
UNIT 3 COMPETENCY MAPPING

Objectives

After completion of the unit, you should be able to:

- 1 define competencies;
- 1 state the need for and advantages of competency mapping;
- 1 state the steps in competency mapping;
- 1 be able to map competencies for your own role; and
- 1 identify competency categories in terms of Technical, Managerial, Behavioural, and Conceptual competencies.

Structure

- 3.1 The Need for Competency Mapping
- 3.2 What is Competency?
- 3.3 History of Competencies
- 3.4 Who Identifies Competencies?
- 3.5 What Methodology is Used?
- 3.6 How are they Identified?
- 3.7 What Language to Use?
- 3.8. Who Can Do It?
- 3.9 Some Tips on How to Do It
- 3.10 Summary
- 3.11 Self Assessment Questions
- 3.12 Further Readings

3.1 THE NEED FOR COMPETENCY MAPPING

A term that has gained wider circulation in the management profession in recent times is “Competency Mapping”. With global economy and the world becoming a global village firms have become more aware of the need for having competent employees and developing distinguished competencies for every organisation. Thus competency mapping has gained currency. This need arose due to the following reasons:

- 1 Increased costs of manpower.
- 1 Need for ensuring that competent people are available for performing various critical roles.
- 1 Down sizing and the consequent need to get a lot of things done with fewer people and thus reduce manpower costs and pass on the advantage to the customer.
- 1 Recognition that technology, finances, customers and markets, systems and processes can all be set right or managed effectively if we have the right kind of human resources.
- 1 The need for focus in performing roles- need for time management, nurturing of competence increased emphasis on performance management systems.
- 1 And recognition of the strategic advantage given by employee competencies in building the core competencies of the organisation.

Several organisations have realised the importance of this in the last one decade and hence the rush for competency mapping and role directories.

In good organisations with competent HR managers, competency mapping should already be in existence. Traditionally HR Directors and their top management have always paid attention to competencies and incorporated them mostly in their appraisal systems. For example when L&T, LIC or NDDDB, NOCIL, HLL, Bharat Petroleum etc. revised their Performance appraisal systems they focussed on the assessment of competencies. Role analysis was done and role directories prepared by the Indian Oil Corporation in mid eighties.

Competency mapping is important and is an essential exercise. Every well managed firm should: have well defined roles and list of competencies required to perform each role effectively. Such list should be used for recruitment, performance management, promotions, placement and training needs identification.

3.2 WHAT IS COMPETENCY?

Any underlying characteristic required performing a given task, activity, or role successfully can be considered as competency. Competency may take the following forms:

- 1 Knowledge,
- 1 Attitude,
- 1 Skill,
- 1 Other characteristics of an individual includes:
 - 1 Motives
 - 1 Values
 - 1 Traits
 - 1 Self Concept etc.

Competencies may be grouped in to various areas. In classic article published a few decades ago in Harvard Business Review, Daniel Katz grouped them under three areas which were later expanded in to the following four:

- 1 Technical or Functional Competencies (Knowledge, Attitudes, skills etc. associated with the technology or functional expertise required to perform the role);
- 1 Managerial (knowledge, attitudes, skills etc. required to plan, organise, mobilise and utilise various resources);
- 1 Human (knowledge, attitudes and skills required to motivate, utilise and develop human resources); and
- 1 Conceptual (abilities to visualise the invisible, think at abstract levels and use the thinking to plan future business).

This is a convenience classification and a given competency may fall into one or more areas and may include more than one from. It is this combination that are labelled and promoted by some firms as competency dictionaries.

A competency dictionary of a firm gives detailed descriptions of the competency language used by that firm. It contains detailed explanations of the combinations of competencies (technical, managerial, human and conceptual knowledge, attitudes and skills) using their own language. For example Team work or Team Management competency can be defined in terms of organisation specific and level specific behaviours for a given origination. At top levels it might mean in the case of one

organisation ability identify utilise and synergize the contributions of a project team and at another level it might mean ability to inspire and carry along the top management team including diversity management. In competency mapping all details of the behaviours (observable, specific, measurable etc.) to be shown by the person occupying that role are specified.

3.3 HISTORY OF COMPETENCIES

A team of Educationists lead by Benjamin Bloom in the USA in mid fifties laid the foundation for identifying educational objectives and there by defining the knowledge attitudes and skills needed to be developed in education. The task force lead by Bloom took several years to make an exhaustive classification of the educational objectives that were grouped under the cognitive domain.

David McClelland the famous Harvard Psychologist has pioneered the competency movement across the world. His classic books on “Talent and Society”, “Achievement Motive”, “The Achieving Society”, “Motivating Economic Achievement” and “Power the Inner Experience” brought out several new dimensions of the competencies. These competencies exposed by McClelland dealt with the affective domain in Bloom’s terminology. The turning point for competency movement is the article published in American Psychologist in 1973 by McClelland titled where in he presented data that traditional achievement and intelligence scores may not be able to predict job success and what is required is to profile the exact competencies required to perform a given job effectively and measure them using a variety of tests. This article combined with the work done by Douglas Brey and his associates at AT&T in the US where in they presented evidence that competencies can be assessed through assessment centers and on the job success can be predicted to some extent by the same has laid foundation for popularization of the competency movement.

