COMPETENCY FRAMEWORK 3G

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May 20, 2016

Competency Framework 3G is product of the Los Angeles County Office of Education (LACOE) Personnel Commission. Training content modified from Framework Architect, Dr. Rod Freudenberg.

Personnel Commission

Outline

- Competencies & Competency Modeling
  – Definition of Competency
  – Competency Modeling vs. Traditional Job Analysis
  – The LACOE methodology
  – Competency Cards
  – Competency Dictionary (behavior & task levels)
- Card Sorting Activity
- Competency Modeling Workbook
- Weights and Scores

2

What is a Competency?

- A <u>Competency</u> is a work-related behavior, that encompass the strategies, goals, values, and culture of an organization

- Competencies:
  – Are observable and measurable
  – Are transferable across a range of occupations
  – Can either be developed or atrophy

3

Competencies: This Not That

✔ Competencies are	✘ Competencies are <u>not</u>
Prescriptive of desired behavior	Descriptive of established ways of working
Descriptive of excellence in performance	Descriptive of typical performance
Enablers of organizational change and effectiveness	Maintenance of the status quo

4

Competency Modeling

- Competency modeling is a structured approach to identifying the competencies that enable goal achievement at the following levels:

Organization	• Strategic workforce planning • Change management
Job/Role	• Performance expectations • Performance management
Individual	• Personal growth • Career development

5

Job Analysis vs. Competency Modeling

Traditional Job Analysis	Competency Modeling
Jobs studied in isolation (Industrial Psychology)	Jobs studied as part of a system and organizational culture (Organizational Development)
Micro-level task-KSA listing (100+)	Macro-level competency selection (10+/-); task and KSA specifics drilled down later as need
Huge linkage matrix (1000 cells)	Manageable matrix (100 cells)
KSAs specifically defined for job	Competencies pre-defined
Low reproducibility	High reproducibility

6

Competencies: Utility

- The benefits of determining the competency model of a position can extend beyond recruitment purposes:

  1. Competency modeling – The first step is to determine competency model of a position
  2. Exam Development – Chosen competencies then translate into assessment needs
  3. Performance Management – Rating criteria developed can be used for performance management purposes (e.g., performance appraisals, 360 degree feedback)
  4. Training – performance gaps in crucial competencies can determine training needs

1. Competency Modeling

2. Exam Development

3. Performance Management

4. Training

7

LACOEs Competencies 3G

- Pyramid:
  - Cumulative
  - Widening scope of impact

Organizational
Group
Interpersonal
Communication
Personal Effectiveness
Occupational
Informational

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8

7 Groupings, 54 Competencies

INFORMATIONAL: Competencies that enable the use of information, data, or stimuli to make a response suitable to an objective, problem, or situation

OCCUPATIONAL: The knowledge and skills of an occupational group acquired through education, training, and experience

PERSONAL EFFECTIVENESS: Competencies that enable the effective application of one's skills and abilities

COMMUNICATION: Competencies that facilitate the exchange of information

INTERPERSONAL: Competencies that establish and maintain effective working relationships

GROUP: Competencies that facilitate group effectiveness and contribute to teams and workgroup performance

ORGANIZATIONAL: Competencies that help make whole organizations and systems effective

9

Competencies: Complete List

Informational (7)	Personal Effectiveness (8)	Interpersonal (7)	Organizational (9)
Analyzing and Interpreting Data	Action & Results Focus	Customer Focus	Allocating Resources
Critical Thinking	Adaptability	Handling Conflict	Leveraging Technology
Decision Making	Attention to Detail	Influencing	Managing Change
Fact Finding	Handling Stress	Involving Others	Organizational Design
Mathematical Facility	Innovation	Negotiating	Organizational Savvy
Mechanical Insight	Integrity and Ethics	Professional Impact	Org. Systems Thinking
Reading Comprehension	Learning Agility	Relationship Building	Business Process Analysis
Occupational (9)	Self Management		Project Management
Design Sense		**Group (8)**	Strategic View
Environmental Exposure Tolerance	**Communication (6)**	Assessing Talent	
General Physical Ability	Bilingual Facility	Delegating	
Industry Awareness	Informing	Developing Others	
Legal and Regulatory Navigation	Listening	Group Facilitation	
Manual Dexterity	Oral Communication	Leadership	
Professional/Technical Expertise	Presentation Skill	Managing Performance	
Using Technology	Writing	Teamwork	
Safety Focus		Valuing Diversity	

10

Competency Card Structure

Group: Personal Effectiveness
Name: Attention to Detail
Tag: Focusing on the details of work content, work steps, and final work products

Effective: Shows a high level of care and thoroughness in handling the details of the job. Selects critical details to focus on. Checks work to ensure completeness and accuracy. Makes few, if any, errors. Maintains focus and quality under distracting working conditions, high workload, or opportunities to take shortcuts. Detects and addresses errors and omissions in others' work or team projects.

