decisions; Managing Information

2 COMPETENCY DEFINITION

This is a brief general description of the competency, which provides the reader a broad understanding of the *type of behaviour* expected of this competency.





EXAMPLE 1

COMPETENCY

LEADING CHANGE

DEFINITION

Ability to initiate and facilitate change and motivate people to embrace it.

EXAMPLE 2

COMPETENCY

CUSTOMER FOCUS

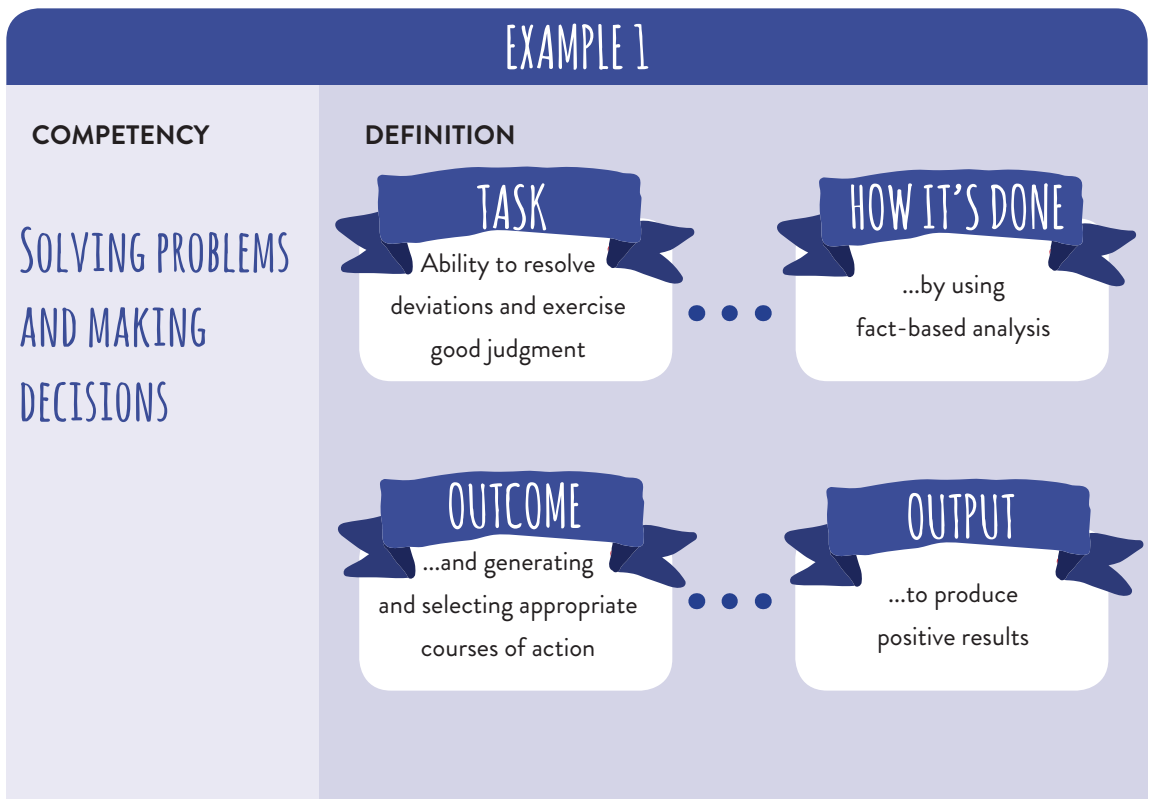
DEFINITION

Ability to meet and exceed customer/client needs and expectations.



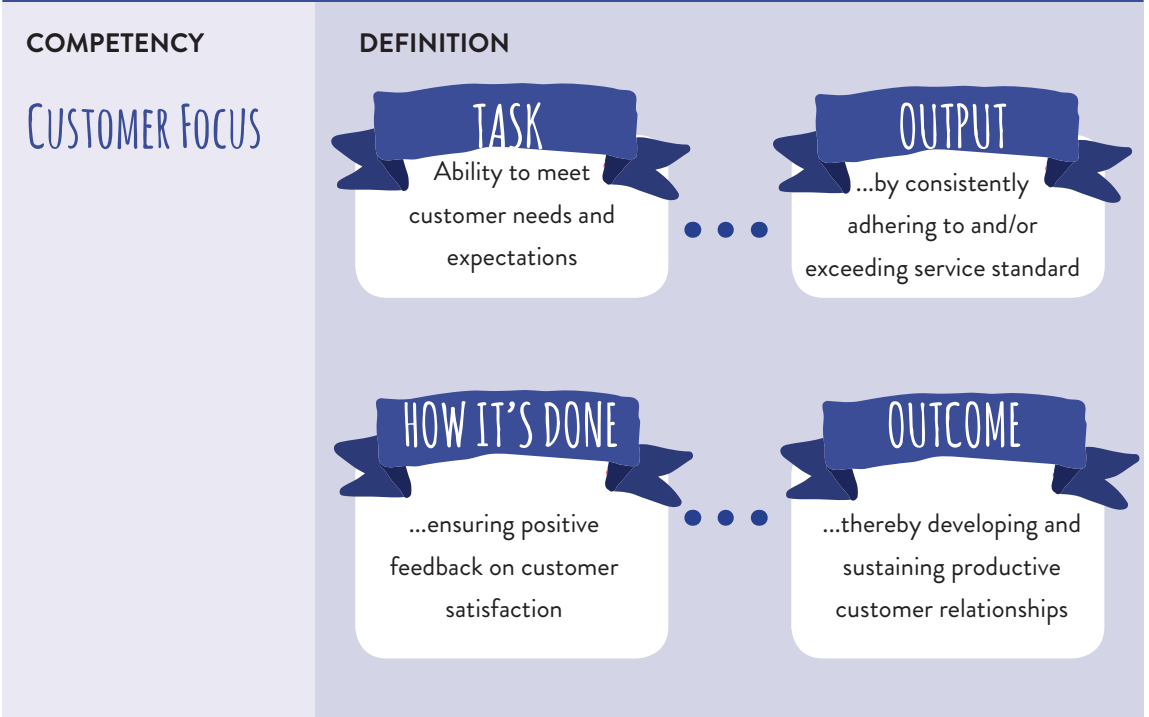


Some competency model builders use more rigorous definitions, which can be considered as operational definitions of the competencies. The operational definition includes the critical few tasks and outcomes required of the job holder. It may also state how output is produced and its desired outcome, and may describe important contextual factors (e.g., technical requirement, legal or statutory certification requirements, and customer or stakeholder requirements) related to the acquisition of competencies.





EXAMPLE 2



Whether to use a general definition or an operational definition of the competency is a matter of style and philosophy of the competency model builder. Of course the more specific the definition, the clearer the competency is communicated to all users.





DIAGRAM OF THE MODEL

Typically, the model or its summary is represented visually in graphical form. This helps users to grasp quickly its key features. It can range from a simple two-dimensional diagram to an elaborate three-dimensional drawing. Following are some sample competency models in graphical format.

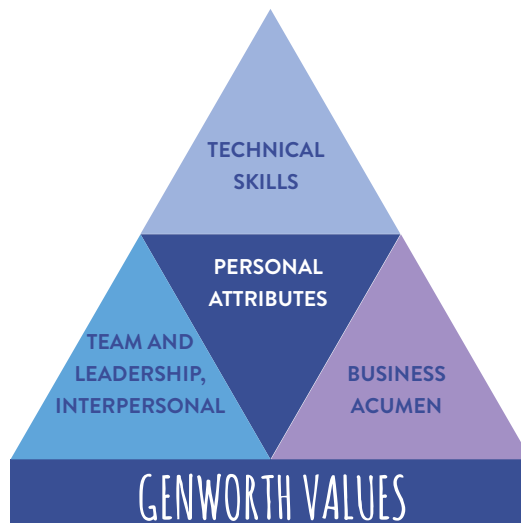


Figure 4 is an example of a role competency model. This role is for the HR strategic partner competency.

Figure 4. HR Strategic Partner Competency Model





THE PSTD WLP COMPETENCY FRAMEWORK

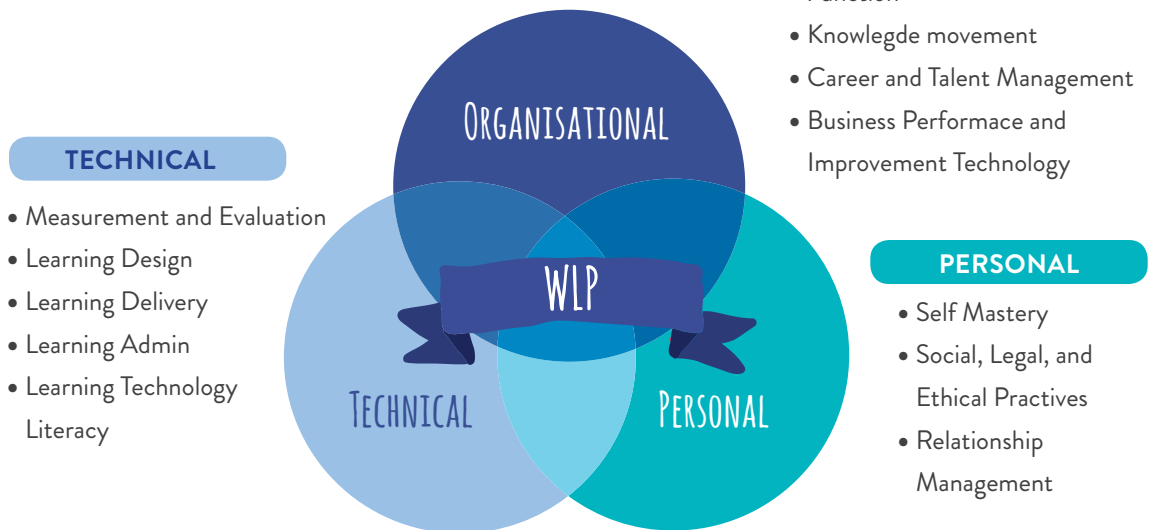


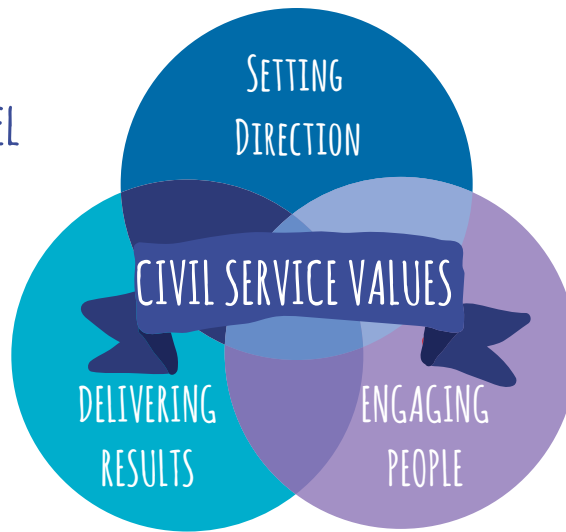
Figure 5. Workplace Learning and Performance (WLP) Professional Competency Model

The second example in Figure 5 is a competency model for the workplace learning and performance professional, the field formerly known as training and development. This was developed by the Philippine Society for Training and Development (PSTD), the professional association of trainers and HRD practitioners in the Philippines.





UK CIVIL SERVICE COMPETENCY MODEL



The third example is the Competency Model of the UK Civil Service. Just like the WLP Competency Framework, it consists of three clusters and at the centre of the model is the Civil Service Values.

Figure 6. UK Civil Service Competency Model

There are no hard and fast rules in creating the diagram of a competency model, except that it should facilitate the understanding of the model at a glance. It should readily show the relationship of the various competencies or competency clusters to one another. The more competencies in the model, the more elaborate the diagram.

Some competency model builders may opt to do away with a diagram altogether.





COMPETENCY RUBRIC/PROFICIENCY LEVELS

A rubric is an explicit set of criteria used for assessing a particular type of work or performance. It articulates in progressing order the quality of each criterion, from the simplest manifestation of desired behaviours to the most complex. A rubric may also include work and performance samples that typify each of the level.





SOME OF THE MAJOR CRITERIA OR DIMENSIONS TO DETERMINE PROGRESSION LEVELS OF COMPETENCIES ARE:

- 1 INTENSITY** of the intention involved or completeness of action taken to carry out an intention
- 2 COMPLEXITY** in taking more things, people, data, concepts or causes into account
- 3 TIME HORIZON** in seeing further into the future, and planning or taking action based on anticipation of future situations
- 4 BREADTH OF IMPACT** on the number and position people affected; or the size of the problem addressed





OTHER DIMENSIONS TO DETERMINE PROGRESSION LEVELS OF COMPETENCIES INCLUDE:

- 1** **SCOPE** - The range of responsibilities; from narrow and related to broad variety of responsibilities; the degree to which variability of task assignments is present (i.e., from similar tasks in a narrow environment to great variability in a broad work environment)
- 2** **CONTEXT** - The environment in which the job responsibilities are completed and carried out, from a wide variety of environments to narrowly defined work context
- 3** **AUTONOMY** - The level of supervision received and the amount of decision making power





These are by no means the only criteria that may be used. Likewise, not all criteria may apply to a competency at the same time. The model builder must decide which of these criteria are most relevant to the type of work being assessed.

Here is an example of how competency levels are created based on rubrics:

CUSTOMER FOCUS: Ability to meet client needs and expectations by consistently adhering to and/or exceeding service standards ensuring positive feedback on customer satisfaction thereby developing and sustaining productive customer relationships.				
RUBRICK	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Intensity: the intention involved or completeness of action taken to carry out an intention	Strives to consistently meet service standards.	Strives to consistently meet and sometimes exceed service standards.	Strives to exceed service standards all the time.	Strives to consistently exceed service standards and anticipates clients' upcoming needs and concerns.
Complexity: intricacy of service provided to the client.	Responds to simple client concerns in a friendly and courteous manner; refers challenging client situation to immediate superior.	Responds to complex clients concern in a courteous and friendly manner; and refers challenging client situations to immediate superior.	Responds to all types of client issues and concerns in a timely, professional, helpful and courteous manner, regardless of client attitude.	Responds to all types of client issues and concerns in a timely, professional, helpful and courteous manner, regardless of client attitude; provides clients with tips and advice to avoid these issues and concerns from recurring



GUIDEBOOK ON
COMPETENCY MODELLING AND PROFILING



Autonomy: Degree to which job holder is able to work independently	Addresses client concerns with the use of job aid and under supervision	Addresses client concerns with limited reference to job aid and minimal supervision	Addresses client concerns without use of job aid and supervision	Addresses client concerns independently and recommends innovative approaches to better address client concerns
--	---	---	--	--

Rubrics are also used for the purpose of producing assessment tools that are more descriptive than a single holistic rating or judgment. Instead of merely stating that an individual is “very good” or “outstanding” (highly subjective), **a rubric-based competency model describes the quality of work in one or more dimensions.**





For example, one criterion that can be used for determining competency levels is the **degree of autonomy** the job holder is able to exercise on the job. At the most rudimentary level perhaps the job holder can manifest the behaviour with close supervision, following a job aid. At the next level, the job holder can manifest the behaviour with minimal supervision and occasional reference to a job aid. At a more advanced level, the job holder can do the job independently (i.e., without supervision) or without the use of a job aid. At the highest level, the job holder can manifest the behaviour independently and can improvise and innovate to do the job faster, with better quality and at less cost.

The rubrics thus provide concrete parameters in developing a proficiency matrix or table, which reflects progressive levels of mastery in particular behaviours or areas of work under a competency. A set of rubrics that is generated through consultation and agreed upon by key stakeholders in the organisation is a prerequisite for the development of proficiency levels. (Please refer to Annex 3. Sample Rubrics.)





