

Competency Models for Training & Development: A Review

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Abstract

Business and industry have been using and applying different competency models for developing job profile, recruitment & selection process, training & development programs, training needs analysis, learning & development programs, performance appraisal, succession planning and viz. a viz. Competency-based approaches and models are becoming an answer to the organization's expectations in all fields (public and private) to increase the products' quality and employees' capacity. Competency models are based on the idea that there is a productive relationship between employee competency and their deliverables.

Dubois and Rothwell define competencies as, "characteristics that individuals possess and use in appropriate and consistent ways to achieve desired performance. These characteristics include knowledge, skills & traits, social motives, thought patterns, mindsets, self image and ways of thinking." Many researchers have shown growing interest in the development and nurturing of competency models to enhance organizational output. A competency model "is a descriptive tool that identifies the competencies needed to operate in a specific role within a job, occupation or organization etc."

In the present scenario, it has become highly critical for organizations to lay emphasis on the aspect of developing competency model to identify key competencies which are required for any business to thrive. The objective of this research paper is to review the competency models and link it to the training and development models in practice.

Key Words: Competency Model, Training, Skills, Human Resource, ETA

1. Introduction

The evolution of competency models over a period of time has highlighted that the employees' workplace is flooded with a multitude of complexities. The significance of competency management became

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widely accredited with the works of McClelland (1973) which advocated the measurement of competencies. He recommended that though intelligence influences performance, personal characteristics, such as individual's motivation and self-image differentiate successful from unsuccessful performance. Furthermore, Parry defines competency as "a cluster of related knowledge, skills and attitudes that affect a role, which correlates with its performance on the job and can be measured against accepted standards and can be improved via training and development."

Several organizations are embracing and implementing suitable competency models to empower its workforce in order to enhance its competitive advantage,

innovation and effectiveness. Competency models serve a number of purposes such as a guiding tool to hire, train and create a highly effective tool of human resource. They also facilitate cohesive work environment and create a productive work place. In the context of this research article, it should be noted that the term competence model, refers to the sets of competencies and characteristics forming the competency model. Moreover, it is “a standardized description of specific activities and competencies within a context (considering both the people and work performance perspective) that are necessary to function as a professional in a particular field.

2. Review of Literature

Thomas N. *Garavan*, David *McGuire* (2001) supported that exploration on skills ought to be embraced inside a situation that takes into account contemplating representatives as complete people. Charles *Woodruffe*, (1993) concluded that competencies can be applied for effectiveness at workplaces and found nine important competencies for managers. In the late 1970s, the American Management Association commissioned a consultancy firm, *McBer & Company* (now a part of *Hay Group*), to study competencies. *McBer & Company* identified the characteristics that differentiate superior managers from average ones, and referred to these as competencies (David R. *Moore*, Mei I *Cheng*, Andrew R.J. *Dainty*, (2002). *Mansfield* (1996) analysed three sources of data that host competency frameworks: focus groups or resource panels with subject matter experts (SMEs), generic competency dictionaries, and interviews over a critical event with superior performers. *Goleman* (1999) highlighted the role of emotional competence. *Burgoyne* (1993) saw capabilities from a practical point of view in that how authoritative objectives can be achieved by improving the exhibition of individuals in the most ideal way.

Spencer and Spencer (1993) built up the activity skill evaluation strategy that constrained associations to change their accentuation from customary sets of expectations to building up a competency model by assessing the primary individual attributes related with normal to-phenomenal employment execution.

Abraham, Karns, Shaw, and Mena (2001) reviewed US firms based on capabilities they thought about valuable for effective administrators and assessed whether firms utilized those skills in evaluating their directors.

Boyatzis (1982) planned his administrative competency model by examining more than 2,000 directors and discovered in excess of 100 potential administrative abilities. *Hollenbeck, McCall, and Silzer* (2006) expressed that the competency model can't be viewed as a solution for effective initiative, however a push to catch pioneers' involvement, learning's, and information.

Brophy and Kiely (2002) referenced that *McClelland* was told by the US Foreign Service to examine new techniques for research that can gauge human execution and diminish the predisposition of customary knowledge and fitness testing, and this prompted the idea of estimating capabilities. It was fought by *Brophy and Kiely* (2002) that when a competency-based methodology is utilized, accentuation is set on practices basic for occupation execution. It was declared by *Albanese* (1989) that a solitary arrangement of abilities can't totally catch all parts of an administrative job.