Latter McBer a Consulting Firm founded by David McClelland and his associate Berlew have specialized in mapping the competencies of entrepreneurs and managers across the world. They even developed a new and yet simple methodology called the Behaviour Event Interviewing (BEI) to map the competencies. With increased recognition of the limitations performance appraisal in predicting future performance potential appraisal got focused and Assessment centers became popular in seventies. The setting up an Assessment center was in integral part of the HRD plan given to L&T by the IIMA professors as early as in 1975. L&T did competency mapping and could not start assessment centers until much latter as it was not perceived as a priority area.

Competency mapping is the process of identification of the competencies required to perform successfully a given job or role or a set of tasks at a given point of time. It consists of breaking a given role or job into its constituent tasks or activities and identifying the competencies (technical, managerial, behavioural, conceptual knowledge, an attitudes, skills, etc.) needed to perform the same successfully.

Competency assessment is the assessment of the extent to which a given individual or a set of individuals possess these competencies required by a given role or set of roles or levels of roles.

Assessment centres use multiple methods and multiple assessors to assess the competencies of a given individual or a group of individuals. In order to enhance objectivity they use trained assessors and multiple methods including psychometric tests, simulation exercise, presentations, in-basket exercises, interviews, role-plays, group discussions etc. The methods to be used depend on the nature of competencies.

3.4 WHO IDENTIFIES COMPETENCIES?

Competencies can be identified by one or more of the following category of people: Experts, HR Specialists, Job analysts, Psychologists, Industrial Engineers etc. in consultation with: Line Managers, Current & Past Role holders, Supervising Seniors, Reporting and Reviewing Officers, Internal Customers, Subordinates of the role holders and Other role set members of the role (those who have expectations from the role holder and who interact with him/her).

3.5 WHAT METHODOLOGY IS USED?

The following methods are used in combination for competency mapping: Interviews, Group work, Task Forces, Task Analysis workshops, Questionnaire, Use of Job descriptions, Performance Appraisal Formats etc.

3.6 HOW ARE THEY IDENTIFIED?

The following steps may be followed in competency Mapping:

- 1) Decide the roles for which the competencies need to be mapped.
- 2) Identify the location of the roles in the organisational structure. This needs the clarity of organisational structure, defining the role relationships (reporting authority, subordinates, peers etc.). Identify the role set members of the role holder. The role set members of the role consists of all those who have expectations from the role holder, all those to whom the role holder has obligations to fulfil. For example the role set members of the General Manager in a company may consist of his boss the Vice President Commercial and Marketing who is his boss, Four Regional Managers of Sales and Marketing who report to him, seven Managers in his office who are looking after various products and are reporting to him (Product Manager x, y, z etc.), some major Dealers with whom the GM services, the General manager production, GM Quality, the GM Personnel, the GM finance, the MD who often asks for information directly from the GM, the advertising agency MD who deals with him etc.
- 3) Identify the objectives of the function or the department or the unit or section where the role is located.
- 4) Identify the objectives of the role. Why does the role exist? What are the main purposes of the role etc. details.
- 5) Collect the Key Performance Areas (or KRAs, Tasks, etc.) of the role holder for the last two to three years from the performance appraisal records. If they are not available get them written by the role holder or a sample of the role holders if there is more than one role holder of the same role. Alternately collect the job descriptions if any of the role to make a list of all tasks and activities to be performed by that role holder.
- 6) Interview the role holder to list the Tasks and activities expected to be performed by the Individual. Or get the role holder to list all the activities he is expected to perform in his role. Group them into a set of tasks. An activity is the description of a specific action to be undertaken by the individual role holder as part of the tasks he is expected to carry out by virtue of holding the role. Thus contacting a Dealer to collect outstanding or get his new requirements or get to know his level of satisfaction with a particular product given to him etc. are all specific activities. They may all fall under the broad task of "Customer contacts" for a

Manager Sales. The tasks list may be as many as 15 to 20 for some roles and as few as five to six for other roles. There is no rigid rule about the number of tasks. It depends on how complex the role is. It is useful to start with as many tasks as possible.

- 7) Interview the role holder to list the actual knowledge, attitude, skills, and other competencies required for performing the task effectively. The role holder should be asked questions like: “If you are to recruit some one to perform this task what qualities or competencies would you look for in him/her? What competencies do you think are required to perform this well? Whenever you had done a good job what qualities in you have helped you to do it well? Whenever you were not able to do a good job what are the competencies or qualities you lacked that you felt were preventing you from doing good job? Etc. It may be a good idea to prepare the role holder to understand the difference between knowledge attitudes and skills. These need to be listed for each task. The list of activities should be used in listing the competencies. The critical activities determine the competencies needed to perform the task well.
- 8) Repeat the process with all the role set members. If the role set members are too many take those who are very critical. The boss subordinates and internal customers should be represented.
- 9) Consolidate the list of competencies from all the role holders’ by each task.
- 10) Edit and finalize. Present it to the supervisors of the role holder and the role holder for approval and finalization.

Appendix 3.1 illustrates what a competency mapping document looks like. Please go through the same and answer the questions given at the end of the exercise.