PROFICIENCY LEVELS

Proficiency levels serve several purposes. **They facilitate comparison of jobs and roles in terms of competency requirements and proficiency levels needed using a common incremental scale.** For example, oral communication skills may be a requirement for most entry-level jobs as well as for executive levels. However, the degree of oral communication proficiency needed at these two levels may be quite different. This information is necessary input to the organisation's selection, hiring and placement system.

Proficiency levels also **facilitate performance planning and management as performance indicators are clearly spelled out.** Moreover, they help in planning, implementing and tracking development of job holders along mastery levels within current or future roles or jobs.





The number of proficiency levels to use is decided upon by the competency model builder and users depending on the purpose and practicality. It can range from three to five levels. Beyond five, the difference between levels may be hair-splitting and no longer useful. Considering the number of competencies to be measured, the use of four levels reflect best practice for ease of monitoring, evaluation and use, while maintaining progression across levels. Besides, in assessing competency, an even numbered scale prevents occurrence of statistical central tendencies (where ratings cluster around middle values of the scale).

When the parameters of the competency levels have been agreed upon by the users, a competency table can now be developed. (Please see example in Annex 4. Sample Competency Table of CSC)

Here are some examples of labels for proficiency scales, assuming a four-point scale where **Level 1 is Threshold level** and **Level 4 is Superior Performance level**:

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Beginner	Capable	Competent	Exemplar
Novice	Developing	Accomplished	Superior
Basic	Intermediate	Advanced	Master
Apprentice	Associate	Practitioner	Expert





One convenient way of expressing these gradations is to use descriptive terms with the acronym BIAS: B (Basic), I (intermediate), A (Advanced) and S (Superior).

The choice of qualitative labels is again a matter of style and usefulness. Some model builders even disregard qualitative descriptions and just adopt level numbers, as the quality of the behavioural indicators is more important than the labels. It is even possible that after validation, the number of proficiency levels for specific competencies will be reduced, as stakeholders fail to see the distinction between levels, as in the case of a competency being either present or absent only.

For instance, in the case of the WLP Competency Framework of PSTD, two competencies (i.e., self-mastery, and ethical, legal and social practices) proved to have only one level after validation with stakeholders from various sectors. The gradation initially developed for the two competencies was not perceptible to WLP practitioners and therefore meaningless. Validation is thus a crucial step in developing proficiency levels.

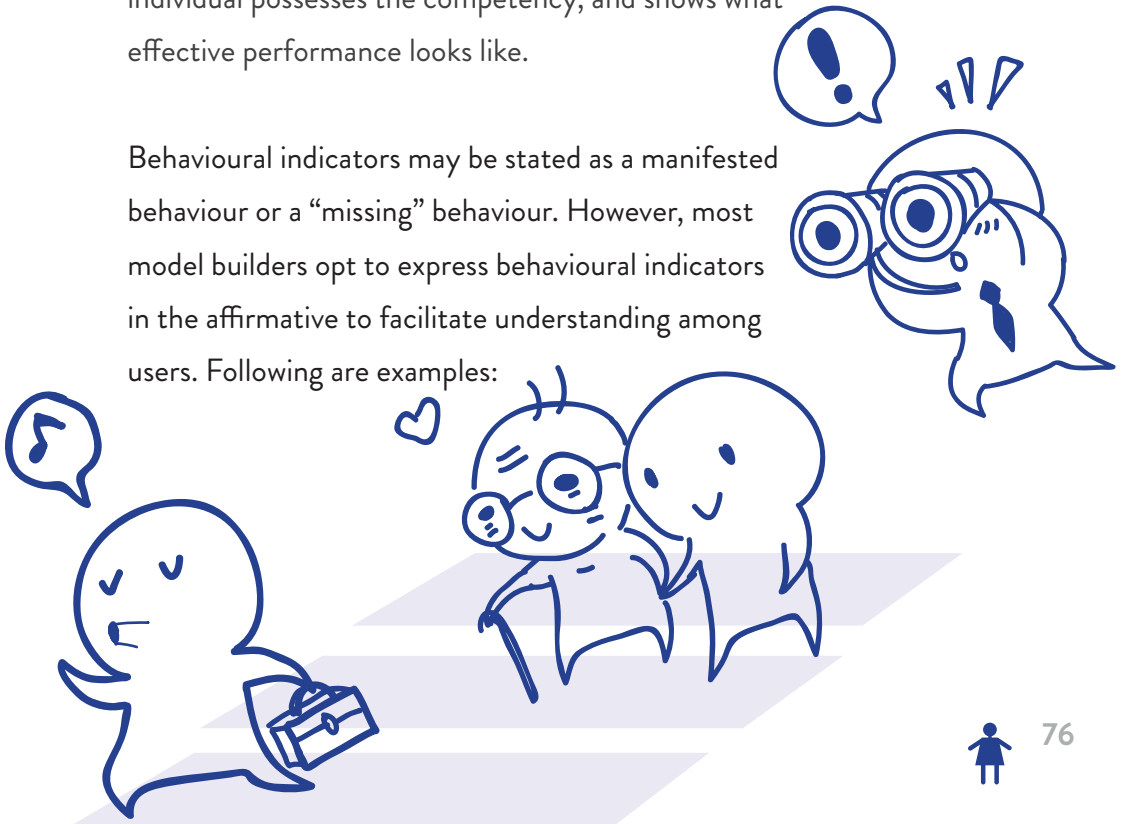




BEHAVIOURAL INDICATORS

A behavioural indicator is a statement of what can be observed from an individual manifesting the competency. It provides objective evidence that the individual possesses the competency, and shows what effective performance looks like.

Behavioural indicators may be stated as a manifested behaviour or a “missing” behaviour. However, most model builders opt to express behavioural indicators in the affirmative to facilitate understanding among users. Following are examples:





EXAMPLE 1

COMPETENCY

PERSONAL EFFECTIVENESS

DEFINITION

Maintains effective behaviour in challenging situations having the resilience to bounce back in the face of setbacks; demonstrating a strong desire to advance oneself and one's career, propelled by confidence and belief in one's capacities, and tempered by honesty and integrity in one's undertaking.

SAMPLE BEHAVIOURAL INDICATORS

- Able to overcome obstacles within his/her area of control and takes responsibility for results of own action (manifested behaviour); does not blame others (missing behaviour)
- Avoids transactions and interactions that exposes himself/herself to personal gain or conflict of interest (missing behaviour)

EXAMPLE 2

COMPETENCY

CUSTOMER FOCUS

DEFINITION

Ability to meet customer needs and expectations by consistently adhering to and/or exceeding service standards ensuring positive feedback or customer satisfaction thereby developing and sustaining productive customer relationships.

SAMPLE BEHAVIOURAL INDICATORS

- Acts to prevent problems, reporting issues where necessary (manifested behaviour)
- Avoids overpromising service delivery to clients (missing behaviour)





Not all behavioural indicators that are generated and captured in the competency table may be applicable to a job or role. They are simply sample behaviours and are by no means an exhaustive list nor meant to be used as a behavioural checklist. Rather it is an indicator to help guide assessment of competence.

Behavioural indicators should be measurable or at least verifiable. Hence, verbs such as “know,” “understand,” and “appreciate,” which are not observable should not be used. Instead of saying “understands the latest trends in...,” express this in a way that would prove that the person indeed keeps abreast of the trend through actions like “reads the latest journals on ...,” “attends conference/conducts internet research to update oneself on...,” Examples of acceptable action verbs for use in behavioural indicators are found in Annex 5.



Following is a formula for stating behavioural indicators:

Behavioural indicators =
action verb + object + qualifier or criterion





Example of a well-stated behavioural indicator:

EXAMPLE 1	
COMPETENCY MANAGING INFORMATION	EXAMPLE OF A WELL-STATED BEHAVIOURAL INDICATOR Describes and distinguishes data or information that is <u>relevant to the job</u> and the value these brings to one's functional role, group or the organisation.

EXAMPLE 2	
COMPETENCY CUSTOMER FOCUS	EXAMPLE OF A WELL-STATED BEHAVIOURAL INDICATOR Follows up with clients <u>during and after delivery of services</u> to ensure that their needs have been met

LEGEND: Action Verb
Object
Qualifier, Criterion





IN SUMMARY, THE CHARACTERISTICS OF AN IDEAL BEHAVIOURAL INDICATOR ARE AS FOLLOWS:

- 1** Concrete and specific behaviours that are observable, verifiable and must lend themselves to measurement
- 2** Illustrate what a person does, as if the competency has already been acquired
- 3** Can be taught or altered through training, coaching and other development strategies





A COMPETENCY MODEL THEREFORE MUST HAVE ALL THESE ELEMENTS FOR CONCRETENESS, COMPLETENESS AND ACCURACY:

- ✓ **Competency title/name**
- ✓ **Competency definition**
- ✓ **Diagram of the model**
- ✓ **Competency rubric/proficiency levels**





Simply stated, a competency model is like a behavioural description of outstanding performance in a job or role. Good practice in competency modelling limits the number of competencies to critical competencies that set apart an exemplary performer from an average performer. *Having too many (more than 15) competencies in the model may render it unrealistic for purposes of recruitment as it may be difficult to find someone with the complete set of desired characteristics.* At the same time, a long list of competencies for development purposes may diffuse the manager's focus in enhancing the job holder's competencies. Instead of acquiring a few critical competencies that make a difference on the job, the manager might attempt to develop a number of competencies that are not that critical to outstanding performance.





4.3

WHAT IS COMPETENCY DICTIONARY?

A competency dictionary is a compilation of various competencies needed in an organisation. Organisations that go into full blown competency modelling usually create a competency dictionary that puts together in one document the competencies needed across the different units of the organisation.

The competency dictionary provides a common and ready reference for HR and other users (e.g., line managers and supervisors) during the installation and implementation of competency-based HR systems. For instance, a manager can review the competency definitions and behavioural indicators before interviewing a job applicant; or a training program designer can refer to the dictionary when conducting learning needs analysis and designing a program.





A competency dictionary is a dynamic or living document. It has to be continuously updated to reflect any addition, deletion or modification made in existing competencies.

HR has the responsibility for ensuring that it is always updated and that all changes are communicated to users.

To facilitate updating, one good practice in packaging the competency dictionary is to indicate the date when each competency is originally developed, and to date any revisions well. The use of a ring binder is preferred over permanent binding so that pages can be readily added .

Example of a competency dictionary may be seen in Annex 6. Excerpt from DSWD Competency Dictionary.





4.4

PREPARING TO EMBARK ON A COMPETENCY MODELLING ACTIVITY

There are preliminary steps to follow before embarking on a competency modelling activity whether this is at the level of the unit or the organisation. These come in the form of decisions that the organisation need to make before launching a competency building initiative. (Adapted from unpublished toolkit entitled, “Competency Modelling: A How-to-Do-It Guide,” By William J. Rothwell, 2005.)

FOLLOWING ARE QUESTIONS TO ANSWER:

1

Who will be the focus of attention?

For whom is this competency model going to be developed? Is it for a specific job, a job family, occupational group, a role (e.g., leadership), or for the entire organisation?





2 What is the business/institutional reason for competency identification and modelling effort?

Why does the organisation want to embark on a competency modelling activity? Who are the stakeholders who care about it? How will they be involved in it or communicated with?

3 What level of competence will be the focus?

Decide if the focus will be minimally acceptable competence level or the best-in-class, most productive performer competence level.

4 When (over what time frame) will the competency model cover?

Decide if the competency model will focus on the present or future requirements of the organisation. Will it describe successful performers as they exist in the organisation at present, or describe what kind of people and what characteristics will be needed in the future, if the organisation's strategic objectives are to be realised?

5 How will the competency model to be used?

The two basic uses of a competency model are (1) for development; and (2) for a broader range of HR functions such as recruitment, performance management, career management, talent management. It is critical to clarify the intended applications of the model. A simpler and less costly and time consuming process for model building may be adopted if this is just to be used for development purposes. If the model were to be used for multiple purposes though, a more rigorous process must be followed for higher predictive validity.





6

How will the competency model be developed?

Three options for competency modelling approaches are:

- BUY
- BUY-and-MODIFY
- BORROW -and-MODIFY
- BUILD

There are competency models for specific jobs, roles or job families that are available in the market. These are mostly developed by HR and management consulting groups. This is the fastest way to “develop” a competency model, and may be appropriate if the job is generic in nature, regardless of industry or sector. However, these competency model packages are proprietary and generally costly, and may not exactly fit the organisation’s unique context and specific challenges. At some point, the organisation may have to do some modification or customisation (BUY-and-MODIFY), subject to proprietary limitations. Another option is adopting and adapting competency models from non-proprietary sources. There are competency models that can be downloaded from the Internet, which can be tailor-fitted to the organisation. There are also organisations that are willing to share their competency models; or develop competency models for deployment to target clients (e.g., PSTD and CSC). While borrowing and modifying is less costly and less rigorous, organisations that opt for this should ensure that competency models are reviewed and modified to suit unique requirements of the organisation, and validated with critical stakeholders.

The most rigorous approach is the BUILD approach and is best if the competency models are to be applied to a variety of HR systems. It takes more time and resources





to accomplish, though. (The BUILD approach is discussed in the succeeding chapters.)

7

How much time, money, staff and other resources is the organisation willing to dedicate to the competency modelling process?

If sufficient resources to do competency model building exists in the organisation, then doing it in-house may be best. Internal staff might find working with a coach or a consultant helpful to avoid pitfalls and mistakes of model building when embarking on the activity for the first time.

8

Who are the key role players in a competency modelling initiative?

The organisation's HR office or HR officer usually takes the lead in competency modelling, and is referred to as the competency model builder. Sometimes, the organisation may opt to form a core team as in the case CSC and DSWD of representatives from various units and levels to assist the HR office in the process. A team thus becomes the competency model builder.

Top management, line managers/supervisors and job holders are also key role players in competency modelling. Top management legitimises the process by issuing necessary communication to the organisation; it also approves the final output before it is rolled out for use of the different units. Line managers/supervisors and job holders are all key informants during data gathering and validation activities.





4.5

ASSESSING ORGANISATION READINESS FOR COMPETENCY MODELLING

Having answered the eight questions, the competency model builder needs to take another step to increase the chances of success of launching the competency modelling effort. This step is designed to assess the readiness of the organisation to embrace the idea of competencies and to support the competency identification, modelling and assessment activities. This is crucial because stakeholders will be heavily involved in the data gathering, analysis and validation thus their cooperation is highly essential.

An assessment tool found in Annex 7 (Assessing Readiness for Competency Identification, Modelling and Assessment) designed by Dr. Rothwell helps to alert the competency model builder on potential problems that can be encountered in the aspects of management awareness and organisation culture. The results of this assessment will indicate areas where initial work need to be directed to raise acceptance levels and broaden cooperation in the competency identification activity.





In preparing the organisation for competency modelling and eventually moving towards competency-based HR, it is recommended that attention is paid to preparing for the change and the change process that individuals, units, and the organisation will experience.

The CSC has developed a Change Management Framework (Four Cs of Change) that can be used as a guide in developing a change management plan for this purpose.





THE CHANGE MANAGEMENT FRAMEWORK HAS FOUR STAGES OR PHASES:

- 1** **Committing to Change.** The goal is to create critical support for the change process in the organisation. This includes highlighting the need for change and establishing a shared vision of what the future (e.g., competency-based HR) can be.
- 2** **Capacitating for Change.** The goal is to prepare individuals and the organisation to embrace and operate under the desired future state. This may take the form of orientation and learning sessions for individuals and units who will use the competency models.
- 3** **Contributing/Collaborating for Change.** The goal is to ensure that all key stakeholders who will be involved in leading and executing the change, and the people who would be affected by the change, are on board.





