

Competency Mapping

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Abstract:-Competency Mapping- Meaning- Origin- Characteristics-Types-General Types-Types based on Level in Organization-Level of Competency-Repertory Grid-Competency Assessment-Benefits of Competency Mapping

I. INTRODUCTION

Competency mapping is a process through which one assesses and determines one's strengths as an individual worker and in some cases, as part of an organization. It generally examines two areas: emotional intelligence or emotional quotient (EQ), and strengths of the individual in areas like team structure, leadership, and decision-making. Large organizations frequently employ some form of competency mapping to understand how to most effectively employ the competencies of strengths of workers. They may also use competency mapping to analyze the combination of strengths in different workers to produce the most effective teams and the highest quality work.

Over the past 10 years, human resource and organizational development professionals have generated a lot of interest in the notion of competencies as a key element and measure of human performance. Competencies for organizational applications [3] such as:

1. Defining the factors for success in jobs (i.e., work) and work roles within the organization
2. Assessing the current performance and future development needs of persons holding jobs and roles
3. Mapping succession possibilities for employees within the organization
4. Assigning compensation grades and levels to particular jobs and roles
5. Selecting applicants for open positions, using competency-based interviewing techniques

Competencies include the collection of success factors necessary for achieving important results in a specific job or work role in a particular organization. Success factors are combinations of knowledge, skills, and attributes (more historically called "KSA's") that are described in terms of specific behaviours, and are demonstrated by superior performers in those jobs or work roles. Attributes include:

personal characteristics, traits, motives, values or ways of thinking that impact an individual's behaviour.

Competency mapping can also be done for contract or freelance workers, or for those seeking employment to emphasize the specific skills which would make them valuable to a potential employer.

II. ORIGIN OF MANAGEMENT INCLUDING COMPETENCY MAPPING

Chanakya's Arthshastra, an ancient Indian script/ book on Political Science and Administration, written some 3000 years ago. It finds a place in the Constitutions of all the major countries like Indian Constitution, Irish, Canadian, USA, Australian, etc. and even British unwritten constitutions have roots imbibed in this book. It is the towering book in which we find the basics and applications of Management Sciences, Chemistry, Physics, Military and War techniques, Basic Engineering and Technologies, Ethics, Legal and Judiciary and Fiduciary system, Values, Psychology, and Anthropology, Organization Behavior, Human Resource Management. In fact major basics of all Marketing Management, Human Resource Management, basics of Management Models, are been directly lifted with some modification from this book. Great efforts of Chanakya by all means; and one of the greatest contributions to the world. We may call Arthshastra as a Classical book.

If Geeta, Bible, Kuran, Gurugrantsahib, Adi Granth, Vedas, Vedanta are classical scripts in spirituality then Arthshastra is one of the classical book for above mentioned subjects. In fact all the classical scripts have everything put in gist to live normal life happily. It is said [6] that once you master classical books everything becomes easier in later part of life and work.

Competence is a standardized requirement for an individual to properly perform a specific job. It encompasses a combination of knowledge, skills and behaviour utilized to improve performance. More generally, competence is the state or quality of being adequately or well qualified, having the ability to perform a specific role. For instance, management competency includes the traits of systems thinking and emotional intelligence, and skills to influence and negotiation. A person possesses a competence as long as the skills, abilities, and knowledge that constitute that competence are a part of them, enabling the person to perform effective action within a certain workplace environment. Therefore, one might not lose knowledge, a

skill, or an ability, but still lose a competence if what is needed to do a job well changes. Competency mapping tailored to an organisation is necessary to train, define and retain talent in a company. As a result of competency mapping[7] , all the HR processes like talent induction, appraisals and training yield much better results. The block diagram for Competence mapping[8] is shown in figure 1.

The competencies have five characteristics, namely:

- **Motives:** Motives drive, direct and select behaviour towards certain actions. Example achievement motivation people consistently set challenging goals for themselves, take responsibility for accomplishing them and use the feedback to do better
- **Traits:** Physical characteristics and consistent responses to situations. Good eyesight is physical traits of a pilot. Emotional Self Control and initiative are more complex consistent responses to situations.
- **Self Concept:** A person's attitude value or self image. A person's values are reactive or respondent motives that predict what a person would do in the short run. A person who values being a leader would be more likely to exhibit leadership behaviour.
- **Knowledge:** Information a person has in a specific work area.: An accountant's knowledge of various accounting procedures.
- **Skill:** The ability to perform certain mental or physical tasks. Mental competency includes analytical thinking. The ability to establish cause and affect relationship.