Dubois (1993) proposed a five-advance key frameworks model for competency demonstrating, covering viewpoints, for example, “prerequisites investigation, competency-based instruction planning, structure foundation based exercises, making of a competency-based outline plan where learning happens in an efficient way, arranging and formation of a competency-based learning condition and evaluation exercises.”

Zingheim, Ledford, and Schuster (1996) associated capabilities and competency-structures with competency-based compensation. *Le Deist and Winterton* (2005) sketched out that competency systems are likewise being connected in different fields of HRM for adjusting hierarchical objectives and specialists' gifts. *Spencer and Spencer* (1993) exhibited the “*Icy mass Model*” that separated key qualities and resultant practices and execution in an occupation profile into five classes: abilities, learning, thought processes, attributes, and mental self portrait.

Shippmann et al. (2000) prescribed that given work profiles and authoritative conditions, a lot of seven to nine capabilities are commonly required for a particular employment. Lucia and Lepsinger (1999) hypothesized capabilities as a detailed instrument to distinguish learning, aptitudes, and capacities (KSAs) and practices required to be successful inside an association.

3. Competency Models for Training and Development in Organizations

Many organizations make widespread use of competencies. Managers, Learning and Development professionals, and other employees use competency management, dictionaries, measurement and assessment, and competency-based development. Many organizations base their HR policy, and often also their HR development, assessment and throughput cycles, on competencies.

The success of this approach is based on the assumption

that there is a clear connection between personal competencies, managed individual development, and the organization’s performance. However, this connection now appears to be tenuous or nonexistent. The various Competence Models are:

3.1 Employment & Training Administration Model (ETA Model)

The components of the competency models created by ETA and enterprises are predictable with the writing that depicts competency models. Rothwell (2002) clarifies that there are center abilities that are expected everything being equal. This would incorporate learning, aptitudes and capacities (usually alluded to as KSAs), just as delicate abilities or practices (Lucia & Lepsinger, 1999; and Rodriguez, Patel, Bright, Gregory, & Gowing, 2002). The center abilities or aptitudes are comparable crosswise over occupations and are expected of numerous occupations.

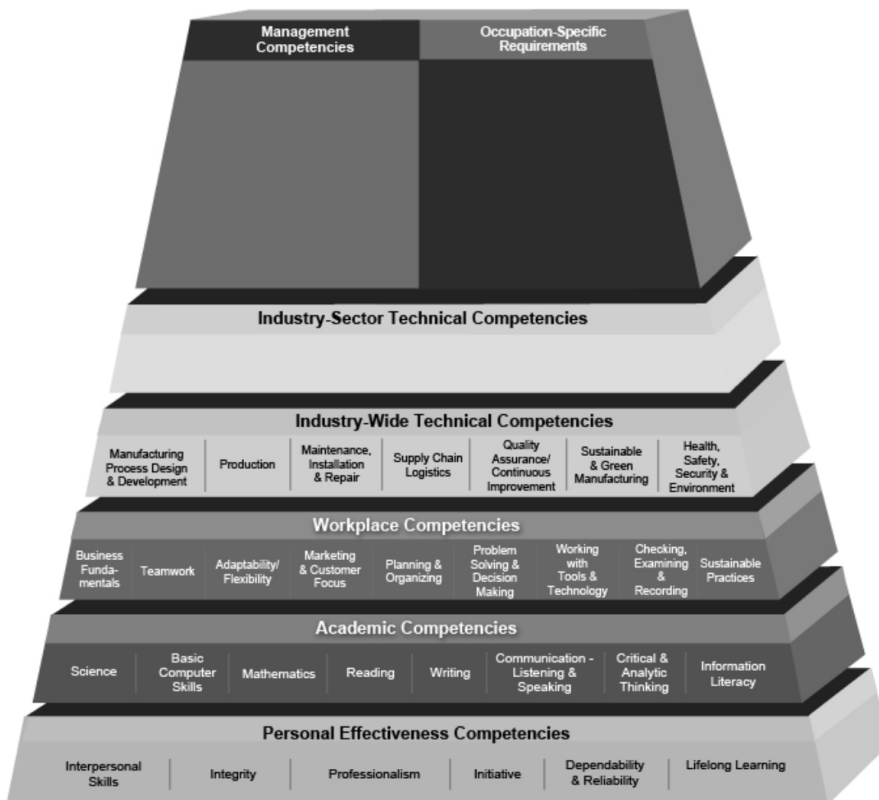


Figure-1: ETA Competency Model Clearinghouse’s General Competency Model Framework