This phase may be done in a one-time implementation or through a series of implementation stage.

4

Celebrating/Continuing Change. The goal is to give individuals and the organisation as a whole a sense of confidence that they can move from the present to the desired state. An important element of this dimension is planning for institutionalisation (e.g., embedding the competency models in HR systems and processes) and continuous improvement.

Other change management models may be adopted by the organisation. The bottom-line is to ensure that there is broad support and buy-in for the change and the change process; people who would be affected by the change are involved and capacitated to carry out the change; and there are mechanisms for sustaining the change and the benefits that will be derived from this.





5

IDENTIFYING COMPETENCIES



THE STARTING POINT



PROCESSES AND APPROACHES IN IDENTIFYING
VARIOUS TYPES OF COMPETENCIES



DATA GATHERING METHODS



CONSIDERATIONS FOR CHOOSING
THE DATA GATHERING METHODS



SOURCES OF DATA



*DESIRABLE CHARACTERISTICS OF
DATA SOURCES FOR INTERVIEWS AND FGDs*

SELECTING A REPRESENTATIVE SAMPLE

DATA ANALYSIS





5.1

THE STARTING POINT

Competency identification can focus on a specific role, job, a job family, an organisation, an occupation or an industry. This guidebook is designed for organisations, and will cover issues and processes involved in developing competency models of an organisation.

There are two possible places to start when developing competency models for an organisation, i.e., starting small (bottom-up) or starting big (top-down). The main consideration in choosing between the two is the purpose for which the competency model is being developed.

When an organisation needs to focus on developing a competency model for critical roles, jobs or job families, it can start just from there. This is mainly useful for recruitment and development purposes specifically for that role, job or job family. Starting small is also the way to go when creating a competency models for newly created positions in the organisation.





STARTS WITH ONE JOB FAMILY



...ADAPT TO OTHER JOBS!

For an organisation's first attempt at competency modelling, starting small allows pilot testing of the process within a more manageable area (e.g., one job or one job family). Hence completion of the cycle is faster. Even when doing small scale competency modelling though, the organisation's mission, vision and strategic goals remain to be the foundation.

After developing the initial competency model, the organisation may decide to create competency models for other jobs or job families; then the process is iterated depending on the number of jobs to be covered. This is called the bottom-up design approach. One possible downside of this approach, however, is ending up with too many competencies, some of which may not be directly supportive of the organisation's thrusts. It is therefore the competency model builder's lookout to ensure alignment and harmonisation of the different competency models that are developed.





When the aim of the organisation is to move towards competency-based HR management, it becomes imperative to launch a full-scale, top-down competency modelling project, such as those that the CSC and the DSWD embarked on. The recommended approach for organisation-wide competency modelling is the Build Approach. The greatest advantage of this top-down approach is the clear alignment of competency models with the organisation's goals and strategies. Likewise, it is easier for everyone in the organisation to be in-sync with the competency-based HR systems once installed.

Completion of a competency modelling project using the top-down approach will however take longer time (i.e., several months) considering the desired broad-based participation. It will also require commitment of substantial resources especially if the organisation consists of hundreds of jobs and thousands of employees. If in-house capability is not available to carry out the project, the organisation will need outside help and therefore additional resources for the project.





5.2

PROCESSES AND APPROACHES IN IDENTIFYING VARIOUS TYPES OF COMPETENCIES

CORE

When identifying core competencies the Build Approach (as against Buy/ Borrow, Borrow-and-Modify, or Buy-and-Modify), is the most appropriate since the organisation is a unique entity that exists in a specific environment. The process of identifying core competencies begins with a review of the organisation's culture, mission, vision, values and overall goals and strategies. Key questions to ask include:

1. What does the organisation hope to achieve? What are the critical organisational results? What are the primary drivers of success?
2. Where is the organisation headed? What are its short-term, mid-term, and long-term plans?





3. Given these, what competencies should members of the organisation possess to help achieve these goals and objectives? What competencies do employees need to demonstrate to carry out the mission and strategic goals of the organisation?

Answers to these questions need to be drawn from as many stakeholders as possible (i.e., representatives from all levels of the organisation, and even clients and other critical external stakeholders). Data gathering and validation can be done through workshops, key informant interviews or focus group discussions.

“THE BEST COMPETENCY
MODELS ARE CORPORATE
(ORGANISATION)
CULTURE SPECIFIC.”

-Dubois, 2004, pp. 244

TECHNICAL OR FUNCTIONAL

For technical or functional competencies, all approaches to competency modelling (Buy, Buy-and-Modify, Borrow-and-Modify, and Build) may be used. The Build Approach, however, is still the best way to develop a competency model that responds precisely to the needs of the organisation.





MANAGERIAL/LEADERSHIP COMPETENCIES

In identifying competencies of managers/leaders of the organisation the Competency Menu Method can be a good option because of the many well-researched management and leadership competency models that are available. The key to choosing the appropriate menu of competencies is to carefully consider the peculiarities of the environment and culture of the organisation since the success of a manager or a leader rests on many factors found in the context of the leadership situation. (The Civil Service Commission has developed a set of leadership competencies, which may be customised to the unique context of public sector organisations.)

GUIDEBOOK ON
COMPETENCY MODELLING AND PROFILING



Following is a summary of various data gathering methods for functional competency modelling:

METHOD	PROCESS	ADVANTAGES	DISADVANTAGES
Direct Observation	<ul style="list-style-type: none"> • Job holder asked to perform a number of tasks • Observers record the tasks being performed. 	<ul style="list-style-type: none"> • Not costly to implement and not time consuming. • Provides a picture of observable elements 	<ul style="list-style-type: none"> • Not suitable for observing mental processes • Subject to observer error
Critical Incident Technique	<ul style="list-style-type: none"> • Job holders, supervisors or other relevant persons (e.g., team members) are interviewed and asked to cite job incidents depicting effective and ineffective performance • Interviewer ensures that informant/s describe context of the incident, specific behaviours displayed, and the outcome • Involves gathering behavioural evidences that will pin down and distinguish superior from average performers 	<ul style="list-style-type: none"> • Surfaces behaviours unique to the job • Helps clarify job context or situation that calls for demonstration of specific behaviours • Involves key individuals in the process 	<ul style="list-style-type: none"> • Requires long data collection process as it is repeated many times to cover a representative number of job holders • Highly dependent on the competency of the interviewer to surface and distinguish effective and ineffective behaviours
Job Competency Assessment Method (JCAM)	<ul style="list-style-type: none"> • A competency assessment team is formed and tasked to identify competency requirements • Team conducts interviews to identify attributes of outstanding performers • Data is used to develop a competency model which is validated with an expert panel 	<ul style="list-style-type: none"> • Data can be collected in an effective manner • Useful in identifying functions of individual jobs 	<ul style="list-style-type: none"> • Tends to focus on job functions and overlook personal attributes • May take some time to generate an outcome





METHOD	PROCESS	ADVANTAGES	DISADVANTAGE
Competency Menu Method	<ul style="list-style-type: none"> • A well-researched competency menu is chosen • Competencies necessary for the role or job being assessed are selected from the menu • Competencies are modified or customised to unique context or culture of the organisation 	<ul style="list-style-type: none"> • Less costly than JCAM • Less time consuming 	<ul style="list-style-type: none"> • Validity and reliability depends largely on how updated and how comprehensive the competency menu being used is • Requires more rigorous validation with job holder and other stakeholders to ensure relevance
Expert Panels	<ul style="list-style-type: none"> • A panel of in-house experts and others who have superior knowledge of the job is formed • Panel observes job holder perform tasks and identifies competencies relevant to the job • Panel prioritises competencies to identify the critical few 	<ul style="list-style-type: none"> • May give the process legitimacy and credibility within the organisation • Suitable to larger organisations 	<ul style="list-style-type: none"> • May be challenging to bring together a panel of experts • Tendency to miss out on certain competencies that are not demonstrated by the job holder during time of observation

A combination of methods is recommended when identifying competencies. For instance, the competency model builder may choose to use JCAM for the initial competency data gathering and tap expert panels to validate the data.

For more techniques in competency modelling using the Build Approach, please refer to Annex 8.



5.3

DATA GATHERING METHODS

1

OBSERVATION

This method is especially useful for jobs that involve performing tasks that can be physically observed; for instance, a customer service representative. The more complex and varied the job tasks, the longer the time needed to gather data using observation. Sometimes it is necessary to observe average and low performer to provide basis for comparison.

For most professional and managerial jobs however, observation is impractical, because critical behaviours are unlikely to occur during a limited observation period. Likewise, observation is not appropriate for jobs that require mental work as this is hardly seen in action.

2

INTERVIEW

When interviewing high performers, a specific type of technique used is behaviour event interviewing (BEI). This allows the competency model builder to gather behaviours that lead to outstanding performance using an interactive process. Top performers are interviewed about what they did, thought, said, and felt in challenging or difficult situations.

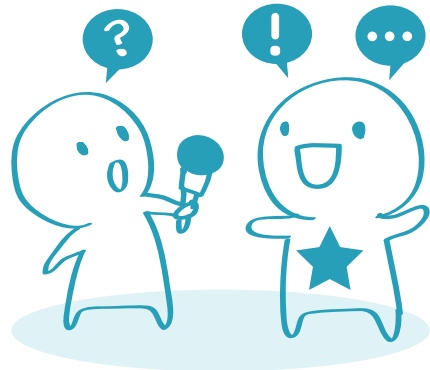




The competencies that were instrumental to their success are culled from the stories.

Other key informants may include the job holder's immediate superior. Sometimes, clients and experts in the field are also interviewed to augment or validate data from job holders.

One drawback of BEI is the amount of time and effort required to process the interview data. Its effectiveness is also hinged on the interviewer's level of competence in interviewing and data analysis. But BEI, like "targeted interviewing" is anchored on the principle that "present and past behavior predicts future behavior."



3

SURVEY

This method entails the use of a questionnaire to collect data.

Structured questions with pre-determined menu of responses is used in surveys. The key to developing a good questionnaire is to keep it short while ensuring that it captures the needed data.. Sometimes a survey is used to validate responses from interviews or focus group discussion (or conversely, interviews and focus group discussions may be used to validate survey data).

Survey is the fastest way to gather the greatest amount of data in the shortest possible time. However, survey form retrieval can sometimes be a challenge. Data consolidation and analysis may also be tedious especially when a survey involves a large number of job holders.



4

FOCUS GROUP DISCUSSION

This method offers the advantage of getting collective inputs directly from job holders or their managers in one session. It likewise offers the opportunity to immediately clarify responses in a face-to-face situation. Using a prepared protocol of questions to guide a structured discussion, data on effective work behaviour is obtained. Towards the end of the session, consensus on critical competencies for job success is facilitated.

When this method is used for validation, data previously collected through other methods (e.g., survey or interviews) are presented to the group for discussion and confirmation.

A series of focus groups is often conducted to allow many people in the organisation to provide input. The use of FGD requires a competent facilitator who can manage the process, and a documenter who will record and synthesise data and perspectives of participants.

5

DOCUMENT ANALYSIS/LITERATURE REVIEW

This method collects data from available written materials that contain details of a particular job. These include job descriptions and other documents that capture performance indicators, decision challenges, risk factors and other descriptors of the job's duties and requirements.

Job descriptions that are used for competency identification have to be up-to-date to ensure validity of competencies. It must be noted though that job descriptions have limitation if used to identify competencies needed by the organisation in the future.





Documents that are useful for core competency identification include vision and mission statements, and strategic plan or strategy maps.

Completed performance appraisal forms, especially those that use behaviourally-anchored ratings are documents that help in distinguishing outstanding performance.

Literature review is part of document analysis and is useful when existing competency models are available. It gives a quick overview of what has been done in the area of interest of the competency study and may provide a preliminary list of competencies to consider. The literature review supplements, but does not replace, other data collection methods.

6

BENCHMARKING

Benchmarking is learning from the experience of others. Competency model builders from one organisation can benchmark with other similar organisations. The experience of other organisations is a rich source of scenarios, standards, lessons and best practices.

(Both CSC and DSWD conducted benchmarking studies to identify leading practices in competency modelling as well as lessons from the workplace. They did this with private and public sector organisations both here and abroad.)





ALWAYS MORE THAN ONE METHOD

Every data collection method has its strengths and limitations. It is thus good practice to apply a second data gathering method (or even multiple methods) to validate and triangulate the results of an initial data gathering method. Multiple methods can also ensure that a competency is not missed out altogether.

If the resulting data obtained from one method is similar to the data collected in another, **there is greater credibility and greater assurance that required competencies have been accurately identified.** The use of multiple methods provides the competency model builder greater confidence about the accuracy, validity and completeness of the competencies identified.





5.4

CONSIDERATIONS FOR CHOOSING THE DATA GATHERING METHODS

According to Marrelli, Tondora, and Hoge (2005) some factors that may be considered for the choice of data gathering methods are:

VALIDITY

Is there evidence that a particular method will more accurately reflect the required competencies for the job or role being studied?

RELIABILITY

Will the method provide reliable data, such that similar results would be obtained when repeatedly applied or administered?

APPLICATION

How will the identified competencies be applied? When the competencies will be used in hiring, promotion, evaluation, or compensation of employees, more evidence for the validity of the method is required than for development, strategic workforce planning, or recognition programs.



EFFICIENCY

How much time and other resources will the method require in instrument development, administration, and analysis of results?

PRACTICALITY

Will the method be practical given the constraints of the project, such as the budget or the geographical dispersion or staggered schedules of job holders?

ACCEPTANCE

Will the job holders, managers, and other stakeholders in the study accept the method as a reasonable way to collect data? Are they likely to participate and cooperate with this method?





5.5

SOURCES OF DATA

Regardless of data gathering method/s used, the quality of data on competency requirements is **dependent on the composition and number of sources** . Job holders and their managers are the most logical sources of data : Other data sources are HR staff, senior leaders, holders of similar jobs, external consultants, team members/supervised staff, and external customers. At least three data sources should be tapped, though the more sources of data, the greater the buy-in and the more comprehensive and accurate competency identification becomes.





DESIRABLE CHARACTERISTICS OF DATA SOURCES FOR INTERVIEWS AND FGDS

When choosing key informants for competency identification, it is helpful to include those with strong **analytical and verbal abilities**. Their participation can facilitate articulation of many of the competencies needed to perform a job or role that are not readily apparent or explicit.





ANALYTICAL



VERBAL

Likewise, sources who have observed or experienced interacting with job holders who have demonstrated exemplary as well as ineffective performance can contribute in pinning down critical attributes or behavioural indicators of competencies.





SELECTING A REPRESENTATIVE SAMPLE

For large organisations, selecting a representative sample of data sources is critical. The accuracy of the data collected about competencies will depend heavily on how closely the sample represents the population of interest. The high performers, their managers or supervisors, and others selected should be proportionately similar to the entire population in terms of job responsibilities, functional area, tenure, ethnicity, gender, geographic location, and other characteristics relevant to the job. If a competency study addresses several job levels, it is necessary to ensure that the sample includes job holders from all levels.





5.6

DATA ANALYSIS

Data gathered may range from roles and outputs, job behaviours, to the competencies themselves, depending on what data collection method was used. The next step after data collection is making sense of the data. Many competencies may be generated but only a handful will be significant. To narrow the list, similar competencies are merged and filtered into categories. The filtering could be carried out through common themes, relevance, progressive development and elements.

Competencies may be grouped into various clusters depending on specific pattern or organisational thrusts (e.g., Managing the Self, Managing Relationships, Managing People, Managing Work). These clusters distinguish and group similar themes under each category. A cluster/ theme title is also chosen to best describe or represent the competencies belonging to the cluster.