The four general competences [9] are:

- **Meaning Competence:** Identifying with the purpose of the organization or community and acting from the preferred future in accordance with the values of the organization or community.
- **Relation Competence:** Creating and nurturing connections to the stakeholders of the primary tasks.
- **Learning Competence:** Creating and looking for situations that make it possible to experiment with the set of solutions that make it possible to solve the primary tasks and reflect on the experience.
- **Change Competence:** Acting in new ways when it will promote the purpose of the organization or community and make the preferred future come to life.

Types of competencies

1. Organizational competencies — unique factors that make an organization competitive [10]
2. Job/Role competencies—things an individual must demonstrate to be effective in a job, role, function, task, or duty, an organizational level, or in the entire organization.
3. Personal competencies—aspects of an individual that imply a level of skill, achievement, or output

Types of competencies based on Organisation Levels

- **Managerial:** Competencies which are considered essential for staff with managerial or supervisory responsibility in any service or program area, including directors and senior posts. Some managerial competencies could be more relevant for specific occupations, however they are applied horizontally across the Organization, i.e. analysis and decision-making, team leadership, change management, etc.
- **Generic:** Competencies which are considered essential for all staff, regardless of their function or level, i.e. communication, program execution, processing tools, linguistic, etc.
- **Technical/Functional:** Specific competencies [11]which are considered essential to perform any job in the Organization within a defined technical or functional area of work, i.e. environmental management, industrial process sectors, investment management, finance and administration, human resource management, etc.

Levels of Competency

1. Practical competency - An employee's demonstrated ability to perform a set of tasks.
2. Foundational competence - An employee's demonstrated understanding [12] of what and why he / she is doing.
3. Reflexive competence - An employee's ability to integrate actions with the understanding of the action so that he / she learn from those actions and adapts to the changes as and when they are required.
4. Applied competence - An employee's demonstrated ability to perform a set of tasks with understanding and reflexivity.

Repertory grid

The repertory grid is a technique for identifying the ways that a person construes his or her experience. It provides information from which inferences about personality can be made, but it is not a personality test in the conventional sense.

1. A Topic: it is about some part of the person's experience
2. A set of Elements, which are examples or instances of the Topic. Any well-defined set of words, phrases, or even brief behavioural vignettes can be used as elements. For example, to see how I construe the purchase of a car, a list of vehicles within my price range could make an excellent set of elements
3. A set of Constructs. These are the basic terms that the client uses to make sense of the elements, and are always expressed as a contrast. Thus the meaning of 'Good' depends on whether we intend to say 'Good versus Poor', as if we were construing a theatrical performance, or 'Good versus Evil', as if we were construing the moral or ontological status of some more fundamental experience.
4. A set of ratings of Elements on Constructs. Each element is positioned between the two extremes of the construct using a 5- or 7-point rating scale system; this is done repeatedly for all the constructs that apply; and thus its meaning to the client is captured, and statistical analysis varying from simple counting, to more complex multivariate analysis of meaning, is made possible.

Step 1 The individual or group begins with a repertory grid, pen or pencil, and five to eight blank cards.

Step 2 Then the elements are written across the top of the grid.

Step 3 After this, the subject(s) write numbers on one side of the cards which correspond with the elements at the top of the grid.

Step 4 The cards are turned face down, shuffled, and then three cards are drawn at random.

Step 5 The subject(s) mark on the grid which three elements were drawn with an "X". They then decide: "Out of the three elements chosen, which two seem to have something more in common with each other?" These two elements are connected with a line.

Step 6 Always on the left side of the grid, the subject(s) will describe what aspect these two elements share. On the right side, they will express what it is that makes the third element different from the other two. (If this is too difficult, people are allowed to write something they believe to be the opposite of the left hand construct).

Step 7 Finally, the elements are rated to the constructs. Each element is rated to the constructs on a scale of one to five, with the left construct as "1" and the right construct as "5". For example, on a scale of 1 to 5, with "1" being most like a "lesson carefully designed for students needs" and five as "giving students second language activities just to kill the time", we see that the subject(s) rated the element, "students are happy" as more like the left construct, with a rating of "2", the element, "students are active" as like the right construct, with a rating of "5", "students retain L2" as like the left side with a rating of "1", and so on.