3.7 WHAT LANGUAGE TO USE?

Use technical language for technical competencies. For example: Knowledge of hydraulics.

Use business language for business competencies. Example: Knowledge of markets for watch business or Strategic thinking.

Use your own language or standard terms for Behaviour competencies. Example: Ability to Negotiate, Interpersonal sensitivity, Sales techniques. Too technical and conceptual knowledge align to the organisation and people may create more problems than help.

3.8 WHO CAN DO IT?

Competency mapping is a task which can be done by many people. Now days all Management schools and definitely those specializing in HR train the students in competency mapping. Recently when the author taught a course on Management of Talent at the Indian School of Business with two hours or introduction to the process of competency mapping the students (all with experience of more than two years) have done a great job of competency mapping for a set of roles.

Any Masters in Management or Social Sciences or an Employee with Equivalent Experience and Training can develop these competencies. Conceptual Background and Understanding of the business is important. Familiarity with Business, Organisations, Management and Behavioural Sciences is useful. HR Managers, Management Graduates, Applied Psychologists are quite qualified to do this. Most institutions specializing in HR train the candidates to do this.

3.9 SOME TIPS ON HOW TO DO IT?

The following are some of tips to do competency mapping at low cost:

- 1 Pick up a job or a role that is relatively well understood by all individuals in the company. Work out for this role and give it as an illustration. For example. Sales Executive, Production Supervisor, Assistant HR Manager, Receptionist, Transport Manager, PR Manager, etc. are known to all and easy to profile.
- 1 Work out competencies for this role if necessary with the help of job analysis specialist or an internal member who has knowledge of competency mapping. Prepare this as an illustration.
- 1 Circulate these others and ask various departments to do it on their won.
- 1 Circulate samples of competencies done by others.
- 1 Illustrate knowledge, attitudes, skills, values etc.
- 1 Choose a sample that does not use jargons.
- 1 Explain the purpose.
- 1 Interview of past successful job holders helps.
- 1 Current incumbent who are doing a good job along with their Reporting officers is a good enough team in most cases.
- 1 Once prepared even on the basis of one or two individuals inputs circulate to other role set members.

Competency mapping is important and is an essential exercise. Every well managed firm should:

- 1 Have a clear organisational structure
- 1 Well defined roles in terms of the KPAs or tasks and activities associated with each role
- 1 Should have mapped the competencies required for each role
- 1 Where appropriate or needed should have identified the generic competencies for each set of roles or levels of management
- 1 And should use them for recruitment, performance management, promotion decisions, placement and training needs identification.

Competency mapping is essentially an in-house job. Consultants can at best give the methodology and train up the line managers and HR staff. Consultants cannot do competency mapping all by themselves because no consultant can ever have all the knowledge required to identify the technological, managerial, human relations and other conceptual knowledge, attitudes and skills required for all jobs in a firm. Where consultants are excessively relied upon the data generated are likely to enrich the consultants and consulting forms much more than the commissioning form it self. The lower the consultant's involvement more the work needs to be done internally and higher the intellectual capital generation and retention within the organisation.

Box 3.1: Case Study

Recently I met a General Manager of firm manufacturing precision components for some sensitive machines. There are over a hundred categories of the components to be manufactured in this factory. The General Manager is a Mechanical Engineer by background and had nearly 25 years of experience in that industry. When the new Performance Management System required him to identify his Key Performance Areas (KPAs) he had considerable difficulty and has requested the HR department

to help. I was called in to help him and the other top level managers to assist in identifying their KPAs. As I discussed with this manager it became very clear that year after year he has been doing his job without paying any attention to what he is doing, why he is doing, if the same job can be done by some one else with less cost, and what is a better and cost effective way of doing this job. The GM said that he has been doing a good job all these years without knowing what KPAs are and he saw no reason to identify KPAs now when he had been considered as a successful manager. We sat together and started accounting for his time.

I requested him to list all the activities he normally does in a month to account for his 200 hour of work in the factory. As we went along he realised that nearly 70% of his time goes into meetings (25% straight away into the daily production planning meetings he has every day in which all his eight DGMs are present). As we were discussing I realised that while is a great technical person, his communication skills are not up to mark. I asked him that if he had been able to cut down the meeting management time by half an hour a day how much would it save in terms of time to the company. His response was, straight 150 hours at the rate of 300 meetings in a year. I corrected him to say that this is 150 hours of his time but taking into account that another eight DGMs are involved in his daily meetings it would mean a straight 1200 hours of the time and the company can have an additional DGM for that cost. One can see how much more benefit it will give to the company if this GM's communication skills are improved.

Neither he nor his company realised the importance of meeting management or communication skills or skills associated with team work as essential competencies needed to do the GM or DGMs job well. They recruited him and continued to have him for his technical competence. Until such time this is realised organisation continue to operate with minimal efficiencies and ignorance.

(Reproduced from "The Art and Science of Competency Mapping by T. V. Rao, TVRLS, Ahmedabad)

A manager is expected to give anywhere between 2000 to 2,400 hour of his active time in a year for the organisation. What is he/she expected to do in these 2,400 hours. What are the recurring and non-recurring activities? How can they be meaningfully grouped? What are the critical competencies required to perform these tasks and activities? These are basic questions to be answered in early stages of an organisation.