VALIDATING JOB COMPETENCY MODEL

Validating competencies identified from initial data gathering means verifying with stakeholders if indeed the competencies reflect what a successful job holder must possess. Sometimes this means going back to the same set of respondents from the first data gathering activity or getting a new set of respondents of a similar profile to confirm the findings, or both.

Validation happens at the level of competencies identified as well as at the behaviours that define these competencies. For each item, these questions must be answered:



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





Often, these questions are asked in the form of a survey or an FGD. It is important to look for consensus among the people doing the job, as well as areas where there could be little agreement. It is also important to watch out for possible issues with language, or the way the competencies are described. The validation stage is a good time to refine the language.

For actual experiences in competency modelling, please refer to the journey that CSC and DSWD took in recent years found in Annex 9.





6



CREATING JOB/ POSITION COMPETENCY PROFILES



COMPETENCY-BASED JOB DESCRIPTION

6.1



6.1

COMPETENCY-BASED JOB DESCRIPTION

As a result of the competency study, a **job or position competency profile** can be created. This profile captures the competency frame and levels of proficiency that are required for successful job performance for each job in the organisation. The different layers or types of competencies incorporated within the Job Competency Profile will be dictated by the competency framework of the organisation. It may include core, organisational competencies (in the case of CSC), and technical competencies (job families/job-specific), and for higher level positions, leadership competencies.

Best practice organisations limit the number of competencies in each profile to around 12-15 critical competencies. For example, an organisation might choose to have 14 competencies per profile: 3 core competencies,

	NEW HIRE	ASSISTANT	DIV. CHIEF	DIRECTOR
Use of Competency Models				
Australian AID				
CORE COMPETENCIES				
1. Collaborating and Networking	✓	✓	✓	✓
2. Commitment to Social Protection / Development	✓	✓	✓	✓
3. Delivering Excellent Results	✓	✓	✓	✓
4. Personal Effectiveness		✓	✓	✓
5. Problem-Solving and Decision-Making		✓	✓	✓
6. Stewardship of Resources			✓	✓
7. Utilizing / Managing Information		✓	✓	✓
MANAGING / LEADERSHIP COMPETENCIES				
1. Planning and Organizing			✓	✓
2. Managing Performance			✓	✓
3. Motivating and Inspiring			✓	✓
4. Strategic and Systems Thinking			✓	✓

Figure 7. Sample Competency Map






6 job family competencies and 5 technical (job specific) competencies.

When job competency profiles are laid out side by side in one document to allow comparison across a job family, it is called a job competency map (*Please see Annex 10 for a sample of a Job Competency Map.*)

The job competency profile of each position, in turn, becomes an input to the Competency-based Job Description of that position. Below is an example of how competencies may be presented in a Competency-based Job Description.

Figure 8. Sample Competency-based Job Description from CSC

 <p>Republic of the Philippines JOB DESCRIPTION FORM BC-CSC Form No. 1 (CSC revised version No. 1 as of April 2012)</p>		1. POSITION TITLE (as authorized by DBM)	
		<p style="text-align: center;">ADMINISTRATIVE OFFICER V</p>	
21. QUALIFICATION STANDARDS			
21a. Education	21b. Experience	19c. Training	19d. Eligibility
<p>Bachelor's Degree</p>	<p>2 years demonstrated ability in indexing and cataloguing library resources / records management / frontline services and operations</p>	<p>24 hours of relevant training in library management / records management / frontline services and operations within last 5 years</p>	<p>Career Service (Professional) / Second Level Eligibility</p>



21e. Core Competencies	Competency Level
<p>1. Exemplifying Integrity <i>(Demonstrates compliance to policies, rules and other standards set by the Commission.)</i></p>	2
<p>2. Delivering Service Excellence <i>(Delivers and adds value to customers' standards and requirements.)</i></p>	2
<p>3. Solving Problems and Making Decisions <i>(Provides timely solutions to problems and decision dilemmas that do not have clear-cut options and resolution may require some analysis or creativity.)</i></p>	2
21f. Organizational Competencies	
<p>1. Demonstrating Personal Effectiveness <i>(Recognizes personal strengths and gaps and depends on guidance from authorities or appropriate bodies for direction in addressing them.)</i></p>	2
<p>2. Speaking Effectively <i>(Effectively delivers messages that require some planning for the method used and the possible reception to the message; audience may be a controlled group, i.e., team/s, divisions.)</i></p>	2

Please see Annex II for full samples of Competency-based Job Descriptions.

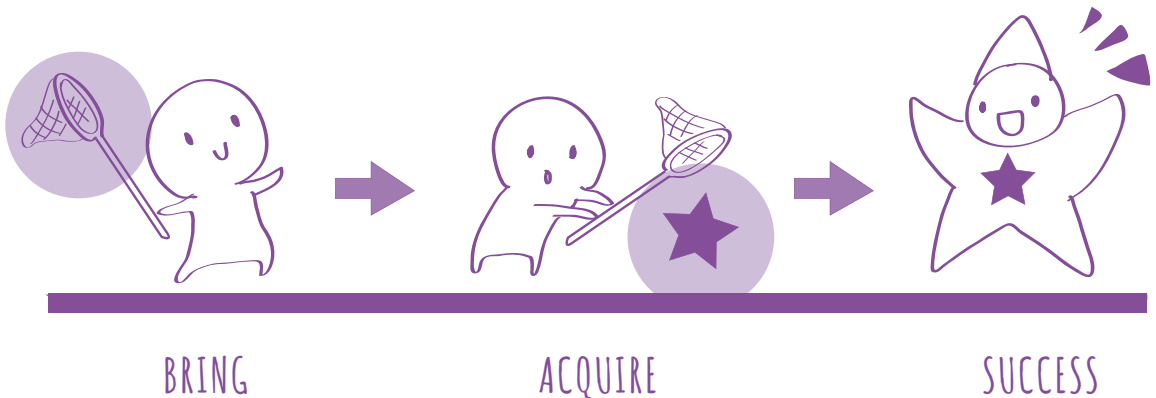
When used in recruitment, selection and placement, the job competency profile helps assess the job-person fit since the candidate's person profile (performance vis-a-vis required competencies as determined through behavioural even interviewing (BEI), competency-based tests, and other means) can be compared against the *job competency profile*.





The job competency profile must distinguish between minimum requirement level competency and working requirement level competencies. When establishing the staffing requirements of a role/position, it is generally necessary to identify the “**bring**” competencies. Sometimes referred to as the entry-level or *price-of-admission* competencies, these are identified as key to immediate successful performance on the job. These are often behavioural and technical competencies the candidates must have learned or developed prior to assuming the post.

On the other hand, the “**acquire**” competencies, also known as *competitive edge* competencies, are critical to successful performance once the job holder is fully functional on the job. These are competencies that can be developed, and the job competency profile serves as the basis for identifying competency gaps of the job holder. The competency gaps then become the basis for mapping out individual development plans (IDP), which help managers and HR to plan and execute more responsive and strategic development programs.





7

PRACTICAL TIPS FOR COMPETENCY MODELLING

TIPS IN DEVELOPING A COMPETENCY MODEL

7.1

TIPS IN DEVELOPING RUBRIC
& PROFICIENCY LEVELS

7.2

TIPS IN DEVELOPING BEHAVIOURAL INDICATORS

7.3



Following are some tips in specific areas of competency modelling.

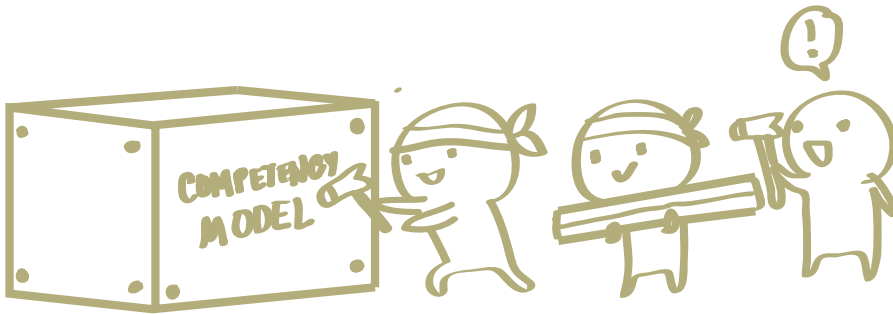
7.1

TIPS IN DEVELOPING A COMPETENCY MODEL



- 1 Decide on the purpose of the competency model. This will dictate the depth and breadth of activities involved.
- 2 When introducing competencies to the organisation for the first time, consider using it initially for development purposes before using it as a selection tool for hiring and promotion. Gradual integration to the HR system facilitates acceptance.
- 3 Include competencies that job holders must possess, both now and in the future, to ensure that organisation can achieve its mission and vision and live its values.





4. Involve the job holders and the key stakeholders of the job (e.g., leaders and clients, both internal and external). They are the best sources of data, and involving them increases ownership of the final output.
5. Install mechanisms to assess the competency model building process as well as the output of the process so that lessons from the experience may be incorporated in the next round of competency model building.



7.2

TIPS IN DEVELOPING RUBRIC AND PROFICIENCY LEVELS

- 1 Consult with a broad range of stakeholders when identifying the rubric as this will set the parameters in developing the proficiency levels and corresponding behavioural indicators.
- 2 Be sure to include critical criteria that will aptly describe dimensions of successful performance.
- 3 Identify the characteristics that differentiate acceptable and unacceptable work.
- 4 Describe the best and worst levels of quality and then fill in the middle levels.
- 5 Have key informants use the rubrics to evaluate their positions or other reference positions to test the dimensions.
- 6 Use clear, concise and positive language.





7.3

TIPS IN DEVELOPING BEHAVIOURAL INDICATORS

- 1 **BE ACTION-ORIENTED.** Choose verbs that show action.
- 2 **BE CLEAR AND CONCISE.** Do away with jargons. Observe correct grammar and logical sequencing.
- 3 **BE COHERENT.** Avoid having complex ideas in a statement.
- 4 **BE CONSISTENT.** Follow a single format in stating behavioural indicators within a competency
- 5 **BE GENDER-FAIR.** Use gender sensitive language at all times.





8



APPLICATION OF COMPETENCY MODELS AND JOB COMPETENCY PROFILES

HR PLANNING	8.1
RECRUITMENT, SELECTION, & PLACEMENT	8.2
LEADERSHIP DEVELOPMENT	8.3
EMPLOYEE LEARNING & DEVELOPMENT	8.4
PERFORMANCE MANAGEMENT	8.5
CAREER & SUCCESSFUL PLANNING	8.6



Competency models are extremely versatile and find use in many HR functions.

Among these are:



8.1

HR PLANNING

When competency models are made a part of the organisation's strategic planning process, the workforce plan links directly with the institution's strategic and annual performance plans. Competency models help identify the competencies needed by the organisation to thrive and succeed in the future. An assessment of competencies available in the organisation vis-à-vis the competency models will enable HR to forecast its future human resource needs.



8.2

RECRUITMENT, SELECTION, AND PLACEMENT

Used in recruitment, selection and placement, competency models enable HR to place the right person in the right position. The Competency-based Job Description can help HR prepare more effective job posting that cites specific competency requirements of the job. The job competency profile provides solid basis for screening out candidates who do not possess the “bring” competencies, and for conducting more thorough assessment of candidates who pass the initial screening. The competencies and behavioural indicators are the anchor for developing the interview guides and other assessment materials.





8.3

LEADERSHIP DEVELOPMENT

For leadership development, competencies provide a road map in the pursuit of leadership excellence. HR can assess job holders and help them create individual development plans that will guide more purposeful and systematic competency development. That way investment in leadership development can yield higher returns.



8.4

EMPLOYEE LEARNING AND DEVELOPMENT

Similarly, employee learning interventions that are based on competency models are more directed and cost-effective. Both supervisor and job holders can see the value of specific learning programs to improve performance, and other meaningful interventions besides classroom-based learning (e.g., coaching) can be planned. At the same time, the learning designer can readily pick up the competencies as basis for the learning objective of the program to be developed.





8.5 PERFORMANCE MANAGEMENT

Integrating competencies in performance management allows the manager to assess the output and other results of the job holder's performance, as well as the process in which these are achieved. Competency-based performance management provides for concrete standards of performance that forms the basis for contracting (i.e., agreeing on performance targets), and for assessment at the end of the performance period. This fosters better relationship between the manager and the job holder as subjectivity in rating is minimised.

8.6 CAREER AND SUCCESSION PLANNING

Competency-based succession planning enables the organisation to assess and prepare potential successors for critical positions, and therefore create a deeper bench of ready successors. Competency maps enable HR to identify jobs with related competencies so that career paths can be drawn. For the career oriented individual, competency models provide a clear road for development within the current position or in preparation for the next targeted position.



CONCLUSION



Embarking on competency modelling is a planned organisation initiative. It is not carried out just to comply with CSC requirements or to be part of the HR industry bandwagon. The organisation must be clear about the needs that competency modelling will address and how doing this will benefit the organisation and its human resources. Although the HR office usually takes the lead in a competency modelling project, it requires the engagement of a broad range of internal stakeholders, as well as critical external stakeholders. As with any change that will be introduced to the organisation, this may be met with initial resistance. It is good practice to generate buy-in at the start of the project, and plan for people's involvement throughout the development process and the roll out of the competency models.

The work of competency modelling does not end with developing competency models and integrating it in various HR functions. Competency models must be revisited regularly, reviewed and revised to reflect the changes in organisational strategies, environmental conditions, job design, regulations, professional practices, or other key factors that might impact on its shelf life.

While at the onset, development of competency models may seem like a complicated and arduous task and demands significant investment in time and resources, the gains from doing it far outweigh the challenges involved. Many organisations have reaped the benefits of designing their HR systems around competency models. The art and science of competency modelling continues to be refined to this day, and technologies have been developed to facilitate competency development and management in organisations. This is a recognition of the value and contribution of competency modelling as a strategic tool for building a more agile, effective and high performing workforce and organisation.



REFERENCE

BOOKS

- Boyatzis, R.E. (1982). *The Competent Manager: A Guide for Effective Management*, New York: Wiley.
- Dubois, D. & Rothwell W. (2004). *Competency-Based Human Resource Management*, Mountain View, California: Davis-Black Publishing.
- Spencer, L.M. & Spencer, S. (1993). *Competence at Work: Models for Superior Performance*, New York: Wiley.

ARTICLES

- Devisch, M. (1998). "The Kioto people management model", *Total Quality Management*, Vol. 9, No. 4-5, p. 62 - 65.
- Parry, S. B. (1996). *The Quest for Competencies in Training Magazine*, July 1996 p. 48-56.
- Marrelli, J. Tondora, and M.A. Hoge. (2005). *Strategies for Developing Competency Models, Administration and Policy in Mental Health*, Vol. 32, Nos. 5/6, May/July 2005
- Shippman, J. S., Ash, R. A., Battista, M., Carr, L., Eyde, L. D., Hesketh, B., Kehoe, J. Pearlman, K., & Sanchez, J. I. (2000). *The practice of competency modelling in Personnel Psychology*, 53, 703-740.

WEB RESOURCES

- Goodrich Andrade H., *Understanding Rubrics* <http://learnweb.harvard.edu/alps/thinking/docs/rubricar.htm>

OTHERS

- Rothwell, W. (2005). *Competency Modelling: A How-To-Do-It Guide*, an unpublished toolkit
- Rothwell, W. (2014). E-mail communication to M. Aglipay.

ANNEX 1

GLOSSARY

ABILITY Refers to a talent such as manual dexterity, visual or spatial acuity, or conceptual thinking; premised on the idea that while abilities may be taught, learned or enhanced, there is a natural predisposition to them.

ATTITUDE The person's disposition to act or react, whether positively or negatively, favourably or unfavourably, towards certain stimuli, which could be another person, group, situation, object, etc.