Once the first row has been rated, the individual or group turn the three cards over, shuffle them, and begin the process all over again. They may reshuffle in the case of drawing the same three card combination as before.

Repertory grids were an invention of the late George Kelly, a mid-West American engineer turned psychologist/psychotherapist who wrote up his work in the '50s. They consist of a rectangular matrix of ratings of things called "elements" (usually placed in the columns) each rated on adjectival phrases or simple adjectives known as "constructs".

The following is an example, a grid from an (imaginary) forensic psychotherapy patient[13]:

	"You to your mother"	"Your mother to you"	"You to your father"	"You to your father to you"	"You to your partner"	"Your partner to you"	"You to your victim"	"You to your victim to you"	"You to your therapist"	"Your therapist to you"
Domineering	2	3	4	4	5	4	2	4	5	6
Sexually attractive	2	2	3	3	6	4	5	4	4	2
Easily controlled	2	3	5	2	4	6	4	6	5	4
Rejecting	4	4	3	5	6	4	3	2	5	5
Loving	5	6	3	4	6	5	2	4	6	3
Neglecting	2	2	4	4	5	4	4	2	6	5
Sexually intimidating	2	5	3	6	6	3	2	4	2	2
Protective	1	5	1	1	5	5	1	3	2	1
Understanding	4	4	2	4	3	4	4	2	4	2

The elements here are directional relationships: "Your therapist to you" i.e. the first element represents the way he thinks he is toward his mother, the second is how he thinks she is toward him.

III. COMPETENCY ASSESSMENT

Competency assessment involves the measurement of an individual's competencies. Measures include cognitive ability tests, bio data instruments, structured interviews, job knowledge tests, diagnostic and promotion tests, and measures of customer service, and social skills. With the advent of increased agency responsibility for staffing decisions, valid personnel selection assessments are more critical than ever.

Why do we use These Services?

- To increase the productivity
- To enhance the diversity of candidates

Assessment Center: An Assessment Center [15] defines the variety of testing techniques designed to allow candidates to demonstrate, under standardized conditions, the skills and abilities that are most essential for success in a given job (Coleman, 1987). The term "assessment center" is really a catch-all term that can consist of some or all of a variety of exercises. Assessment centers usually have some sort of in-basket exercise which contains contents similar to those

which are found in the in-basket for the job which is being tested. Other possibilities include oral exercises, counselling simulations, problem analysis exercises, interview simulations, role play exercises, written report/analysis exercises, and leaderless group exercises (Coleman, 1987; Filer, 1979; Joiner, 1984). Assessment centres [16] allow candidates to demonstrate more of their skills through a number of job relevant situations (Joiner, 1984).

Benefits

- Individuals get a broader perspective of how they are perceived by others than previously possible.
- Increased awareness of and relevance of competencies.
- Increased awareness by senior management that they too have development needs.
- More reliable feedback to senior managers about their performance.
- Gaining acceptance of the principle of multiple stakeholders as a measure of performance.
- Encouraging more open feedback — new insights.
- Reinforcing the desired competencies of the business.
- Provided a clearer picture to senior management of individual's real worth (although there tended to be some 'halo' effect syndromes).
- Clarified to employees critical performance aspects.
- Opens up feedback and gives people a more rounded view of performance than they had previously.
- Identifying key development areas for the individual, a department and the organization as a whole.
- Identifying strengths that can be used to the best advantage of the business.
- A rounded view of the individual's/ team's/ organization's performance and what the strengths and weaknesses are.
- Raised the self-awareness of people managers of how they personally impact upon others — positively and negatively.
- Supporting a climate of continuous improvement.
- Starting to improve the climate/ morale, as measured through the survey.
- Focused agenda for development. Forced line managers to discuss development issues.
- Perception of feedback as more valid and objective, leading to acceptance of results and actions required.

- Gaps are identified in one's self-perception versus the perception of the manager, peer or direct reports.
- Customizing the questions to one's organizational competencies.

IV. CONCLUSION

Through the Competency Mapping technique we are able to assess and determine ones strength and ultimately the organizational goal is achieved through the right organizational people , that is the need of the hour..

V. REFERENCES

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