From the above incident the following lessons can we draw about organisations:

- 1) Organisations can and do function without listing the KPAs and activities of managers, the competencies required to perform these activities or tasks/roles and continuously assessing and building the competencies of their managers. Unfortunately several organisations seem to manage without a well documented list of KPAs and competencies required to perform these. Organisations seem to be content with listing a few Leadership Competencies articulated in test books and treating them as the most important development needs and in the process forget the fundamentals.
- 2) By adequate probing into how does an individual spend his/her time in a year it is possible to construct or reconstruct the KPAs, or activities.
- 3) It is from these KPAs and activities competency requirements can be drawn.
- 4) Such competency requirements may give new insights into the effective performance of the role and are useful in recruiting and training individual for example if the above General Manager resigns we may be able to decide the kind of person required to manage occupy the role well. Or if the current incumbent is not performing his role, appropriate training and other Interventions could be

used. Role mapping and competency mapping are the first requirements for an effective management of any organisation.

- 5) Competency mapping is a simple way of identifying the competencies required to perform a given job. Normally competency mapping is done for already existing jobs. If competencies are to be mapped for newly designed jobs the designers are likely to supply that information as there are yet no role incumbents.

3.10 SUMMARY

To sum up, in this unit we have gained some insight into the concept of competency mapping, development of this concept, methodology of performing this and how to perform this efficiently.

3.11 SELF ASSESSMENT QUESTIONS

- 1) Explain the concept of 'competency mapping' siting its development.
- 2) State the steps of competency mapping with suitable examples.
- 3) Write an essay on the effective functioning of competency mapping.

3.12 FURTHER READINGS

Pareek, U. and T.V. Rao (2004). *Designing and Managing Human Resources Systems*, Oxford & IBH, New Delhi.

Lynton, R.P. and Udai Pareek (2000). *Training for Organisational Transformation*.

Appendix 1

Competency Mapping: Illustrative Example¹

Organisation

TVRLS

Mission

To provide research based and culturally relevant consultancy services in Organisational Design, Structure and Dynamics, Behaviour Systems, Human Resources Development and OD and assist organisations in becoming globally competitive.

To invent and popularise local products and services in the above areas at affordable prices.

To professionalise HRD in India and assist every one realising and implementing their HRD role as CEOs, HODs, Managers, parents, teachers, trustees, politicians, government functionaries, change agents and any other role holders.

Vision

To be the best known Behaviour Systems company (HRD, OD and Applied BS) globally and with own products and services based on Indian research and Indian realities.

Values

OCTAPACE values internally and all its external dealings. (Openness, Collaboration and Networking, Trusting and trustworthy, Authentic, Proactive, Autonomous, Confronting issues and Experimenting.

Research values and values of science and positive attitude professionally and functionally.

Role Analysis and Competency Mapping

1) Role/Position

Consultant

2) Purpose of the Role

To constantly keep in touch with and learn about the changing customer needs in the above areas (organisational structuring, OD, change management, HRD, personal, interpersonal and group behaviour dynamics), design and offer products and services to suit these needs and requirements of the clients and potential client groups and conduct the business of the firm in a profitable manner and in tune with the values of the organisation.

3) Role Set Members

- 1 Chairman TVRLS,
- 1 MD TVRLS.
- 1 Other consultants,
- 1 Research staff
- 1 Clients (varied from time to time),
- 1 Advisory Board members,

- 1 Administrative staff (Executive secretary, MDP Coordinator, Accountants Officer),
- 1 Academics in HRD,
- 1 Students and Faculty from educational institutions (Management, Social Work etc.)

4) KPAs

- 1 Learn about the current products and services along with history, rationale and experiences so far.
- 1 Design new products and services
- 1 Conduct research and trials and constantly evaluate their efficiency, effectiveness and ROI
- 1 Documentation
- 1 Office Administration
- 1 Business development: Convincing client system (CEOs, HRD Managers, and Line managers, Trustees etc.) to use various services and HR systems and other interventions and derive benefit from these.
- 1 Assist organisations and managers to use the product and services.
- 1 Conduct training programs and offer consulting services in order to make the products and services available to various users and enable them to derive the maximum ROI on them.
- 1 Financial management
- 1 Culture building
- 1 Development of Juniors

5) Activities, Competencies and Behaviour Indicators (First Draft)

KPA Activities

Learn about current products and services along with current status history etc.

- 1 Read all TVRLS publications
- 1 Read books on 360 Degree, PMS, HRD Audit, ADCs, OD,
- 1 Visit the web sites of TVRLS and read all material
- 1 Contribute to the web site
- 1 Read all issues of 2020, Perceptions, and HRD Audit newsletter
- 1 Take charge of one of the newsletters for the publication
- 1 Read one consulting report each on 360, HRD audit, competency mapping, climate survey or OD, ADC
- 1 Read all the programs offered by TVRLS from its inception

Competency

- 1 Basic Knowledge of HRD, OB, Organisational structuring and OD.
- 1 Desire to learn
- 1 Reading speed
- 1 Writing speed
- 1 Ability to understand concepts and models
- 1 Ability to conceptualize

Behaviour Indicators

- 1 Is able to name the standard textbooks in OB, OD and OS and mention the contents or broad titles of these books.
- 1 Can explain the basic concepts of OB, OD, and HRD (what is OB, what is OD, OD interventions, differentiation and integration etc.).
- 1 Reads a book with speed and is able to summarize the essence in two hours a international journal article of ten pages of moderate difficulty.
- 1 Has read at least three contemporary books in any of the above areas in the last one year.
- 1 Can mention the concepts of integrated HRD systems as outlined by Pareek and Rao.
- 1 Has built at least one of his own model or concepts or has a pet theory or model.
- 1 Can name 80% of the publications of TVRLS.
- 1 Can give a presentation on TVRLS products and services without missing any of them.