Roth (2002) orders the center abilities further portraying essential and moderate skills. Exhibit of the center skills delineates a person's word related or proficient capability (Spencer and Spencer, 1993). The central skills may incorporate perusing, composing, calculation, tuning in, addressing, talking, intellectual, singular duty and confidence, assets (time, cash, individuals, and data), relational, and data and innovative. The larger amount skills (McClelland, 1973; and Rothwell, 2002) might incorporate frameworks thinking, individual authority or eagerness to learn, mental displaying, shared visioning, group learning, self-information, short and long haul memory, topic learning, pleasure in learning and work, adaptability, tirelessness and certainty, feeling of direness, genuineness, offering appreciation to other, and activity. In a significant part of the ongoing writing on competency models, there are works related or useful abilities with supporting social skills (Delamare Le Deist & Winterton, 2005). These models have competency areas separated into competency gatherings and further sub-ordered into sub-abilities. As one proceeds to the following dimensions in the chain of command, the skills become additionally engaged and explicit to the business, employment or occupation, and position. Specialized skills can be found in the level(s) over the middle of the road dimension of the competency model.

- Recognizes clients' and colleagues' implicit expectations.
- Is able to adapt to the organizational culture.
- Anticipates formal and informal communication within the organization.
- Shows empathy in communication with clients, colleagues and others'.

Despite their shortcomings, competency models do have a function in individual professional development, and in defining the knowledge required to do the job (Campion, 2011; Stevens, 2012).

3.2 Competency Models for Learning and Development

Competency models depict the information, aptitudes, and frames of mind required to carry out a

responsibility. The following two examples indicate how they apply to Learning and Development.

3.2.1 Association for Talent Development (ATD Model)

The best-known example is the ATD competency model (ATD, 2014), formerly American Society for Training & Development consisting of generic competencies, and the following job-specific ones:

- Managing learning programs
- Integrated talent management
- Coaching
- Knowledge management
- Change management
- Performance improvement
- Instructional plan
- Training sessions
- Learning innovation
- Learning swag assessment

Each section specifies *what* to do, but not *how* to do it. In the case of performance improvement, this includes identifying the client, carrying out performance, cause and system analysis, collecting data, and other tasks.

3.2.2 The Skills Journey

Shepherd (2017) introduces a skills-based development model for L&D professionals, and explains that a skill has physical, social and cognitive dimensions. There is a great deal of confusion between skills and competencies because their definitions overlap (Kamperman, 2009).

Shepherd's model consists of three domains, each defining four roles. The skills to be developed for each role are as follows:

- Interaction with stakeholders as architect, analyst, manager, and evaluator.
- Interaction with learners as instructor, facilitator, coach, and expert.
- Interaction with media as curator, producer, designer, and journalist.

Shepherd (2017) also defines each role in operational terms. For example, the content curator 'draws upon the wealth of information and people that could be valuable to their learners, and suggests where they should start.'

3.2.3 Development-Oriented Competency Models

The ATD competency model and the skills journey are two examples of development-oriented models that describe the *what*. What do you need to know and do in order to work as an L&D professional? This creates a common language and a shared body of knowledge for the profession, as well as legitimizing professional action.

Providing we take account of the drawbacks mentioned in the previous section, an L&D competency model serves a valuable function, and in terms of the practicality of working, a generic model is not enough.

There are various dimensions of capability for the different conduct descriptors incorporated into a competency model. Dreyfus and Dreyfus (1980) depict dimensions of skill that incorporate tenderfoot, experienced novice, professional, educated specialist, master, virtuoso, and maestro. From the amateur that is centered around principles and restricted or resolute in their conduct to the person who is eager to defy guidelines to give imaginative and creative answers for business issues. An adjustment of this model, by Benner (1984), portrays dimensions of execution as pursues:

- 1) Untalented or not significant;
- 2) Beginner;
- 3) Student;
- 4) Skilled;
- 5) Capable; and
- 6) Master.

3.3 Applications of Competency Models

Since the 1990s, capabilities have turned into the code words for the HR and key administration practices of enrolling, choosing, putting, driving, and preparing workers and assessing representative execution.