BEHAVIOUR Observable demonstration of some competency, skill, ability of characteristics; is an especially definitive expression of a competency

BEHAVIOURAL INDICATOR A statement of what can be observed from an individual manifesting the competency

BEHAVIOURAL ANCHOR Statements which are more specific than behaviours that are built on levels of proficiency, these statements are descriptive but independent of each other; each level of description is more complex than the previous one, e.g., for a 4-level description of a particular competency, Level 2 would be more complex and inclusive of Level 1, Level 2 would be more complex and inclusive of Level 2 and so on

BEHAVIOURAL COMPETENCIES Observable and measurable behaviours, knowledge, skills, abilities, and other characteristics that contribute to individual success in the organisation that are not associated with any particular job; also known as soft competencies

ANNEX 1

BEHAVIOURAL EVENT INTERVIEWING A techniques used to identify critical behaviours or competencies of the incumbent being interviewed by getting the interviewee to describe in details the complete stories of critical incidents and the competencies demonstrated by the interviewee

BELIEFS Ideas and concepts people holds to be true for themselves and others.

CLUSTER A group of competencies, skills and behaviours organized for the purpose of simplification; another term for theme

COMPETENCY A combination of knowledge, skills and attitudes associated with high performance on the job; sometimes includes self-image, social motives, traits, thought patterns, mind-sets and ways of thinking, feeling and acting; these are characteristics that individuals have and use in appropriate, consistent ways in order to achieve desired performance

COMPETENCY DICTIONARY A reference tool that contains information on all the competencies and possible levels for the various types of jobs in an institution.

COMPETENCY FRAMEWORK OR ARCHITECTURE An organizing structure which reflects the different layers of competencies of an organisation or profession, e.g., core competencies, functional competencies and leadership competencies

COMPETENCY MAPPING Used in two ways: first is job competency mapping, a process that plots out the competencies needed against a job family (a.k.a job profiling) ; second use is workforce competency mapping, a process where each member of the unit/organisation is assessed against a set of critical competencies together with other members of that unit/organisation (a.k.a. person profiling). Through person profiling the organisation is able to identify what kinds of competencies to look for to strengthen the unit or which competencies to develop among the members of the unit vis-a-vis ideal set.

COMPETENCY MODEL A written description of the competencies required for fully successful or exemplary performance in a job category, work team, department, division, or organisation; the output of analyses conducted to differentiate high performers from average and low performers.

COMPETENCY MODELLING The process of creating competency models for jobs, job categories, organisations, occupations and industries

COMPETENCY TABLE A matrix that reflects the definition and proficiency levels of a competency as defined by behaviours of each level

COMPETENCY-BASED HUMAN RESOURCE MANAGEMENT a system for integrating all aspects of managing human capital where employees are selected, evaluated, developed, moved and paid using a common measure/standard that supports organisational success.

COMPETENCY-BASED JOB DESCRIPTION A job description that specified the competencies need by the job holder to perform successfully in the position

CORE COMPETENCE The unique factors that can give organisations a unique competitive advantage; characteristic ascribed to organisations that includes the organisation's systems, technologies, routines, mechanisms and processes

CORE COMPETENCIES Individual characteristics that collectively lead to desired outcomes in the organisation; should be possessed by all employees regardless of position

ETHICS Rules of behaviour based on ideas about what is morally good and bad

ANNEX 1

FUNCTIONAL/TECHNICAL COMPETENCIES Behaviours that are critical to an individual occupying a particular job or position; abilities that pertain to a specific body of knowledge and skills required to perform the defined activities in a function or job; sometimes referred to as hard competencies

JOB ANALYSIS Identifying task, responsibilities, duties, accountabilities, knowledge and skills requirements and any other criteria for job performance

JOB DESCRIPTION A summary of the most important features of the job, including major responsibilities, relationships, authorities, accountabilities, basic qualifications and other specifications

JOB CLUSTERS/FAMILY/ CATEGORY A group of jobs connected by common knowledge base or by organisational structure; a series of progressively higher jobs that perform similar work requiring similar competencies, e.g., Training Specialist 1-4,

JOB OR POSITION COMPETENCY PROFILE The set of competencies and levels of proficiency needed by an individual to do the job successfully

JOB PROFILING The act of creating job/position competency profiles; also known as job competency mapping

KNOWLEDGE Refers to the body of information, concepts, ideas, facts, principles, theories and models necessary for performing a job

MOTIVES That which people think about, seek and desire; the reason people do things e.g., wanting power or prestige

PERFORMANCE A combination of the accomplishment produced by people on the job and the behaviours

used to achieve these accomplishment (Biech, 2008)

PERSON PROFILE The characteristics that people bring with them to the job such as qualifications (education, experience, training and eligibility) and suitability (competencies)

PROFICIENCY Refers to how much of a particular competency a person possess to be successful in the job; degree of mastery of a skills/knowledge area

RUBRIC An explicit set of criteria used for assessing a particular type of work or performance from the simplest manifestation of desired behaviours to the most sophisticated

SKILL Specialized abilities needed to carry out certain physical operations or activities associated with successful job performance; may be cognitive in nature such as analysis, synthesis and evaluation

SUPERIOR PERFORMANCE (COMPETENCY) LEVEL A peak mastery level of a competency

THRESHOLD (COMPETENCY) LEVEL A beginner's level of proficiency in a competency

VALUES Deeply held beliefs about a specific mode of conduct or end-state of existence that is personally and socially preferred by an individual or organisation such as integrity, trust, teamwork and quality

ANNEX 2

DSWD FUNCTIONAL COMPETENCIES

1. Adoption Advocacy
2. Case Counseling
3. Case Management/Case Analysis
4. Case Networking and Linkages
5. Case Writing
6. Community Based Project Fiscal Management
7. Community Organizing
8. Computer Knowledge and Skills
9. Content Knowledge
10. Developing Institutional Capabilities
11. Engineering Expertise
12. Grievance Management
13. Group Facilitation
14. Information and Communications Technology (ICT) Installation and Maintenance
15. Information Education Communication (IEC) Materials Development
16. Information Security and Management
17. KALAHY-CIDSS Program Fluency
18. Knowledge of Local Governance
19. Knowledge of related regulations and procedures of LGUs, DepEd, DOH and related agencies
20. Mobilizing for responsive community driven development
21. Media and Public Relations
22. Pantawid Pamilyang Pilipino Program Fluency
23. Presentation Skills
24. Process Management
25. Program Management
26. Program Monitoring and Evaluation
27. Project Management
28. Project Monitoring & Evaluation
29. Records Management
30. Social Marketing and Advocacy Strategy
31. Systems Administration/Infrastructure Management
32. Systems Analysis and Design
33. Systems/Software Development and Programming
34. Training Administration
35. Training Design and Methodologies
36. Use of Monitoring and Evaluation Tools & Design Mechanism Development
37. Written Communication

ANNEX 3

SAMPLE RUBRICS

Rubrics: Leveling Guide for Competencies

Criteria	Level 1	Level 2	Level 3	Level 4
Depth of Knowledge	Established practices of some WLP elements	Established practices of all WLP elements	New practices of all WLP elements	New practices/concepts and theories of all WLP elements; is a credible resource in this area
Scope	Specific area	Integration with concerned areas	Integration with business or organisational strategies	Integration with sector/industry
Consistency of Application	sustained application of competency over time	sustained application of competency over time in a variety of situations	sustained application of competency over time in complex situations	able to innovate and formulate strategies; able to model/guide/lead/coach/teach others the competency of how to apply the competency
Thinking Challenge	Within established procedures or similar situations	A wide variety of situations	No established procedures	Requires developing imaginative procedures
Impact on	Specific WLP task	Specific WLP projects	Management decision	Sectoral/industry practices
Reach of Influence	Individuals	Unit/groups	Corporate/institutional	Sector/industry
Scorecard Measurement	Internal operations perspective	Workforce or line operations perspective	Corporate/institutional success perspective	Sectoral/industry success perspective
Degree of Autonomy	able to apply knowledge and skills with close supervision	able to apply knowledge and skills with some supervision	able to apply knowledge and skills under limited supervision	able to apply knowledge and skills with no supervision needed
Success Indicator	Intervention efficiency	Intervention effectiveness	Business outcomes; organisational effectiveness and learning	Sectoral/industry effectiveness and learning

Source: PSTD Competency and Certification Committee, May 2010

ANNEX 4

SAMPLE COMPETENCY TABLE CSC

Competency				
Demonstrating Personal Effectiveness				
Definition	The ability to demonstrate and display self-direction or self-motivation as well as engaging in ongoing personal development.			
Levels	BASIC	INTERMEDIATE	ADVANCED	SUPERIOR
Core Description	Responds effectively to guidelines and feedback on one's performance, well being and learning discipline.	Recognizes personal strengths and gaps and depends on guidance from authorities or appropriate bodies for direction in addressing them.	Recognizes personal strengths and gaps and seeks guidance or resources in laying out development and/or improvement plans.	Defines personal goals and challenges and proactively defines an approach and sets goals and plans to overcome such challenges or achieve the goals.
Sample Behaviors	<ul style="list-style-type: none"> • Able to explain what needs to be done based on the instructions given to successfully complete assigned task. • Complies and performs given instructions or seeks clarification/guidance to successfully complete assigned task. • Focuses on assigned tasks, using available tools to keep track of status at regular intervals to ensure its completion. • Knows the importance of self-direction or self-motivation in the job and maintains active personal energy and interest in learning by responding positively to feedback and correcting or improving behavior based on such. 	<ul style="list-style-type: none"> • Able to communicate and explain the task and its implications to team or office welfare. • Performs and completes given tasks, providing inputs on how the task will affect and influence team or office dynamics. • Performs assigned tasks, using available tools or processes to keep track of status and ensure that task completion matches with team or office requirements. • Demonstrates awareness for need to balance work, family and personal life. • Accepts and participates in the activities or interventions recommended by one's immediate superior, peers or appropriate authorities attendant to one's development opportunities. 	<ul style="list-style-type: none"> • Able to communicate and explain the task or plan and their implications to the various offices in the Commission including how each office's actions may affect its success. • Performs and completes given tasks, providing inputs on how the task will affect and influence dynamics across offices or within the Commission. • Establishes personal goals that drive career plans and day-to-day efforts to reach goals. • Accepts personal and professional development as life-long process • Sees role and career path within the large context of the organization and industry. • Promotes and instills strong values and ethics within the organization. • Identifies personal value system and convictions and aligns career/work with them. • Seeks for strategies or authorities who can help coach or provide guidance in improving one's performance, well being and learning opportunities. 	<ul style="list-style-type: none"> • Able to communicate and explain the task or plan and their implications as well as ensure buy-in in the Commission or various agencies, taking into account potential variations across agencies that may affect their success or impact. • Performs and completes given tasks, considering and addressing their potential impact Commission-wide and across the bureaucracy. • Acts as a role model for balance work, personal and family life. • Creates a culture that fosters high standards of values and ethics. • Instills mutual trust and confidence with/among groups and individuals. • Asks for and uses feedback to improve performance, seeks and acquires new work methods, ideas, and information will improve efficiency and effectiveness on the job.

ANNEX 5

ACTION VERBS FOR BEHAVIOURAL INDICATORS

AVOID FUZZY (NON-OBSERVABLE/VERIFIABLE) WORDS SUCH AS...

Administer	Discuss	Manage
Analyze	Empathize	Observe
Arrange	Encourage	Participate
Assure	Enhance	Search
Conceptualize	Examine	Study
Collaborate	Expedite	Supervise
Cooperate	Follow-Up	Upgrade
Coordinate	Investigate	
Develop	Improve/Increase	

USE CLEAR, RESULTS-ORIENTED ACTION WORDS SUCH AS...

Acquire	Arrange	Categorize
Act	Assemble	Change
Activate	Assess	Check
Adapt	Assign	Choose
Address	Audit	Classify
Adjust	Authorize	Clean
Adopt	Balance	Close
Advise	Breakdown	Coach
Announce	Budget	Collect
Appraise	Build	Combine
Approve	Calculate	Compare

USE CLEAR, RESULTS-ORIENTED ACTION WORDS SUCH AS...

Compile	Disconnect	Formulate	Mediate
Complete	Discover	Generate	Meet
Compute	Display	Give	Mentor
Conduct	Distinguish	Guide	Modify
Connect	Distribute	Handle	Monitor
Construct	Divide	Hire	Negotiate
Control	Draft	Identify	Notify
Convert	Draw	Illustrate	Obtain
Copy	Drive	Implement	Offer
Counsel	Edit	Inform	Operate
Count	Eliminate	Initiate	Order
Create	Establish	Inspect	Organize
Critique	Estimate	Install	Outline
Decide	Evaluate	Instruct	Perform
Define	Examine	Interpret	Plan
Delegate	Execute	Interview	Play
Deliver	Explain	Inventory	Predict
Describe	Express	Investigate	Prepare
Design	Extract	Issue	Prescribe
Determine	File	List	Present
Devise	Fill	Locate	Print
Differentiate	Find	Maintain	Produce
Disassemble	Follow	Make	Program
Discharge	Form	Measure	Provide

USE CLEAR, RESULTS-ORIENTED ACTION WORDS SUCH AS...

Purchase	Scrutinize	Transfer
Question	Secure	Translate
Quote	Select	Troubleshoot
Raise	Sell	Trouble-shoot
Recall	Separate	Use
Receive	Serve	Validate
Recommend	Set	Verbalize
Record	Set-up	Verify
Recruit	Solve	Visit
Refer	Sort	Wash
Release	Start	Weigh
Repair	Submit	Withdraw
Report	Suggest	Write
Represent	Summarize	
Reproduce	Supply	
Request	Tabulate	
Require	Take	
Resolve	Talk	
Respond	Tell	
Restore	Test	
Retrieve	Trace	
Review	Track	
Revise	Train	
Schedule	Transcribe	

ANNEX 6

SAMPLE PAGES OF
A COMPETENCY
DICTIONARY

INTRODUCTION

The Competency Dictionary has been designed as a reference tool for DSWD employees. Its primary purpose is to bring more detailed definition to the behaviors that are important for DSWD to achieve its strategic goals, and to create a common, objective language for discussing behavioral skills. This document can also be used for human resource management functions including recruitment and staffing, learning, career development and performance management.

The Competency Dictionary consists of two major sections: Section 1 provides information about competencies; Sections 2 contains the Competency Dictionary.

Section 1 discusses the following:

- Definition of Competencies
- Types of Job Competency

Section 2 discusses the competencies in detail. It contains the definition of each competency and behavioral indicators per level of each competency. The competencies were developed through a variety of processes, i.e. behavior-based interviews, thematic analysis, competency modeling, and validation with Subject Matter Experts in the institution.

The DSWD competencies are classified into the following:

- Core competencies
- Managerial / Leadership competencies
- Functional competencies (job-specific)

In addition to the competencies, the second section of the Competency Dictionary also includes the DSWD Competency Framework, Understanding Competency Levels and Guidelines in Rating Competency. The section also provides guidelines on how to use the Competency Dictionary.

UNDERSTANDING COMPETENCIES

Competency Defined

A **competency** is a combination of motives, traits, self-concepts, attitudes or values, content knowledge, cognitive and behavioral skills. It refers to any individual characteristic that can be reliably measured or counted and that can be shown to differentiate superior from average performers (Spencer, et al, 1994). It also refers to demonstrable characteristics of a person that enable him to do a job very well.

The two major components of a competency are:

1. The overall definition of the competency that is considered to be critical to successful performance on the job. The definition explains what the competency means in general terms. The definition also provides a common way of looking at a particular behavior and will help everyone in an institution to understand the term in the same way.
2. Each competency is divided into a series of levels of proficiency known as a competency scale. The levels describe the noticeable differences in performance that can be observed and measured for a particular competency.