Design New Products and services

- 1 Interviews existing clients or potential clients to understand their needs.
- 1 Surveys literature and web resources.
- 1 Identifies existing products to suit heir needs.
- 1 Identifies gaps and opportunities.
- 1 Conceptualizes the new product (a program, a new concept, a new service, a new intervention etc.).
- 1 Develops the products.
- 1 Shares his ideas and views internally and tests out ideas and views with potential clients groups or in professional forums.
- 1 Writes about them and elaborates the ideas.
- 1 Offers service on an experimental basis and collects feedback. Ability to conceptualize;

Creativity and originality in thinking

- 1 Ability to conceptualize and design a project, MDP or any other consulting intervention. Designs innovative programs.
- 1 Expresses enthusiasm to experiment when ever a new idea is communicated to him.
- 1 Elaborates ideas and works out detailed implementation plan mentally the minute an idea is mentioned to him.
- 1 Designs a newsletter, an MDP, a consultant service, a workshop a conference, a paper, or any other service or product.
- 1 Conduct research and trials and constantly evaluate their efficiency, effectiveness and ROI Design research projects to study the effectiveness of various HR interventions (360 Feedback, Assessment centers, climate surveys, PMS. Coaching and mentoring etc.).
- 1 Conduct research using secondary data.
- 1 Design questionnaires and other methods of data collection.
- 1 Write papers Publish research papers.
- 1 Design and organise conferences to disseminate findings.

Knowledge of research methods

- 1 (Survey research, experimental research, observation, experimental designs etc.)
- 1 Knowledge of statistics (central tendency, variability, r, rho, reliability, validity, norms, analysis of variance etc.)
- 1 Data analysis skills (ability to use various statistics approximately) analyze secondary data
- 1 Ability to design research studies and draw inferences from statistics
- 1 Ability to write papers
- 1 Knowledge of scientific writing
- 1 Scientific writing skills
- 1 Can mention various steps in psychometric test construction
- 1 Can differentiate measures of central tendency from those of variation
- 1 Designs questionnaires on a given topic
- 1 Defines the essential elements of standardization of tests and questionnaires as reliability, validity, norms etc.
- 1 Can state the various psychometric properties of tests and other instruments.
- 1 Differentiate validity and reliability
- 1 Critique the research methodology used in paper
- 1 Writes article scenically
- 1 Cites references accurately
- 1 Suggest data analysis methods for existing data
- 1 Points out various research opportunities and analysis types for a given set of secondary data in 360 feedback, ADCs, PMS, OC or ESS etc.
- 1 Documentation Makes power point presentations on his own
- 1 Writes articles and papers
- 1 Summarizes 360 feedback data
- 1 Maintain records about the test scores and assessment scores of candidates
- 1 Assists in writing books and articles
- 1 Prepares notes and other material for 2020, or perceptions or HRD audit newsletter
- 1 Writes HRD audit reports
- 1 Prepares trend reports for 360 data of a company or departments
- 1 Suggests ways of analyzing 360 data and drawing conclusions
- 1 Writes down KPAs or KRAs of client groups
- 1 Prepares consulting reports on any theme like Climate survey, PMS, Organisational diagnosis etc.
- 1 Ability to write reports
- 1 Power point presentation skills
- 1 Presentation skills
- 1 Scientific writing skills. Writes papers
- 1 Writes reports
- 1 Makes power point presentations
- 1 Publishes books and articles

- 1 Prepares papers for present action in conferences and for academic journals
- 1 Business development: Convincing client system (CEOs, HRD Managers, and Line managers, Trustees etc.) to use various services and HR systems and other interventions and derive benefit from these.
- 1 Contacts potential clients
- 1 Suggests new interventions for existing clients
- 1 Identifies new opportunities and areas of improving performance and building sustainable or lasting organisational processes for client groups
- 1 Keeps in touch with client groups to understand their needs and ideas
- 1 Reviews the impact of ingoing projects and identifies areas of improvement
- 1 Keeps in touch with CEOs, HRD Managers etc.
- 1 Responds to queries and doubts of clients and potential clients
- 1 Prepares proposals
- 1 Gets information from client groups to identify needs and prepare proposals
- 1 Studies the proposals of previous clients
- 1 Gather information about competitors and others consultants
- 1 Bench marks various products and services with other service providers
- 1 Keeps in touch with new developments in the filed
- 1 Project proposal witting skills
- 1 Project management skills
- 1 Negotiation skills
- 1 Financial acumen
- 1 Knowledge of the subject (OB, OS, OD, HRD)
- 1 Ability to identify client needs on the basis of limited data supplied by the client
- 1 Envisages accurately all the steps involved in designing and implementing: 360 degree program, PM, OD, Climate surveys, ADCs, HRIS etc.
- 1 Prepares accurately proposals for client
- 1 Does not miss any steps in proposal preparation
- 1 Makes proposals with limited data
- 1 Asks right kind of questions to elicit data for proposals making
- 1 Explains rationale behind the financials
- 1 Is able to point out various ways of getting ROI on HR interventions
- 1 Keeps in touch with other service providers and their work
- 1 Surfs the net and has information of the latest developments on the above mentioned areas
- 1 Negotiates projects and financials successfully with potential clients
- 1 Office administration. Intimates Executive secretary about various projects
- 1 Maintains all records
- 1 Liaises with the accounts manager and executive secretary and MDP coordinator
- 1 Keeps track of and reminds payment schedules
- 1 Ensures collection of fee and other reimbursements
- 1 Interpersonal skills
- 1 Coordination skills