Competency models additionally have been utilized to arrange employments in both the private and open divisions. When taking part in progression arranging, competency models are utilized by business to get ready and advance skilful occupant specialists to empty places of administration. At the point when a competency model has been produced for each situation inside an association, the HR, preparing, the board and representative are working as one to meet the objectives of the association. Competency practices can carry a typical vocabulary and viewpoint to those working inside an association or framework. A consistency of desires is comprehended by every player on a hierarchical group or inside an expert system. This orderly structure is utilized to pass on the attractive practices and thinking as one grows exclusively and expertly, inside an association or crosswise over businesses. While a competency model may profit different periods of the HR experience or practice, in disengagement, the estimation of a competency model isn't completely figured it out. To be utilized effectively in an association or other expert system, capabilities must be comprehensive or incorporated all through the majority of the HR rehearses.

Competency models are being utilized in different regions of HR the board to adjust the objectives of an association and abilities of its labourers. Note that a competency model portrays the characteristics expected of a specialist to be effective in a situation, in a group, and inside an association, however a skill model depicts what an individual labourer must perform reliably to accomplish or surpass the vital objectives of the association (Delamare Le Deist & Winterton, 2005; and Teodorescu, 2006). As it were, there are skills required in an occupation and these can be held by both normal and model representatives, however there are likewise capabilities held by just the excellent specialist (Dubois, 1993).

4. Preparing the Workforce Using Competency Models

Applicants and workers must consider capabilities expected of a place of intrigue and create and pass on the ideal information, aptitudes, capacities, and different qualities to effectively meet for, perform at,

and advance in a vocation inside an association. As indicated by Raven and Stephenson (2001), people must show general ability in the accompanying four zones:

1. Meaning capability – understanding the way of life of the association and acting in agreement;
2. Relation capability – making and keeping up associations with partners of the errands or association;
3. Learning fitness – recognizing answers for errands and thinking about encounters with the goal that what is found out improves the following undertaking finished; and
4. Change fitness – acting in new ways when the assignment or circumstance calls for it.

These abilities would be required and drilled by both the normal and model representative. By understanding the competency model for a position or association, the individual picks up a familiarity with the yields or items or administrations conveyed through the position and has a “goal for a learning procedure” Competency models can be utilized to control singular expert advancement, just as help instructors and coaches in creating educational plans that addresses the issues of managers

5. Challenges with Using Competency Models

Competency models have their place in HR practices and their utilization can be a technique for talking a comparative language among different crowds when examining work prerequisites. In any case, competency models are not the sole answer for each enlisting and determination choice or other administrative capacities (nor should they be the main device used in gathering instruction and preparing needs. Framing capabilities as a result can disregard the psychological and individual procedures that are used in creating and displaying aptitudes and using information. Regardless of the endeavours to survey the abilities related with individual qualities, attributes and inspiration, such skills are hard to characterize and in this way hard to evaluate. Such capabilities can't be straightforwardly

estimated in social terms, however more precisely there are practices related with these skills. In this manner, appraisals of such abilities are not objective; rather they depend on flawed or interpretable suspicions.

In the event that an association coordinates competency models all through their HR rehearses (i.e., preparing and advancement, choice, and execution and appraisal exercises), the competency model structures created to portray occupations or occupations and special open doors ought to be imparted to all chiefs and staff; worker investment being developed of a competency model can help with giving familiarity with the model just as make acknowledgment.

6. Conclusion

The estimation of competency models is that an entire individual appraisal or all encompassing methodology can be created to analyze the capabilities that an individual has may in any case need to gain as required by a given industry or occupation. The data would then be able to be utilized effectively by HR advancement (HRD) or workforce improvement experts in different applications with the workforce. With specific exemptions considered, competency models are a reasonable instrument that can be used to set up the present and future workforce and hold talented occupant specialists to meet the activity necessities and different needs of employers. ETA is plainly reliable with the writing as far as helping high development ventures with creating competency model structures and making interests in undertakings that utilization them. The workforce speculation framework and their accomplices are now utilizing competency models in an assortment of ways.

For the gaps in competency acquisition, further training and development can be offered and provided to aid in acquisition of the desired skill, knowledge, behaviour, trait, etc. Allowance for some less needed or desired competencies should be considered as well to perhaps enrich the talent pool. For occasions when these competencies are not developed, it is likely that inaction or an ineffective behaviour may prevent the worker from accomplishing job tasks and organizational goals.

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