Types of Job Competency

There are three types of competency covered in this Competency Dictionary, namely: Core Competency, Managerial/Leadership Competency and Functional Competency.

Core Competency relates to the institution's values, mission and culture; these are competencies that reflect organizational core capabilities and should be possessed by all employees regardless of function.

Managerial/Leadership Competency relates to skills, knowledge and behaviors needed to perform managerial work and processes; it deals with interactions between individuals or groups of people.

Functional Competency pertains to specific bodies of knowledge and skills required to perform the defined activities in a function or job. It includes the abilities to use the procedures, techniques and knowledge of a specialized field.

THE COMPETENCY DICTIONARY

Competency Dictionary Defined

A Competency Dictionary is a reference tool that contains information on all of the competencies and the target levels for the various types of jobs in the institution.

Through the Competency Dictionary, one can identify the following:

- Definitions for Core, Managerial/Leadership and Functional Competencies
- Various levels of performance for each competency with a brief general description of the level
- Behavioral indicators which are expressions of specific behaviors associated with the competency at different levels.

DSWD Competency Framework

The content of the Competency Dictionary is further explained in the following DSWD Competency Framework.

COMPETENCY	DELIVERING EXCELLENT RESULTS			
	Level 1	Level 2	Level 3	Level 4
Setting high standards of performance; being accountable for work results focusing efforts on achieving results that are accurate, of excellent quantity, and consistent with DSWD's objectives	<p>Knows deliverables and has desire to achieve them</p> <p>Knows his/her role's objectives, measures and standards</p> <p>Works persistently to achieve job objectives and to meet deadlines and quality standards does not give up at the first obstacle</p> <p>Takes criticisms and feedback constructively to improve self</p> <p>Demonstrates willingness to try new approaches/methods to improve performance</p> <p>Validates reliability and accuracy of data/information gathered</p>	<p>Works towards achieving goals and manages hurdles</p> <p>Gives deliverables ahead of time; works to exceed current expectations</p> <p>Monitors own progress against targets, identifies cause of own performance gaps and modifies actions accordingly</p> <p>Adjusts thinking and behaviors to be in step with new thrusts or changing priorities of the organization. Willingly accepts new tasks and/or adopts new approaches</p> <p>Explores more effective work processes or methods in own work, and adjusts accordingly in order to get the job done quickly and effectively</p> <p>Seeks help to develop own skills in order to perform tasks at the expected level</p>	<p>Makes others accountable and paves the way for delivery of results</p> <p>Establishes a clear course of action for others and defines measures of excellence</p> <p>Implements metrics even with soft deliverables to track results and measure performance</p> <p>Institutes a process/system for monitoring and tracking team progress against standards</p> <p>Takes action to redirect individual and team behavior and actions to put them back on the performance track. Takes timely and appropriate action to avert potential problems</p> <p>Recognizes and/or rewards employees for performance beyond expectations</p>	<p>Lifts the organization towards higher levels of performance</p> <p>Observes and studies best practices from other functional areas as well as outside the agency and adopts these to improve team and/or agency performance</p> <p>Responds to changes/ developments within the agency and the external environment with recommendations for structural or operational changes to adapt to these changes</p> <p>Identifies opportunities for improving performance both for own area of responsibility and/or within the agency and commits significant resources to improve performance while taking action to minimize risks</p> <p>Champions an agency-wide Rewards and Recognition system to acknowledge employees, teams and groups who demonstrate excellence</p>

COMPETENCY

LEVELS 1-4

- Shows the progression of sophistication and complexity at which the competency can be demonstrated and utilized in performing essential job duties / responsibilities; each subsequent level encompasses the previous one.

Brief general description of the Level

DEFINITION:

- A brief general description of the competency which provides the user with a general understanding of the type of behavior addressed by a particular competency

BEHAVIORAL INDICATORS:

- Expressions of specific behaviors associated with the competency at different levels; content validation is necessary to link behaviors to respective competency levels

Understanding Competency Levels – Progression of Proficiency or Competence

The different competencies in this Competency Dictionary are categorized based on a progression of the degree of scope, context, complexity and autonomy and responsibility from Level 1 to Level 4, where Level 1 shows the most basic, rudimentary and supervised level while Level 4 shows most complex, expert and autonomous level.

Level	Level 1 BASIC	Level 2 INTERMEDIATE	Level 3 ADVANCED	Level 4 EXPERT
Scope/Context	Limited to own tasks and usually requires supervision and further training, competency is at a level where specific procedures are observed	Generally confined in own set of tasks, but has tasks that require working with others, with some activities not necessarily covered by procedures	Covers/integrates work of different individuals/ work groups, multiple tasks, diverse work units, varied situations	Involves work of different units, operational systems and processes in a dynamic environment
Complexity	Basic, rudimentary and routine tasks requiring less analysis and needed information is almost always given	Less information is present, requires resourcefulness and some degree of analysis, related to other tasks, less routinary	Requires moderate degree of analysis and evaluation of routine and non-routine tasks, interdependence of tasks and own and others performance	Requires high degree of analysis of systems and processes, results and performance and environmental and institutional variables
Autonomy and responsibility	Completely supervised, consults, no decision making authority	Most tasks / activities can be done independently given clear directions, standards and procedures of work, requires consultation for non-familiar, non-routine tasks/situations	Independent work covering responsibility for others' work	Independent work and covers responsibility and accountability over various unit's (operational / organizational) performance

How to use the Competency Dictionary

In using the Competency Dictionary, begin by reviewing the definition of each competency. The definition provides a common language that enables everyone in the institution to understand competency the same way.

Aside from understanding the competency definitions, one must also familiarize himself/herself with the competency scale which consists of four levels. Each level includes a set of behavioral indicators that are observable. Employees use these behaviors when they demonstrate a particular competency. The competency scale provides users with a target level of performance needed for a particular job.

The competencies for each position are included in the position's job description that contains a set of "key" core, managerial/leadership and functional competencies and proficiency levels required to perform successfully in a specific job. This is helpful whether one is using the competencies for appraising performance of employees (competencies as performance expectations) or selecting an applicant for a position in the institution (competencies as job requirements).

EXAMPLE OF A CORE COMPETENCY IN THE DICTIONARY

Collaborating and Networking

COLLABORATING AND NETWORKING			
Harnessing the talents, resources and critical support of individuals, teams and institutions to advance the programs and initiatives of the agency. Works cooperatively/collaboratively with others, demonstrating interpersonal sensitivity to differences in culture, background, education and personality.			
Level 1 BASIC	Level 2 INTERMEDIATE	Level 3 ADVANCED	Level 4 EXPERT
Working effectively with others to deliver outputs	Encouraging participation & engagement	Building broad-based partnerships and facilitating meaningful collaboration	Building a coalition of support for strategic results
<p>Delivers on his own commitments as a contribution to the team; Shares ideas and relevant information with colleagues. Builds on others' suggestions/ideas</p> <p>Volunteers self when team is short on manpower or when deadlines are tight</p> <p>Demonstrates tact and diplomacy in dealing with others</p> <p>Maintains rapport and harmonious working relationships with existing contacts in partner organizations (civil society groups, academe, religious and spiritual groups, NGOs, LGUs)</p>	<p>Initiates communication with cross functional units/departments and/or secondary stakeholder groups when buy-in is necessary to achieve needed results</p> <p>Presents clearly the thrusts and programs of DSWD to facilitate identification of areas of mutual interest and joint undertakings using language that is appropriate and persuasive</p> <p>Uses effective team processes (i.e., brainstorming & consensus building) to explore ideas and to arrive at decisions</p> <p>Resolves conflicting points of view on issues by directing focus towards shared objectives</p>	<p>Links with grassroots level social development networks in order to prepare the ground for higher level collaboration</p> <p>Uses the DSWD social development strategy and appropriate policy framework to ensure congruence and harmonization of efforts in the field</p> <p>Brings partnership conflicts and disagreements into the open and resolves issues in a timely and positive manner, mindful of different sensitivities and interests.</p> <p>Uses persuasive communication to encourage collaboration within DSWD and between DSWD and partners</p> <p>Actively consults with and integrates partners' perspectives and inputs in developing intervention strategies for the assigned sector</p>	<p>Removes barriers to collaboration at the institution-to-institution level</p> <p>Builds relationships with key decision makers in partner institutions to obtain ongoing support & commitment to joint undertakings</p> <p>Builds a coalition of social development supporters among key decision makers in the government hierarchy to be able to influence national policy and benefit the social development agenda</p> <p>Establishes links with other countries & with local and international donor agencies to explore opportunities &/or to forge alliances for information exchange, mutual assistance, &/or resource sharing</p> <p>Taps high-profile endorsers, individuals & organizations, (local/international) as key influencers to champion the advocacy for social development</p>

EXAMPLE OF A FUNCTIONAL COMPETENCY IN THE DICTIONARY

Case Management / Case Analysis

CASE MANAGEMENT / CASE ANALYSIS			
Ability to render assistance in implementing planned interventions for services or alternatives to meet the needs of Pantawid beneficiaries			
Level 1 BASIC	Level 2 INTERMEDIATE	Level 3 ADVANCED	Level 4 EXPERT
<p>Routinely picks-up indicators of situations requiring case management like non-compliance and absences of beneficiaries in Pantawid activities</p> <p>Regularly takes the mandated steps to validate information indicating the need for case management</p> <p>Refers to rules and procedures when endorsing cases for case management</p>	<p>Evaluates compliance verification data to determine beneficiaries requiring case management</p> <p>Explains the procedures and provides appropriate information to beneficiaries requiring case management interventions</p> <p>Discusses cases and appropriate protocols and interventions with appropriate focal person/case manager when endorsing cases for simple case management and seeks advice on unfamiliar cases</p>	<p>Integrates compliance verification data to determine extent of beneficiaries requiring case management</p> <p>Evaluates protocols and case management interventions , seeking trends and effectiveness of interventions as input in enhancing case management processes</p> <p>Discusses cases and seeks out feedback to determine appropriate protocols and interventions on case management involving different issues and levels of complexity</p> <p>Provides technical assistance to other focal persons on case management to ensure uniformity and appropriateness of approaches</p>	<p>Integrates compliance verification and case management data to establish trends on cases requiring case management interventions and developing appropriate mechanisms for determining case interventions</p> <p>Develops mechanisms (forum, meetings, focus group discussions) to align case management procedures and formulation of interventions to ensure responsiveness and timely case management services</p>

ANNEX 7

ASSESSING READINESS FOR COMPETENCY IDENTIFICATION, MODELLING AND ASSESSMENT

(Source: Rothwell, W. (2005) Competency Modeling: A How-To-Do-It Guide, an unpublished toolkit)

Is your organisation ready for competency Identification, modelling and assessment?

To answer the question, complete this assessment instrument. Use this to assess conditions in your organisation. Circle a code for each problem listed in the left column below which corresponds to your perception about it. (There are no “right” or “wrong” answers in any absolute sense.)

Use the following rating scale:

- 5 = A very great problem
- 4 = A major problem
- 3 = Somewhat a problem
- 2 = A minor problem
- 1 = Not a problem (strength)

When you finish, refer to the scoring section at the end of this assessment instrument.

STATEMENT : AWARENESS	YOUR PERCEPTION				
	5	4	3	2	1
Senior leaders of this organisation understand what competencies are.					
Senior leaders of this organisation understand why competencies are.					
Senior leaders of this organisation understand how competencies are linked to competitive advantage (institutional mandate).					

ANNEX 7

Middle managers of this organisation understand what competencies are.					
Middle managers of this organisation understand why competencies are important.					
Middle managers of this organisation understand how competencies are linked to competitive advantage (institutional mandate).					
Supervisors of this organisation understand what competencies are.					
Supervisors of this organisation understand why competencies are important.					
Supervisors of this organisation how competencies are linked to competitive advantage (institutional mandate).					
TOTAL					
STATEMENT : CULTURE	YOUR PERCEPTION				
	5	4	3	2	1
This organisation tends to favor selection of leaders like the current incumbents					
This organisation has a long history of devoting less than average time to the development of people					
This organisation has had many examples of people who are promoted and then failed to work out.					
Executives, managers and supervisors rely on personal impression in making selection and promotion decisions.					

TOTAL					
-------	--	--	--	--	--

SCORING SECTION

Use the preceding assessment to help you determine how ready your organisation is to devote time and attention to systematic competency identification. Generally speaking, the higher the score in each part of the instrument, the greater the need to concentrate your attention on that issue in building support and readiness for action.

Awareness overall score_____

A score between 45 and 23 in the Awareness Section of the instrument indicates significant barriers to action in that area. If your organisation score in this section is within this range, then devote your initial effort to building awareness.

Culture overall score_____

A score between 20 and 16 in the Culture Section of the instrument indicates significant barriers to action in that area. If your organisation score in this section is within this range, then devote your initial effort to surmounting the cultural barriers standing in the way of acceptance of competency identification.

ACTION PLANNING

Do some brainstorming on the most important problems that need to be addressed before your organisation may be “ready” for systematic competency identification, modelling and assessment. Make notes on the section below, writing it in the form of a “to do” list:

ANNEX 8

TECHNIQUES IN
COMPETENCY
MODELLING
(BUILD APPROACH)

TECHNIQUES IN COMPETENCY MODEL BUILDING (BUILD APPROACH)

THE PROCESS-DRIVEN TECHNIQUE

This technique was made famous by the consulting firm McBer, now Hay/McBer. It is the oldest of the techniques in competency building. The name of the technique come from the emphasis that is places on the work process performed be exemplary job holders. Key steps in this technique include:

1. Investigate the work duties, task, responsibilities, roles and work environment of the job, work, team or occupation that is targeted (example trainer, accountant. customer service representative)
2. Isolate the characteristics of work exemplars
3. Verify the competency model

OUTPUT-DRIVEN TECHNIQUE

This was made famous by Patricia McLagan. It takes is name from focusing attention on the key output of the targeted job, Occupation, team or work group. Outputs are what successful performers produce, the outcomes or results of their work. Competencies are derived from examining those outputs. Key steps in this technique include:

1. Compile all available information about the duties, tasks, responsibilities, role and work environment of the job, work, team or occupation that is the target of the competency modelling study (example trainer, accountant. customer service representative)
2. Establish an expert panel that consists of individuals who supervise those in the targeted category as well as exemplary performers or exemplary job incumbents.
3. Express explicit assumptions about future changes likely to affect the job, work, team or occupation that is the target of the competency model study in the context of the organisation or field or endeavor
4. Compile a menu of work output

ANNEX 8

5. Develop a menu of quality requirements associated with the work outputs
6. Devise a list of work competencies and behavioural anchors or indices associates with each competency
7. List work roles developed through cluster analysis of the work outputs (which makes role identification a derivative activity of work outputs)
8. Develop the draft competency model.

THE WORK RESPONSIBILITY-DRIVEN TECHNIQUE

This technique derives output, competencies role and quality requirements fom work responsibilities or activities. Basic steps in applying this technique include:

1. Target one occupational group or job category.
2. Select a panel of 8-12 exemplary performers from the group or job category to be examined and 2-3 immediate organisational superiors (also exemplary) of the targeted group to be examined.
3. Invite the panel to a session to focus attention on the details and responsibilities of the target group or job category.
4. Select a group facilitator and 2 assistant facilitators to conduct the session.
5. Assemble participants in a large room with blank wall for 1-2 days.
6. Brief participants on the process and on job challenges facing them in the future.
7. Ask participants to list functions/responsibilities they perform
8. Write the statement on sheets of paper and tape the sheets to the wall.
9. Continue the process until participants can no longer think of functions/responsibilities and behaviors
10. Create exclusive categories in which to grop the functions/responsibilities and behaviors.
11. Verify the function/responsibility categories by asking participants to review them.
12. Review each function/responsibility and behavior that participants previously listed to ensure that it is placed under the proper category and to ensure that it should not be revised, deleted (because other

functions/responsibilities overlap with it), or other functions/responsibilities should be added (because they were initially forgotten.)