HRD: Concept and Systems

- 1 Team work and team management skills
- 1 Knowledge of the TVRLS culture and values
- 1 Points out wasteful expenditure
- 1 Suggest systems to reduce costs
- 1 Maintains cordial relations with all administrative staff
- 1 Keeps communicating various activities and business opportunities to office staff
- 1 Assist organisations and managers to use the product and services.
- 1 Participates in delivering services
- 1 Lectures
- 1 Designs programs
- 1 Designs other interventions
- 1 Suggests analyses methods for analyzing and presenting 360 data
- 1 Designs new exercises (in-baskets, role-plays, etc.) for assessment centers
- 1 Designs PMS formats
- 1 Collets bench marking data from the net. Books, other people, companies and other sources
- 1 Prepares PPTs.
- 1 Prepares lecture notes
- 1 Designs workshops, seminars, and other programs
- 1 Delivers lectures
- 1 Designs diagnostic tools
- 1 Uses diagnostic tools
- 1 Interviews clients and client groups
- 1 Administers psychometric tests
- 1 Interprets data and provides feedback
- 1 Discusses issues and problems with clients and client groups
- 1 Clarifies issues and problems with clients and client groups
- 1 Assists in preparing implementation schedules and mechanism
- 1 Conducts HRD audit
- 1 Makes presentation of the findings
- 1 Ability to design and operationalize (deliver) a 360 Degree feedback program
- 1 Ability to design and administer a ADC for given group
- 1 Ability to design and implement a PMS
- 1 Ability to evaluate training needs and design training inputs
- 1 HRD audit skills
- 1 Knowledge of HRD, OD and OS thorough knowledge
- 1 Knowledge of OD interventions and change management
- 1 Networking skills
- 1 Team work
- 1 Customer orientation
- 1 Financial management skills
- 1 Project management skills

- 1 Designs 360 tools for a given population
- 1 Asks right kind of questions to design tools
- 1 Conducts BEI
- 1 Conducts interviews and elicits information
- 1 Designs in-baskets, role-plays etc.
- 1 Designs simulation exercises
- 1 Identifies the advantages of 360 DF
- 1 Counters the criticism on 360 DF successfully
- 1 Points out differences in the 360 philosophy of TVRLS and contrasts it with that of the others
- 1 Knows RSDQ model and promotes the same
- 1 Can talk of the advantages of RSDQ model
- 1 Talks of the inventions of TVRLS
- 1 Distinguishes between HRD audit and PCMMM
- 1 Points out to cost saving mechanisms
- 1 Names the need for MOU and the advantages of the same
- 1 Reminds clients on payment schedules
- 1 Uses internet to search for new developments and existing products
- 1 Makes suggestion to improve products
- 1 Gives various steps in a given project
- 1 Prepares time schedules for various projects
- 1 Conduct training programs and offer consulting services in order to make the products and services available to various users and enable them to derive the maximum ROI on them.
- 1 Designs training
- 1 Prepares material for training
- 1 Surfs internet and down load material for training
- 1 Read newspapers and journals and note the MDPs being offered
- 1 Understand the client needs
- 1 Ask for information on the training needs when working with a client
- 1 Design lectures
- 1 Prepares training schedules and time tables
- 1 Prepare handouts and other training material
- 1 Search libraries and books for preparing reading material
- 1 Ability to design a training workshop on any given topic or theme
- 1 Knowledge of the process of designing training program
- 1 Training management skills
- 1 Networking skills
- 1 Analytical skills
- 1 Knowledge of HRD and their currency
- 1 Knowledge of the client groups and their requirements
- 1 Knowledge of training evaluation methods

- 1 Designs a training program once the theme is given
- 1 Identifies effectively the training needs for a given group of clients
- 1 Uses interview and observation methods to identify training needs
- 1 Points out to training opportunities
- 1 Financial management
- 1 Financial acumen
- 1 Cost consciousness
- 1 Ability to plan and calculate financials
- 1 Development of Juniors Explaining to juniors
- 1 Ability to invest in developing juniors
- 1 Ability to differentiate how much and when and on whom to invest
- 1 Guides and explains to juniors
- 1 Reviews their performance
- 1 Differentiates the deviants and investment-worthy people from those who are opportunist
- 1 Culture Building
- 1 Conducts surveys for in-house review and renewal
- 1 Points out to norms and values
- 1 Cultural sensitivity
- 1 Commitment to TVRLS values
- 1 Understanding of the TVRLS values and appreciation for the same
- 1 Points out to aberrations in values professed and practiced
- 1 Explains to juniors the rationale behind decisions in terms of values and norms
- 1 Explains octapace and illustrates each value accurately

