DEVELOPING COMPETENCE IN COMPETENCY MODELING: PUTTING THE RESULTS TO USE Personnel Testing Council Conference Johan Julin, Ph.D. Manager, Countywide Talent Assessment Dept. of Human Resources, County of Los Angeles Agenda & Overview • What a pain! Why competency modeling? Competency Model anatomy KSAOs Weights • Hire me! Use in selection • Rate me! Use in performance management • Improve me! Use in coaching Why competency modeling? Definitions • Competency modeling vs job analysis • Core HR functions rely on identification of competencies Ensures job relatedness • Compliance; efficiency; goal-directedness Provides a structured, objective approach • Data-based; more likely to be viewed as fair

Anatomy of Competency Modeling

- Work Behaviors
 - Verb + object of verb + procedures/tools (how? "by") + outcome (why? "in order to")
 - Evaluate children's progress
 - by observing children in and out of classroom, taking anecdotal notes and photographs, gathering information from other staff members, reviewing children's portfolios, asking parents about children's behavior at home, and making comparisons with prior assessments.
 - in order to facilitate each child's skills, growth, and development.

CONTINUE

More Anatomy

CONTINUE

- Knowledge areas, skills, abilities, other characteristics
 - Knowledge of child development principles
 - Written communication skills
 - Detail-orientation
- Surveys
 - For Work Behaviors: frequency, criticality, distinguish between superior and average performers, required at entry
 - For KSAOs: frequency, criticality, distinguish between superior and average performers, required at entry
 For Linkages: Extent to which each KSAO is required to perform
 - For Linkages: Extent to which each KSAO is required to perform each work behavior

Competency Ratings

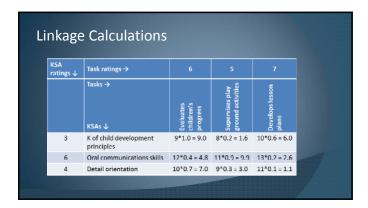
Work Behavior ratings

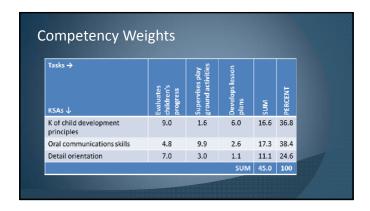
Task	Criticality (0-4)	Frequency (0-4)
Evaluates children's progress	4	2
Supervises playground activities	1	4
Develops lesson plans	4	3

KSAO ratings

KSA	Criticality (0-4)	Needed at Entry (0-2)
K of child development principles	3	0
Oral communications skills	4	2
Detail orientation	3	1

KSA					
ratings ↓	Task ratings →				
	Tasks → KSAs ↓	Evaluates children's progress	Supervises play ground activities	Develops lesson plans	
3	K of child development principles	1.0	0.2	0.6	
6	Oral communications skills	0.4	0.9	0.2	
4	Detail orientation	0.7	0.3	1.0	





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KSAs to be tested↓	JA Percent	Rounded Percent	Suggested Test	
K of child development principles	36.8	35%	Knowledge Test	
Oral communications skills	38.4	40%	Interview	
Detail orientation	24.6	25%	WSA	
SUM	100	100%		

What about th	· Work	Bel	haviors?
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- Are they important? Do we care about them?
- 1.) They are what define the job in the most concrete terms.
 2.) They are critical for Compliance. KSAOs are not enough.
 "...knowledge...skills and abilities should be operationally defined in terms of observable work behaviors..." (UGESP, 14(C)(4)).
 3.) They show how the KSAOs get used on the job.
- 4.) They are central to developing selection and performance

Using the Model: Interviews

- Easiest to focus on Work Behaviors
- Metrics: Most important and needed at time of hire
 Anchors and "keys" are built-in
 Example: Build relationships with teachers
 "How would you go about building relationships with teachers and assistant teachers?"

 - Become acquainted with staff members
 Tailor the approach to individual teachers
 Solicit and listen to teacher concerns

 - Provide encouragement Be knowledgeable about individual teachers' issues and strengths

Using the N	1odel: P	erformance	e Manage	ement	
		lm)	Importance of this Performance Dimension		
		1 2 3	4 5 6 Important Very In	7 8 9 10 nportant Critical	
PERFORMANCE DIMENSION:					
Building relationships with tea					
Purpose: To ensure eff	ective and cooperative wor	k relationships, and to leverage teach			
Weaker	2	3	4	5 Stronger	
Does not become acquainted	with staff members.	Becomes acquainted with staff members, but may benefit from additional initiative.	Is proactive and takes initiation with staff		
Uses one-size-fits-all approach fails to tailor approach		Tailors approach to individual teachers as needed. May benefit from assessment of effectiveness of approach to make modifications.		rates approach to individual fectiveness of approach.	
Does not solicit or find out about teacher concerns. Becomes knowledgeable about teacher concerns. May benefit		Becomes knowledgeable about teacher concerns. May benefit from more active solicitation of concerns.	• Actively solicits, listens to, and confirms teacher concerns.		
Uses a negative approach; is discouraging. Provides encouragement to staff members as needed.			Consistently and proactively takes initiative in providing encouragement to staff members.		
Lacks knowledge about individus strengths		is knowledgeable about individual teacher's issues and strengths.		id actively seeks to find more idual teacher's issues and ngths.	

