

## DEVELOPING COMPETENCE IN COMPETENCY MODELING: PUTTING THE RESULTS TO USE

Personnel Testing Council Conference

November 3, 2016

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
  - Work Behaviors
  - 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
  - Selection; performance management; training
- ⦿ 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.*

CONTINUES

---

---

---

---

---

---

---

---

## More Anatomy

CONTINUED

- 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 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

---

---

---

---

---

---

---

---

### Competency Linkages

KSA ratings ↓	Task ratings →	6	5	7
	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

---

---

---

---

---

---

---

---

---

---

### Linkage Calculations

KSA ratings ↓	Task ratings →	6	5	7
	Tasks →			
	KSAs ↓	Evaluates children's progress	Supervises play ground activities	Develops lesson plans
3	K of child development principles	$9 \times 1.0 = 9.0$	$8 \times 0.2 = 1.6$	$10 \times 0.6 = 6.0$
6	Oral communications skills	$12 \times 0.4 = 4.8$	$11 \times 0.9 = 9.9$	$13 \times 0.2 = 2.6$
4	Detail orientation	$10 \times 0.7 = 7.0$	$9 \times 0.3 = 3.0$	$11 \times 0.1 = 1.1$

---

---

---

---

---

---

---

---

---

---

### Competency Weights

Tasks →						
	KSAs ↓	Evaluates children's progress	Supervises play ground activities	Develops lesson plans	SUM	PERCENT
	K of child development principles	9.0	1.6	6.0	16.6	36.8
	Oral communications skills	4.8	9.9	2.6	17.3	38.4
	Detail orientation	7.0	3.0	1.1	11.1	24.6
				SUM	45.0	100

---

---

---

---

---

---

---

---

---

---

### Exam Plan and Weights

KSAs to be tested ↓	IA 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 the Work Behaviors?

- ⦿ Are they important? Do we care about them?
- ⦿ YES!
  - 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 tools.

---

---

---

---

---

---

---

---

### 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

---

---

---

---

---

---

---

---