6) Summary of the Competencies

Ideally the following table should be constructed from the inputs of Table 1 above. In this case it has not been done. The following table is based on the views of one person and is meant to be an illustration. This will enable you to compare also the two methods: systematic competency mapping versus “Out of the hat Competency Mapping from an expert”

The following Nomenclature could be used for indicating the level of competency required:

- Level 1: Basic = Familiarity and general knowledge level, Exposure level,
- Level 2: Some Experience and working Knowledge = some breadth and depth of knowledge and experience
- Level 3: Expert = Full Knowledge and skills and the capacity to guide, Quite competent in the field.
- Level 4: Guru = Highest level of competence. Excelled in all and is a teacher to all.

Competency Category Competency

Functional Knowledge of Management and its Functions (Level 1);
Organisational structure and Dynamics (Level 3);

Personal and Interpersonal Dynamics (level 3);
 Group Dynamics and Team work (Level 3);
 OD and Change Management (Level 3);
 Change Interventions (Level 3);
 HRD (Level 4);
 HRD Interventions including Performance Appraisals,
 Coaching and Mentoring, 360 Degree Feedback (Level 3);
 Assessment Centers (Level 3);
 HRD Audit (level 3)
 Role of HRD, Personnel and Training Departments
 (Level 2);
 Selection and Recruitment (Level 2);
 Knowledge of research Methods (Level 3);

Functional Skills

Skills in estimating Recruitment and retention costs, ROI on PMS, 360 DF, Training, OD, PMS, Talent, and other Interventions (level 2)
 Ability to evaluate structures and their functionalities and dysfunctions (Level 2)
 Diagnostic skills dealing with conflict interpersonal, inter-role, interdepartmental etc. (level 3)
 Intervention designing skills for PMS, OD, 360 DF, Assessment centers (Level 3);
 Skills to design the HRD Departments, their structures, roles, role relationships, and their inter-linkages (level 3);
 Designing skills for organizational structuring and designing new structures (Level 2);
 Analytical skills: ability to analyze the problems and their sources and suggest solutions with overall implications between parts and the whole (Level 2);

Functional Attitudes

Respect for All functions (Level 3)
 Appreciation of the complexity in service departments like HR and the mistakes made in the past (Level 2)
 Appreciation of the CEOs and their role and limitations (Level 2);
 Positive attitude to change agent roles the HR people can play (Level 2)
 Restlessness and impatience to make HR as the job of every one (Level 3)
 Scientific thinking and research attitude (Level 3)

Managerial Knowledge

Knowledge of basic finances, How to make a budget, how to calculate the time costs of consultants, knowledge of proposals, tendering methods and requirements (Level 3)
 Knowledge of Consultancy agencies, consultants and consulting firms (Level 2)
 Scheduling techniques for projects (Level 3)

Managerial Skills

Ability to formulate a project (Level 3)
 Ability to understand the client requirements and translate into a proposal (Level 3);

Managerial Attitudes

Proposals making skills (Level 3);
Budgeting skills (Level 3);
Negotiation skills (Level 3);
Project planning and management skills (Level 30);
Time management (Level 3);
Scheduling skills (Level 3);
Office management skills (Level 3)
Writing skills (Level 3);
Documentation skills (Level 3);
Time consciousness (respect for time of self and others) reflected in punctuality and desire to maintain timelines etc. Level 3);
Cost consciousness respect for costs of self and customer and valuing human inputs (Level 3);
Customer centeredness (positive attitudes to customers) (Level 3);
Positive attitude to scheduling, planning, organising and other managerial interventions (Level 3);
Positive attitude to management discipline, managers (Level 3);
Professionalism and professional management (Level 3);
Positive attitude to HRD staff (Level 3);
Positive attitude to competencies, competent people and change (Level 3);

Human Relations Knowledge

Human Relations Attitudes and Skills

All knowledge on personal, Interpersonal and group dynamics (Level 2);
Ability to work as member of the team (Level 3);
Negotiation skills (Level 3);
Interpersonal sensitivity (Level 3);
Team work (Level 3);
Empathy and empathic attitude (Level 3);
Sociability (Level 2);
High activity level (Level 3);
Punctuality (Level 3);
Sincerity (Level 3);
Openness (Level 4);
Trustworthiness (Level 4);
Initiative and other OCTAPACE Values (Level 4);
Mentoring skills (Level 3);
Coaching ability and attitudes (listening, probing, mirroring etc.) (Level 3);

Motivational Profile

High achievement
Moderate affiliation
High Influencing motivation (Institutional power)
High extension motivation
Moderate nurturance need
Low dependence and High independence
Moderate need to control