Ineffective: May be careless, making numerous mistakes when working. May not check work before passing it on to others. May be overwhelmed with trivial details. Work may need to be regularly reviewed for accuracy and completeness. May not detect errors, flaws, or omissions in the work of others when reviewing or observing it. May struggle to maintain attention to one's work. May show ridged perfectionism sacrificing timeliness for excessive checking and review.

11

Competency Dictionary Structure

- The dictionary includes the same information as the competency cards, with more specific information about how the competency can be applied
- Each competency can be assigned a Behavioral Level and Task Level to describe the difficulty, complexity, and environment in which a competency is utilized for that classification
- These definitions are typically only used by the Analyst to determine at what level the competency should be measured

Behavioral Levels:
- Action – Something one does
- Instance of the competency
- What may be learned, trained, or practiced
- Upper levels required mastery of lower levels

Task Levels:
- A characteristic of the subject matter, situation or people involved.
- What one has to deal with, act upon, or respond to
- Span of influence or scope of impact
- Job evaluation indicators

12

Competency Levels

Group: Personal Effectiveness
Name: Attention to Detail
Tag: Focusing on the details of work content, work steps, and final work products

Behavioral Levels:
1. May show ongoing vigilance to review work, observe, detect, and correct errors or flaws. May minimize introducing errors or flaws in work.

2. May show care and thoroughness in adhering to process and procedures that assure quality. May apply knowledge and skill in recognizing and evaluating details of work.

3. May differentiate between important details and trivial ones. May apply judgment and insight in discerning and evaluating details of work. May put skilled, artful, or insightful final touches on products or performances that differentiate fine quality from acceptable quality. (Also see Design Sense)

Task Levels:
1. Details may be observed through use of senses through comparison to a physical or objective standard. Imperfections or errors may be objective. Material may be structured and consistent in type and complexity.

2. Details may be embedded in complex text, calculations, tables, images, objects, etc. which makes them difficult to discern or detect. Materials may show variation in kind, size, and complexity. Opportunities for error may be numerous and varied. Context of details may involve tight deadlines, high workload, distractions, multi-tasking, or interruptions.

3. Details may show subtle variation and nuance. There may be no physical or objective standard for determining errors or imperfections. The quality of final products may be on the basis of impact, utility, or overall aesthetics rather than the absence of errors. Context may be continuously multi-tasking with interruptions, very high pressure and consequence.

13

Activity: Card Sort

- The card sorting activity is a fun, interactive way to begin the conversation with SMEs and capture the needs of the position.

Critical Few (5)
Professional & Technical
Critical Thinking
Customer Focus
Oral Communication

Important Several (10)
Decision Making
Using Technology

Desirable Many
Industry Monitoring
Attention to Detail
Adaptability
Presentation Skill
Presentation Skill
Teamwork

14

Card Sort: Benefits & Overview

- Hands-on
- Interactive decision making on competencies
- Facilitates discussion and consensus building
- Can be completed in one session

- Analyst's role:
  – Explain the process
  – Be the SME for the meaning and interpretation of each competency
  – Facilitate discussion and decision making in selection
  – Impose constraints (gently) on number and independence

15

Card Sort: Goals

- **<u>Goal 1</u>**: Parsimony
  - Fewest number of competencies that cover everything that is important
  - Minimize redundancy by choosing between "nearest neighbors"
  - Reduce competencies (lower in the pyramid that are "implicated" in higher pyramid competencies)

- **<u>Goal 2</u>**: Consensus
  - Consensus must also include analyst

16

Card Sort: Steps

<u>Step 1</u>: Take out "extra" cards

<u>Step 2</u>: Separate the following cards: Critical (Few), Important (Several), Desirable (Many)

<u>Step 3</u>: Instruct the SME to begin going through the cards and pick out those that are needed for successful performance on the job, and sort them in the appropriate categories (Critical, Important, Desirable)

- Critical competencies should be those that without possession of that characteristic, one could not perform the duties of the job
- As an analyst, start brainstorming how you will test the selected critical and important competencies

17

Card Sort: Steps *(cont.)*

<u>Step 4:</u>
- Complete competency modeling workbook: 1) rate duties, 1) rate competencies, 2) linkage matrix

  - See example of completed competency model (excel workbook)

18

Example: HR Aide

Example of Duties:
- Assists in the development of recruitment and examination materials
- Assists in the development of recommendation for classification and compensation actions
- Gathers information and data using interview, focus group, survey, and observational methods
- Gathers archival and published data and information
- Compiles, organizes, and codes quantitative and qualitative data
- Assists in the analysis of quantitative, qualitative, and statistical data
- Prepares summaries of findings and reports containing narrative, table, chart and graphical content