13. Group function/responsibility categories and behaviors in sequential order.
14. Ask participants to return from break to verify and /or validate sequential order.
15. Remove the chart from the wall and have it typed
16. Verify the chart devised by the participants by circulating it back to them for review.
17. Prepare surveys based on the chart to identify work roles, outputs, competencies, quality requirements future trends and ethical challenges related to each function/responsibility and/or behavior appearing on the chart.
18. Conduct the surveys, compile results and present the results for review to another group of exemplary job incumbents and their immediate supervisors as a form of validation.

Source: Competency Modelling Toolkit: A “How-to-Do-It” Guide by William J. Rothwell
An unpublish guidebook, 2005

ANNEX 9

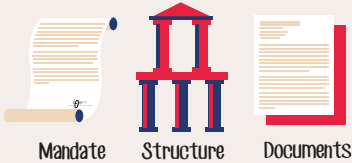
INSTITUTIONAL
JOURNEY TO
COMPETENCY
MODELLING AND
PROFILING: THE
CSC & DSWD
EXPERIENCES

CSC Journey:

COMPETENCY MODELLING AND PROFILING

START

ASSESSMENT



TEAM MOBILISATION

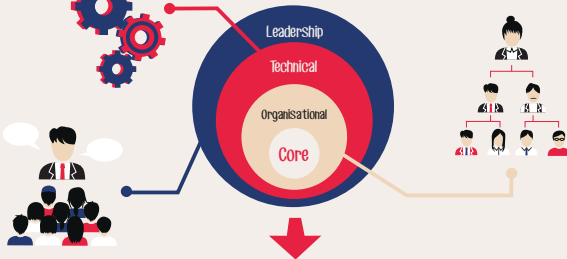


- OHRMD
- CSI
- HRPSO
- Regional Offices III, IV & NCR

BENCHMARKING



MODEL DEVELOPMENT



MODEL VALIDATION & RUBRICS DEVELOPMENT

JOB COMPETENCY PROFILES



HR Specialist

Core Competencies:

- Exemplifying Integrity
- Solving Problems & Making Decisions
- Delivering Service Excellence

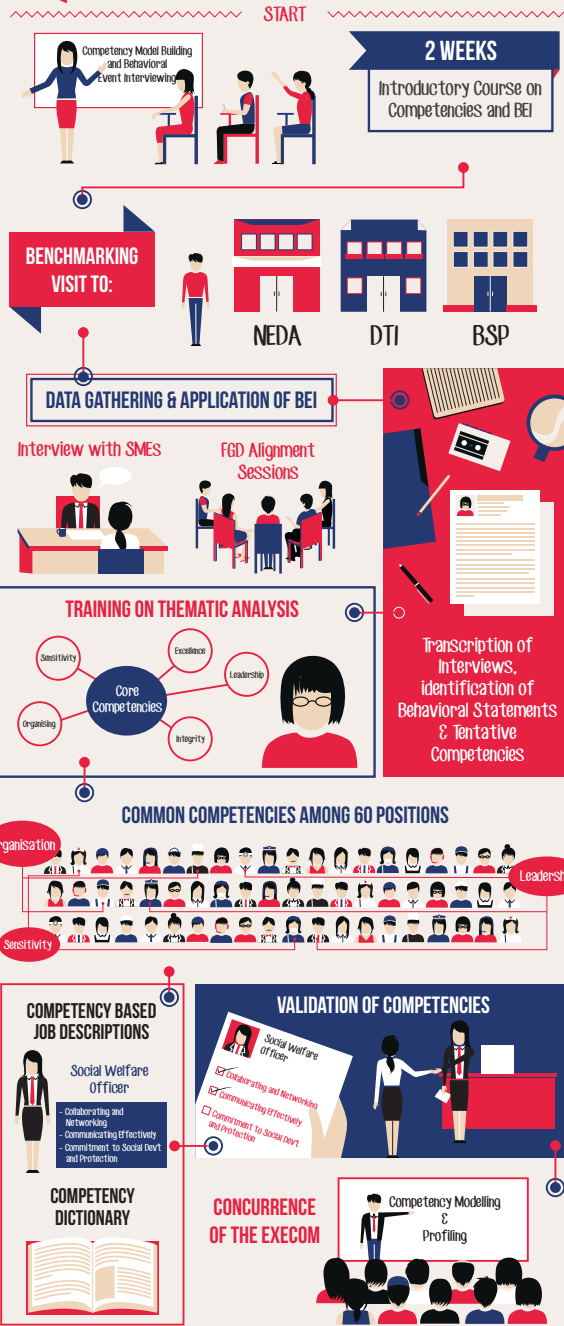
SYSTEMS CHANGES



APPLICATION TO OTHER HR SYSTEMS



COMPETENCY MODELLING AND PROFILING



ANNEX 10

SAMPLE JOB COMPETENCY MAP


ANNEX 10

Competency		Positions				
		Administrative Officer II	Administrative Officer IV	Administrative Officer V	Chief Administrative Officer	Supervising Administrative Officer
Core	Commitment to Credible Public Service	1	2	2	2	2
	Delivering Excellent Results	1	1	3	3	3
	Personal Effectiveness	1	2	3	3	3
Management & Leadership	Planning & Organizing	N/A	N/A	2	3	3
	Thinking Strategically & Systemically	N/A	N/A	2	3	3
	Collaborating & Networking	N/A	N/A	2	3	3
	Problem Solving & Decision Making	N/A	N/A	3	3	3
	Facilitating Change and Innovation	N/A	N/A	2	2	2
	Creating an Environment for Learning & Growth	N/A	N/A	2	3	3
	Engaging and Inspiring Teams	N/A	N/A	2	3	3
Functional / Technical	General Human Resource Expertise	1	1	3	4	3
	Performance Management	N/A	N/A	N/A	N/A	N/A
	Recruitment, Selection, Placement	N/A	N/A	N/A	N/A	N/A
	Career Development	N/A	N/A	3	3	3
	Employee Welfare	N/A	N/A	3	1	3
	Employee Relations	N/A	2	N/A	2	N/A
	Office Management and Secretariat Services	2	2	1	2	1
	Verbal Communication	1	1	2	1	2
	Written Communication	2	1	2	1	4
	Counseling	N/A	2	N/A	N/A	N/A
	Research Skills	N/A	N/A	N/A	N/A	4

ANNEX 11

SAMPLE COMPETENCY- BASED JOB DESCRIPTION

Sample Competency-based Job Description – Sample 1

 Republic of the Philippines JOB DESCRIPTION FORM BC-CSC Form No. 1 (CSC revised version No. 1 as of April 2012)		1. POSITION TITLE (as authorized by DBM)			
		ADMINISTRATIVE OFFICER V			
2. ITEM NUMBER		3. SALARY GRADE			
ADO5-86-2005		18			
4. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS					
<input type="checkbox"/> provincial <input type="checkbox"/> city <input type="checkbox"/> municipality		<input type="checkbox"/> 1st Class <input type="checkbox"/> 2nd Class <input type="checkbox"/> 3rd Class <input type="checkbox"/> 4th Class			
<input type="checkbox"/> 5th Class <input type="checkbox"/> 6th Class <input type="checkbox"/> Special					
5. DEPARTMENT, CORPORATION OR AGENCY/ LOCAL GOVERNMENT		6. BUREAU OR OFFICE			
Civil Service Commission		Integrated Records Management Office			
7. DEPARTMENT / BRANCH / DIVISION / SECTION		8. WORKSTATION / PLACE OF WORK			
Library, Archives and Museum Division		Central Office, Quezon City			
9. PRES. APPROP ACT	10. PREV. APPROP ACT	11. SALARY AUTHORIZED	12. OTHER COMPENSATION		
		P31,351.00 / mo	ACA and PERA		
13. POSITION TITLE OF IMMEDIATE SUPERVISOR		14. POSITION TITLE OF NEXT HIGHER SUPERVISOR			
Librarian V		Director III			
15. POSITION TITLE, AND ITEM OF THOSE DIRECTLY SUPERVISED <i>(if more than seven (7) list only by their item numbers and titles)</i>					
Not Applicable					
16. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK					
Computer, Printer, Photocopier, Telephone, Fax Machine					
17. CONTACTS / CLIENTS / STAKEHOLDERS					
17a. Internal	Occasional	Frequent	17b. External		
			Occasional		
			Frequent		
Executive / Managerial	(x)	()	General Public	()	(x)
Supervisors	()	(x)	Other Agencies	(x)	()
Non-Supervisors	()	(x)	Others (Please Specify):		
Staff	()	(x)	Donors	(x)	()
18. WORKING CONDITION					

Office Work	(x)	Other/s (Please Specify)	
Field Work	()	_____	
19. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE UNIT OR SECTION			
Manages the CSC Library which provides specific corners on various human resource mechanisms, areas and systems. Through its collection of books and other resource materials, the CSC Specialty Library renders information and research services to the Commission, and the general public.			
20. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION (Job Summary)			
Responsible for the classification, cataloguing, accessioning, indexing and preservation of reference materials in the CSC Library to ensure responsive and excellent delivery of services.			
21. QUALIFICATION STANDARDS			
21a. Education	21b. Experience	19c. Training	19d. Eligibility
Bachelor's Degree	2 years demonstrated ability in indexing and cataloguing library resources / records management / frontline services and operations	24 hours of relevant training in library management / records management / frontline services and operations within last 5 years	Career Service (Professional) / Second Level Eligibility
21e. Core Competencies			Competency Level
1. Exemplifying Integrity <i>(Demonstrates compliance to policies, rules and other standards set by the Commission.)</i>			2
2. Delivering Service Excellence <i>(Delivers and adds value to customers' standards and requirements.)</i>			2
3. Solving Problems and Making Decisions <i>(Provides timely solutions to problems and decision dilemmas that do not have clear-cut options and resolution may require some analysis or creativity.)</i>			2
21f. Organizational Competencies			
1. Demonstrating Personal Effectiveness <i>(Recognizes personal strengths and gaps and depends on guidance from authorities or appropriate bodies for direction in addressing them.)</i>			2
2. Speaking Effectively <i>(Effectively delivers messages that require some planning for the method used and the possible reception to the message; audience may be a controlled group, i.e., team/s, divisions.)</i>			2

ANNEX 11

<p>3. Writing Effectively <i>(Edits existing or customizes available communication materials to produce an appropriate written work.)</i></p>	2
<p>4. Championing and Applying Innovation <i>(Contributes new ideas, approaches, and solutions.)</i></p>	2
<p>5. Planning and Delivering <i>(Designs and implements plans focused on one's functional group or area of focus and involving team members from the same group.)</i></p>	1
<p>6. Managing Information <i>(Works with data to generate relevant information.)</i></p>	2
21g. Leadership Competencies	
Not Applicable	
22. STATEMENT OF DUTIES AND RESPONSIBILITIES (Technical Competencies)	
Competency Level	
<p>22a. Library Management <i>(Demonstrates intermediate skills and working knowledge in Library Management. Applies limited technical skills and demonstrates limited knowledge of emerging technology.)</i></p>	2
<p>1. Organizes library resources by classifying, cataloguing and indexing materials and references to facilitate access thereof.</p> <p>2. Preserves library resources by digitizing original copies, bookbinding, and covering books and references to protect the same from wear and tear.</p> <p>3. Oversees the circulation of library materials by recording library transactions to monitor availability and utilization of books and references.</p> <p>4. Helps maintains partnership and linkages by communicating with potential donors of books and other library materials to increase collection of references.</p> <p>5. Assists in the collection and maintenance of up-to-date resources and materials.</p>	
22b. Policy Interpretation and Implementation	2

<p><i>(Demonstrates intermediate skills and working knowledge in Policy Interpretation. Applies limited technical skills and demonstrates limited knowledge of emerging technology.)</i></p>	
<p>1. Replies to queries by evaluating issues and concerns for clarification and for uniform interpretation of library policies and procedures.</p> <p>22c. Performs other related tasks that may be assigned from time to time, which includes but not limited to:</p> <p>1. Assists clients by providing appropriate references and guiding them to the exact section of the Library to ease the search of needed information materials.</p>	
<p>23. ACKNOWLEDGMENT AND ACCEPTANCE:</p> <p>I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.</p>	
<p>_____</p> <p>Employee's Name, Date and Signature</p>	<p>_____</p> <p>Supervisor's Name, Date and Signature</p>

ANNEX 11

Sample Competency-based Job Description – Sample 2

		1. POSITION TITLE (as authorized by DBM)	
		Training Specialist V	
2. ITEM NUMBER		3. SALARY GRADE	
		SG – 24	
4. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS			
() Provincial		() 1st Class	
() City		() 2nd Class	
() Municipality		() 3rd Class	
		() 4th Class	
5. DEPARTMENT, CORPORATION OR AGENCY/ LOCAL GOVERNMENT		6. BUREAU OR OFFICE	
Department of XXX		Office of XXX	
7. DEPARTMENT / BRANCH / DIVISION		8. WORKSTATION / PLACE OF WORK	
Training Division/Regional Centers		Training Division – XXX Central Office XXX Regional Centers	
9. PRES. APPROP ACT	10. PREV. APPROP ACT	11. SALARY AUTHORIZED	12. OTHER COMPENSATION
13. POSITION TITLE OF IMMEDIATE SUPERVISOR		14. POSITION TITLE OF NEXT HIGHER SUPERVISOR	
XXX Executive Officer		XXX Administrator	
15. POSITION TITLE, AND ITEM OF THOSE DIRECTLY SUPERVISED <i>(if more than seven (7) list only by their item numbers and titles)</i>			
<ul style="list-style-type: none"> • Training Specialist IV • Training Specialist III • Training Specialist II 		<ul style="list-style-type: none"> • Training Specialist I • Training Assistant 	
16. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK			
<ul style="list-style-type: none"> • Computer • Printer • Copier 		<ul style="list-style-type: none"> • Sound/PA system • Telephone/Fax 	
17. CONTACTS / CLIENTS / STAKEHOLDERS			

17a. Internal	Occasional	Frequent	15b. External	Occasional	Frequent
Executive / Managerial	()	(yes)	General Public	()	(yes)
Supervisors	()	(yes)	Other Agencies	()	(yes)
Non-Supervisors	()	(yes)	Others (Please Specify):	()	(yes)
Staff	()	(yes)	<ul style="list-style-type: none"> Local Government Units (LGUs) 		
18. WORKING CONDITION					
Office Work	(yes)		Other/s (Please Specify)	()	
Field Work	(yes)				
19. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE UNIT OR SECTION					
<p>The Institution Development Division leads in the strengthening of XXX and other DRRM institutions and mechanisms towards better delivery of DRRM programs and services. Programs and initiatives include training and development for both formal and non-formal course and materials development and standardization, instructor development and accreditation, and institutional strengthening and partnership building.</p>					
20. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION (Job Summary)					
<p>The Training Specialist V is responsible for the supervision and management of the Institutions Development Division (Training Division) planning, developing, implementing and evaluating the standard training programs/designs and seminars on emergency management training to ensure that the variety of technical development training programs are given/conducted to the different clientele of XXX.</p>					
21. QUALIFICATION STANDARDS					
21a. Education	21b. Experience		21c. Training	21d. Eligibility	
Bachelor's Degree in Education, Psychology, Mass Communication AB English, Literature	10 years relevant experience in conducting / facilitating training programs 8 year working experience in module development, training design and training needs assessment 5 years experience in management and supervision		240 hours of relevant training (Training of Trainers; Training for Instructors; Training Needs Assessment, Training on Platform Skills) for the past 5 years	CS Professional; RA 1080	
21e. Core Competencies				Competency Level	
Building Commitment <i>The ability to create a positive environment that strengthens relationships of internal members of XXX and directs their focus and attention towards the achievement of assigned tasks or goals as well as organization mandate</i>				4 [Superior]	
Effective Communication <i>The ability to convey organized thoughts by listening diligently and engaging or responding via formal or informal conversation or writing that is easily and clearly understood by the receiver or audience in order to acquire or relay information, and motivate people or change behavior</i>				4 [Superior]	