Self Concept and other Traits	<p>High confidence levels</p> <p>High sociability</p> <p>High Trustworthiness</p> <p>High Emotional stability</p> <p>Very high degree of creativity and creative thinking</p> <p>High degree of problem solving skills</p> <p>High optimism</p>
Conceptual complexities	<p>High degree of vision for the function: HR and its impact on the future organisations, its understanding of the relationship between investments in people and economic development of a nation or an organisation or a team (Level 2);</p> <p>Ability to see the long terms benefits of investing on people (Level 3);</p> <p>Philosophy of investing on people (Level 3);</p> <p>Ability to see the large picture (Level 3);</p> <p>Philosophical sense to see the links between management and life and how management science can make lives of people easy and contribute to peace and prosperity at individual, team and societal level (Level 3);</p> <p>Ability to see the need for and the uses of service organisation in influencing the economy (Level 3);</p> <p>Conceptualising and commitment to professionalisms and professional management influence on the economy and human kind (Level 3);</p> <p>Conceptualizing competencies to see HR beyond corporate sector (Level 3);</p>
Conceptual skills: Functional	<p>Theory building: Ability to build theories and models and theories (Level 2);</p> <p>Ability to design research, experiments and simulations (Level 2);</p> <p>Forecasting skills: Ability to forecast the impact of interventions in the long term on the organisation (Level 3); (Level 2);</p> <p>Ability to understand the linkages between function and their impact on the organisation and impact of various sectors of the economy on the country, relationships between parts and whole (Level 3);</p> <p>Reading and assimilating abstract things and philosophy of management styles etc. (Level 2);</p>

Activity A

- 1) Identify the differences in Table 5 and Table 6. Is there any value addition in both these tables as compared to traditional way of identifying competencies? Which is better? How do you think that they can be arrived?
- 2) Assess yourself on how much of these competencies you have? How do you think that the competencies can be assessed?
- 3) Design a system of identifying training needs.

- 4) Design a performance appraisal system for consultants.
- 5) How do you think you can identify training needs for a given set of consultants?
- 6) Assess how ready is your organisation for competency mapping

Activity B

How ready is your organisation to go for Competency Mapping

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Answer the following questionnaire using the three point scale

- 1 Yes
- 1 No
- 1 Doubtful or some times true and some times not

How ready is your organisation to go for Competency Mapping Exercise I to get a good ROI?

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- 1) Are you in a business where there is high competition for talented people in market place?
- 2) Has your organisation experienced any set backs in the recent past due to lack of competent people?
- 3) Has your organisation missed any business opportunities in the recent past due to lack of competent people to handle any one or more functions or territories or lines of business etc?
- 4) Does your top management believe that competencies can be developed through continuous effort and interventions?
- 5) Does your top management willing to invest time and effort in building the competencies of your employees on a continuous basis?
- 6) Does your top management believe in building a competency based organisation?
- 7) Do you intend to recruit people on the basis of competencies needed to perform each job?
- 8) Do you or your organisation intend to coach employees for future careers in your own organisation or Do you already have a competency based coaching scheme?
- 9) Do you prefer to have well laid out career paths (or improve those you already have)?
- 10) Does your top management believe that the success of your organisation depend on having competent managers?
- 11) Have you suffered an draw backs, profit, production, marketing, customer etc. losses, share market down turns etc. due to turn over or people at the top?
- 12) Is your training based on scientific or at least systematic identification of competency gaps and competency needs?
- 13) Does you performance appraisal have a measure of competencies separately for each individual level or function or group of jobs (top, middle, R&D etc.)
- 14) Do your promotion policies require some form of competency assessment?
- 15) Does your organisation have adequate avenues to recognize and retain people through mechanisms other than promotions?

- 16) Does your top management believe in using multi-rater assessment or 360 degree feedback for employee development?
- 17) Is the team work in your organisation of high order? Are the top level managers capable of performing their integrating roles well (roles that link one department to other, one function to another one individual to another and ensure synergy and team work?)
- 18) Does your organisation value talent and excellence?
- 19) Does your organisation have a culture of using task forces and work groups for various exercises?
- 20) Is your organisation good in execution of projects once taken rather than abandoning them in the middle?
- 21) Does your organisation encourage innovations and scientific way of doing things?
- 22) Is your organisations systems driven and values systems rather than being rampant with ad hocism and convenience based decision making?

Scoring

Count 0 (zero) points for each item you answered “No” and 1 (one)Points for each item you answered “Doubtful” and 2 points to those items you answered “Yes”

Add the total points

The higher the score the more your organisation is likely to have a bigger ROI from competency mapping. Scores above 30 points (at least 15 items are answered on the affirmative) indicate a high degree of readiness to get a high ROI and scores above 22 indicate moderate degree of benefits from competency mapping.

This questionnaire is only suggestive.

Get this questionnaire filled by your Senior or top level managers and use the survey data to convince your top management to undertake the competency mapping exercise. If your scores are low you need to work on improving the preparedness of the organisation for such interventions.

We believe that every organisation that undertakes Competency Mapping will benefit immensely from it if the outcomes are used for recruitment, performance planning, performance appraisals, identifying development needs, induction, placement, career planning, promotions, training and multirater feedback etc.

¹ © T V Rao Learning Systems, Internal document, Prepared for *classroom discussion in Competency Mapping program of Indian School of Business, Hyderabad, February 17 and 18, 2004.*