19

Basic Procedure

1. Select appropriate Subject Matter Experts
2. Identify and prioritize the key activities of the job
3. Identify the most essential competencies
   - Forced distribution card sort performed by SMEs or Analyst
4. For each duty, identify competencies that best differentiate performance
   - Mini-competency model for each duty
   - Parsimonious set that accounts for the greatest variability job performance.   (Constellation rather than full picture)
5. Mathematically determine weight for each competency as driver of overall job performance

20

Competency Modeling Path
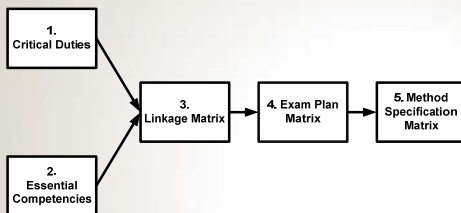

7

Weights and Scores

- Competency Modeling spreadsheet and Exam Scoring both utilize a Weighted Sum Model (WSM)
  - Factors are weighted against each other numerically as a percentage of the whole
  - Relatively simple mathematical calculation for weighing multiple independent criteria
- New criteria is created by combining distinct factors
  - Duty Criticality * Frequency → POJ
  - Competencies * Duty Linkages → Exam Weights
  - Exam Weights * Rater Input → Candidate Scores

22

LACOE's Exam Scoring System

- We do NOT have raters assign holistic scores
- Focus raters' attention on specific competencies, limiting bias & outside influence
- Point scoring system, with "poison pill" option:
  - **Compelling**: Exceptional, above and beyond   4 pts
  - **Strong**: Good, relevant responses   3 pts
  - **Moderate**: Adequate, needs improvement   2 pts
  - **Limited**: Job performance risk, auto-fail   1 pt

Max Score = 4 (100), Min Pass Score = 2 (70), Fail Score = 1.67 (65)

23

Exam Scoring

- Calculating Weighted Sums:

$$A_i^{\text{WSM-score}} = \sum_{j=1}^{n} w_j a_{ij}, \text{ for } i = 1, 2, 3, \ldots, m.$$

- Candidate's Examination Score =
  $(CmpWt_1)*(CmpScore_1)+(CmpWt_2)*(CmpSc_2)+\ldots$
- Example Raw Score =
  $(.15)*(2pts) + (.35)*(3pts) + (.50)*(4pts) =$ **3.35**

  ↑ *Comp 1's Weight*   ↑ *Comp 2's Score*

24

Rescaling Exam Scores

- Rescale passing scores from a range of 2-4 pts to a range of 70-100 pts
  - Automatically calculated in NEOGOV
  - More intuitive to Candidates than percentage
    - Passing score at 70, Maximum score at 100

$$Rescaled\ Score = \left[\frac{(Score - Passing\ Score)}{(Range\ of\ Passing\ Scores)}\right] * (Range\ of\ Rescaled\ Passing\ Scores) + (Rescaled\ Passing\ Score)$$

$$90.25 = \left[\frac{(3.35 - 2)}{(2)}\right] * (30) + (70)$$, instead of 83.75% (raw percentage)

25

How LACOE Calculates Scores

- In the past, utilizing a weighted sum spreadsheet
  - Support staff entered weights and individual scores
  - Potential for errors, timing depends on workload
- Now, automatic scoring with The Rater App
  - Real-time scoring/ranks available
  - Easily upload scores to NEOGOV
  - Eliminates copy errors
  - Dramatically reduces time to send out scores

26

Benefits of Competency Modeling

- Clearly summarizes work behaviors and characteristics essential to job performance

- Standardizes process and provides documentation, directly linking job analysis to selection testing

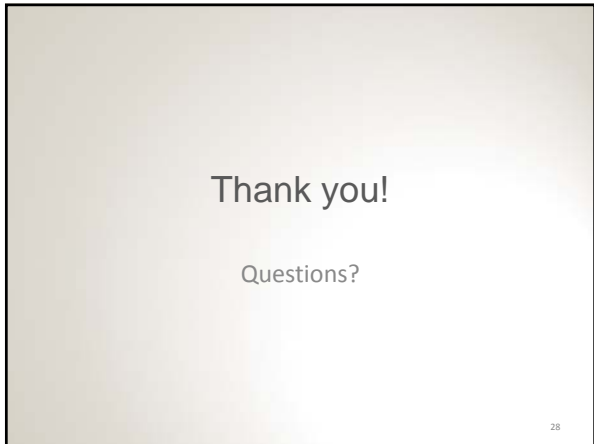- Streamlines process for assigning job-relevant candidate scores in testing, while limiting rater bias

27

Thank you!

Questions?

28