ANNEX 11

<p>Information Management <i>The ability to organize, process, distribute and manage information in order to support or facilitate the learning and data requirements of XXX</i></p>	<p>4 [Superior]</p>
<p>Innovation and Creativity <i>The ability to conceive, synthesize and implement creative ideas to meet/address/respond to changing situations and to improve present methods, processes, services and solutions to problems/situations/opportunities</i></p>	<p>3 [Advanced]</p>
<p>Monitoring and Evaluation <i>The ability to collect and analyze information that reveals progress of projects or initiatives in order to determine its impact/outcome against targets and objectives and implement corrective action</i></p>	<p>3 [Advanced]</p>
<p>Partnering and Networking <i>The ability to identify, create and strengthen mutually beneficial partnerships in order to achieve DRRM goals and objectives.</i></p>	<p>4 [Superior]</p>
<p>Personal Effectiveness <i>The ability to exercise self direction and motivation in fulfilling assigned task while meeting set standards/expectations and upholding professional ethical standards in accomplishing such.</i></p>	<p>4 [Superior]</p>
<p>Planning and Organizing <i>The ability to sequence actions and events and identify resources needed in order to execute initiatives in an orderly and effective manner to achieve organizational goals.</i></p>	<p>4 [Superior]</p>
<p>Problem Solving and Decision Making <i>The ability to resolve deviations and/or select the appropriate alternative to situations, issues or dilemmas in order to identify or arrive at the most feasible and beneficial outcome, option or solution for the organization and/or its stakeholders</i></p>	<p>4 [Superior]</p>
<p>Stakeholder Focus <i>The ability to provide quality service based on XXX mandate to stakeholders by identifying and proactively responding to their stated/explicit and underlying needs and expectations by periodic discussing/assessing of needs, exploring solutions and anticipating future/possible requirements</i></p>	<p>4 [Superior]</p>
<p>19f. Leadership Competencies</p>	<p>Competency Level</p>
<p>Change Management <i>The ability to plan, develop and manage a structured approach by transitioning individuals or organization from the current state to future state.</i></p>	<p>3 [Advanced]</p>
<p>Strategic Perspective <i>The ability to identify and analyze trends and dynamics of internal and external factors that may impact XXX and its mandate in order to increase preparedness of the organization</i></p>	<p>4 [Superior]</p>
<p>Managing Performance <i>The ability to give objective, opportune and relevant feedback to staff or groups to effect necessary adjustment and intervention to maintain good and high performance of the latter</i></p>	<p>4 [Superior]</p>

20. STATEMENT OF DUTIES AND RESPONSIBILITIES (Technical Competencies)	Competency Level
<p>A. Training Needs Assessment</p> <ol style="list-style-type: none"> Approves the training needs and development tools appropriate to the division/regional by performing final review to make sure the effectiveness of the training program. Provides guidance in developing assessment tools for continuing professional education and skills training capability of officers and staff by referring to international and national standards as legal basis to ensure that trainings conducted addresses the needs of the clients. 	<p>4 [Superior]</p>
<p>B. Training Design</p> <ol style="list-style-type: none"> Approves training programs recommended by the Training Specialist IV by performing final review to ensure that training objectives are met. 	<p>4 [Superior]</p>
<p>C. Training Implementation</p> <ol style="list-style-type: none"> Leads in the selection of pilot participants to test new training modules by reviewing the lists of participants recommended by the Training Specialist IV to achieve the overall objective of the course. Acts as resource speaker in all aspects of the subject matter to ensure the maximum implementation of XXX mandate as provided for under RA 12345.. Establishes partnership and networking with the academe / experts both local and international in every field of Disaster Risk Reduction and Management to train staff in order to address climatic changes. 	<p>4 [Superior]</p>
<p>D. Training Evaluation</p> <ol style="list-style-type: none"> Approves recommended interventions from Training Specialist IV based on the feedback/evaluation on the trainings conducted by Training Specialist to ensure the effectiveness and success of future trainings. 	<p>4 [Superior]</p>
<p>E. Financial Administration and Management</p> <ol style="list-style-type: none"> Ensures the availability of resources for administrative and logistical requirements of trainings by making sure that proper financial resources exist that will result to appropriate implementation and resource disposition of the training programs. 	<p>4 [Superior]</p>
<p>21. ACKNOWLEDGMENT AND ACCEPTANCE:</p>	
<p>I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.</p> <p>_____</p> <p>Employee's Name, Date and Signature Supervisor's Name, Date and Signature</p>	

ANNEX 12

LESSONS
LEARNED BY CSC
& DSWD

LESSONS FROM THE COMPETENCY MODELLING JOURNEY: THE CSC EXPERIENCE (2011-2012)

INTERVIEWEES:

- Noreen Gocon-Gragasin – Director III, Office of the Human Resource Management and Development
- Marites Tumaliuan - Office of the Human Resource Management and Development
- Tito Cubillas - Business Partner, CSI
- Ma. Jinky P. Jayme- Business Partner, CSI

Q&A

1. WHAT PROMPTED YOUR ORGANISATION TO MOVE INTO COMPETENCY-BASED HR?

- As a result of our Vision (Asia's leading center for excellence in strategic human resource and organisation development), we needed to enhance the competencies of our workforce hence the intervention. We used competencies even before the intervention but there were no structures or system. There was no common language and framework to establish consistent expectations across CSC.

Even before the HRODF's Competency Modelling intervention, CSC has recognized the importance of competency for HR functions. Our HRPSO (Human Resource Policies and

ANNEX 12

Standards Office) did a survey on competencies in CSC before the intervention. The output of this intervention was used for the HROD intervention.

- In 2011 when an organisation assessment was conducted for CSC, the need for competency modelling was identified. Hence we embarked on it with a focus on doing it first for the CSC as an organisation. Our next step is to propagate this to the rest of the bureaucracy.

2. HOW DID YOU GO ABOUT CREATING YOUR COMPETENCY FRAMEWORK?

- First we had a two week classroom intervention where an overview was given and the technical working group went through a team development intervention. Then we did benchmarking studies locally (BSP, DTI, Aboitiz, Monde-Nissin) and abroad (Civil Service College, Public Service Division and Investors in People). We held workshops to identify the competencies for 77 positions and validate these with incumbents before we came up with what we presented to the Commission for approval. We came up with core, organisational, leadership and technical/ functional competencies.

3. WHAT CHALLENGES DID YOU HAVE TO DEAL WITH IN CREATING YOUR COMPETENCY FRAMEWORK?

- While we were trying to identify competencies, we unearth organisational systems problems such as people occupying a certain position but doing something else. This was due to the restrictions by DBM on creating new positions and staffing these posts.
- Others include developing the tools and forms and enhancing indicators. Also there is the need for the regional office to understand how competencies are identified
- It was difficult for the members of the technical working group to devote full time work to the intervention as there were daily work requirements to attend to.

4. HOW DID YOU OVERCOME THESE CHALLENGES?

- We took note of the organisational issues that we surfaced so that they can be addressed later.
- We likewise pilot tested the tools and did FGDs to validate the competencies. It is an iterative process.

5. WHAT BENEFITS ARE YOUR STAKEHOLDERS (EXECUTIVES, MANAGERS, EMPLOYEES, CUSTOMERS) REAPING NOW AS A RESULT OF USING A COMPETENCY FRAMEWORK IN YOUR HRM FUNCTIONS?

- For the employees, we are now able to assess competency gaps that feed into the IDPs (individual development plan). There is now a general awareness of the competencies that they need to acquire in order to assume higher level positions. Then they can work towards building these competencies. A program for learning and development for CSC staff has been developed.
- For recruitment, interviews are now conducted at the level of divisions instead of the entire Personnel Section Board (PSB). That cuts short the process since it is very difficult to convene the PSB to do the actual screening. Recommendations are just given to them which make the process faster.

6. IF YOU COULD CHANGE ANYTHING IN THE WAY YOU CONDUCTED YOUR COMPETENCY MODEL BUILDING AND PROFILING ACTIVITY, WHAT WOULD THIS BE AND WHY?

- Maybe the pacing. Instead of attempting to do the competency model of the whole organisation, might be better to focus first on critical positions. Start small scale and then spread all over within a three-year period. It is important to take into consideration the ff:
 - o Maturity of the system

ANNEX 12

- o Proficiency of the HR people who will implement
- o Resources of the organisation
- To give more time to the intervention. We only had 11 months to work on this. It felt like we were always in a hurry to present to the Commission. Maybe if we had more time, our outputs would have been more polished.
- Even after the intervention, there should be a dedicated office/team to continue the work of competency modelling in CSC. Right now, we only did 77 positions. There are other competency models to be developed. There are also issues and questions arise as a result of using the competencies that need to be resolved. There must be an office to address all these.

7. WHAT LESSONS FROM YOUR EXPERIENCE IN COMPETENCY MODEL BUILDING AND PROFILING CAN YOU SHARE WITH OTHER PUBLIC SECTOR ORGANISATIONS THAT ARE PLANNING TO GO INTO THIS PROCESS AS WELL?

- Allow systems to mature first before expanding to other areas of the organisation.
- Bring in key people (whoever is involved in the propagation of competencies in the organisation) in the intervention at the early stages of development.
- There is a need to understand the culture of the organisation at the onset.
- Need to develop the intervention implementation plan.
- For members of the technical working group, choose high potentials and get the commitment of their heads of office.
- When embarking on a competency model building, there must be clarity of accountability. In the case of CSC there was confusion about the process owner. First it was CSI then it became OHRMD
- No system is perfect. During implementation, you will see flaws in the competency model but it's still good to have something to work with than none at all.
- In terms of buy in, it might be good to engage the participation of employees and managers. It helps build a sense of ownership because they were consulted early in the process.

LESSONS FROM THE COMPETENCY MODELLING JOURNEY: THE DSWD EXPERIENCE (2011-2012)

INTERVIEWEE:

- Marie Angela S. Gopalan –Director IV- DSWD

COMPETENCY MODEL BUILDING AND PROFILING INTERVIEW QUESTIONS

1. WHAT PROMPTED YOUR ORGANISATION TO MOVE INTO COMPETENCY-BASED HR?

There was a strong need to capacitate the organisation because of the expansion of the Pantawid Familyang Pilipino program in addition to existing poverty alleviation programs being implemented by DSWD. The Pantawid Familya was initially conceived as assistance to about 300,00 families as pilot in 2008 rapidly increased – and the target coverage by 2013 became 3 M families

2. HOW DID YOU GO ABOUT CREATING YOUR COMPETENCY FRAMEWORK?

We identified 60 key positions mostly from the Pantawid Familya staffing plan for the pilot including Director positions. Highly effective performers for the positions were identified including other key informants (e.g. supervisors; they were subjected to behavioural event interviews). The documented

ANNEX 12

interviews were then processed and subjected to thematic analysis to come up with competencies. These competencies were reviewed and several core competencies were identified. These were subjected to validation and finally confirmed by the Executive Committee. Technical competencies for each position were scheduled for the second phase or for the roll out of the CB framework.

3. WHAT CHALLENGES DID YOU HAVE TO DEAL WITH IN CREATING YOUR COMPETENCY FRAMEWORK?

- Paradigm/context shift which entails a full appreciation of what competencies are considering that many think it is basically skills.
- There is a whole “language” about competencies and we had difficulty identifying “high level” competencies that incorporates other more basic competencies.
- Having to devote time and energy to this considering the existing workload and requirements of the Department on HR.
- The re-clustering of the Department – a new organisational set up was prescribed leading to the creation of a new cluster group to which the HR was assigned. HR was also reorganized leaving one division/unit under the General Administration and Support Services Group.
- Correcting the perception of DSWD Officials and employees about what competencies are and how they should be used in recruitment, selection and placement.

4. HOW DID YOU OVERCOME THESE CHALLENGES?

- One of our principals, then the Asst. Secretary for GASSG was designated as our champion. She helped manage the work and expectations of the Secretary from HR so that we can put our attention to the intervention provided. Because of this we were able to accommodate day-to-day demands of the work.
- In the end – we had to pull back from the intervention because we needed to attend to the special requirements of the Pantawid Pamilya. The LSP assigned to us helped by being more visible and supportive. They were visiting us in the office often, setting up a lot of face time and arranging schedules to accommodate us and ensure we are able to deliver on the outputs committed.
- Some orientation to end users (particularly those involved in screening and selection of applicants) were conducted before the intervention ended to enlighten them about competencies and their use.
- Those Field Offices with staff who were trained on competency modelling and where the competency based recruitment selection system was piloted – adopted this system which drastically reduced their processing time.

5. WHAT BENEFITS ARE YOUR STAKEHOLDERS (EXECUTIVES, MANAGERS, EMPLOYEES, CUSTOMERS) REAPING NOW AS A RESULT OF USING A COMPETENCY FRAMEWORK IN YOUR HRM FUNCTIONS?

- In areas where we applied competency-based hiring, people stayed longer
- We are able to ensure that the applicant have commitment to social development (our definition for inclination or propensity for service not profit)

ANNEX 12

- Opened up ideas for the HR people about a different way of assessing qualifications and capabilities of applicants and employees alike so that they are able to respond to the requirements of the organisation.
- In pilot areas implementing the competency based recruitment system – a faster turnaround in the filling up of vacancies.

6. IF YOU COULD CHANGE ANYTHING IN THE WAY YOU CONDUCTED YOUR COMPETENCY MODEL BUILDING AND PROFILING ACTIVITY, WHAT WOULD THIS BE AND WHY?

- I think the process we went through was good despite it being quite lengthy because it showed us how to identify and adopt competencies attuned or defined in the context of the Department's work.
- Considering however that there is still a need to define the competencies of other positions – it might be good to find ways and means to condense the activities and still yield the same results.

7. WHAT LESSONS FROM YOUR EXPERIENCE IN COMPETENCY MODEL BUILDING AND PROFILING CAN YOU SHARE WITH OTHER PUBLIC SECTOR ORGANISATIONS THAT ARE PLANNING TO GO INTO THIS PROCESS AS WELL?

- The need to orient people on the concept of competencies. Most people associate competencies with knowledge and/or skills – the aspect of “attitude”, “intent”, “predisposition/inclination” is not clear.
- In identifying competencies that will be adopted in the organisation it is necessary to draw behavioural indicators that are manifest in the organisation – cannot simply copy form what is in available literature.

- Defining these competencies should always be framed as the ideal – it should be derived from employees who show exemplary performance in their work. It is good if these competencies and their behavioural indicators be benchmarked with other organisations and/or if unavailable in the agency – draw from other organisations that excel in it.
- It is necessary to be detailed and thorough in the data gathering and processing - it will require some patience. To institutionalize – the system and mechanism of maintaining and enhancing the competencies must be put in place
- Most important of all – once competencies are identified – agency must use them/apply them as part of its regular operations.



For Inquiries:

Civil Service Commission
Constitution Hills, Batasang Pambansa Complex, Diliman, 1126
Quezon City, Philippines

CSC Trunklines : 931 - 8092 / 931 - 7030 / 931 - 7935

Website : <http://csc.gov.ph>

