Competency Mapping model: Drive for Educational institution

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Abstract- Education is enhanced as required with the demand and expectation of the society. The teacher or an educator has a major role to play as an active agent of social change (P. Trivedi, 2012). The teacher’s contribution in imparting education and molding our future generation is significant. This calls for the need of an appropriate tool for assessing and selecting the right person for the job. Studies (Hayes et al.,1979) show that Competency mapping is one of the most accurate and contemporary means in identifying the job and behavioral competencies of an individual in an organization.

This paper explores a development of the new tool for the performance assessment and the quality enhancement of the management institutions. A thorough literature review has been made regarding the various levels and components of competency assessment. Different sectors (R.Yuvaraj et al., 2011) has been studied where competency assessment model is used. And the paper finally arrives at a TAASK (Trait, Ability, Attitude Skill, Knowledge) based competence model for the assessment of faculty members in academia. TAASK plays an important role in teaching. Trait (Gordon Allport 1897-1967) describes personality and characteristic of an individual. Skill is the learned ability to bring out the predetermined result with maximum certainty, often with minimum outlay of time, energy or both (Guthrie 1952) and Ability shows the quality that possesses an individual for teaching profession. Attitude may be defined as the predisposition of tendency to react typically towards a given object situation or value. Knowledge (Peter F Drucker 1959) refers to information understanding or awareness gained from experience and education in work place. This model will help to identify the right person possessing all these competencies. The TAASK model is to be validated with suitable data in further scope of the research.

Keyword: Education, Studies, Performance assessment.

Competency Mapping Model: A drive for Educational Institutions

I. INTRODUCTION TO THE STUDY

Human resource management is a process concerned with the management of human energies and competencies for achieving organizational goals through acquisition, development, utilization and maintenance of a competent and committed workforce in a changing environment (Agrawal 1999). Nowadays it is not possible to show a good financial or operating report unless your personnel relations are in order. This calls for future skill mapping through proper HRM initiatives. Indian organizations are also witnessing a change in systems, management cultures and philosophy due to the global alignment of Indian organizations. There is a need for multi skill development.

Competency mapping is one of the most accurate means in identifying the job and behavioral competencies of an individual in an organization. Competency Mapping is a process of identifying key competencies for a company or an organization and the jobs and functions within it. Every well managed organization should have well defined roles and list of competencies required to perform each role effectively. Competency mapping analysis individual’s SWOT for better understanding and this helps to improve his career growth. This identifies the gap for improving knowledge to develop. Competency mapping, thus, is fast becoming important, buzzword for any industry aiming at revamping themselves to the present competitive situation. It is becoming popular day by day and many companies are showing keen interest in using this technique to improve their efficiency.

Apart from enterprise competency based management is being conducted on educational institution. Education today is subject to the pressures of the marketplace. According to (Brown and Duguid 2000) profound changes in competition have made institutions think like business. The focus of the management education should largely be on producing managers for a globalized economy and generating tailor made packages for meeting the pre-requisites of survival in the ultra-dynamic competitive environment. Over the past few years, management education in India has been undergoing radical changes to meet the corporate demands. Competency of teachers assumes a lot of importance in this context. The institutions of higher education are facing many challenges and are undergoing significant changes from time to time. The need to expand the system of higher education, the impact of technology on the educational delivery.
Quality of teaching is the single most important within-educational factor affecting student attainment. The importance of the teaching profession was again highlighted so educational institution has to improve the professional development of teachers.

A competency model describes the combination of knowledge, skill, and characteristics needed to effectively perform a role in an organization and is used as a human resource tool for selection, training and development, appraisal and succession planning (McLagan 1989). From this perspective, many would argue that developing a sound competency model becomes a mission-critical endeavor for virtually any organization that wants to protect and extend its competitive advantage.

This paper explores a development of the new tool for the performance assessment and the quality enhancement of the educational institutions. The paper describes a TAASK (Trait, Ability, Attitude, Skill, Knowledge) based competence model for the assessment of faculty members in academia. The benefit of establishing and validating a competency model is that a company no longer has to make an educated guess about selecting, evaluating, developing, and promoting key people.

II. NEED OF THE STUDY

A competency model can provide an important and useful tool to guide individual development. It defines beforehand the minimum overall capabilities required to perform a job. Competency mapping model helps in managing and developing the competency standard which reflect normal good practices of direction setting, monitoring and measuring competency, providing feedback and taking action accordingly. An individual would know the competencies required for a particular position and therefore would have an opportunity to decide if they have the potential to pursue that position and can achieve the desired result.

III. OBJECTIVE OF THE STUDY

1. To find out whether competency mapping is being practiced in education sector

2. To develop a competency model for educational institutions.

Research Gap

It has been observed from various studies that competency management is important today for competitive advantage of the organization. Competency of teachers assumes a lot of importance in this context. In India however competency development and mapping still remains an unexplored process. The institutions of higher education are facing many challenges and are undergoing significant changes from time to time. Many Studies have not been carried out on use of competency mapping in educational sector specifically focusing on framing a competency model or identifying the importance and advantage of using competency management in the area of education. So this area has been taken into consideration.

IV. METHODOLOGY

The paper is a conceptual or a literature review paper. As the paper focused on various aspects of competency and the components of competency, it falls under the descriptive research category. The author has made a thorough study of the literature right from the concept of competence, through competency, competency mapping and competency management in the area of education sector. The review was done to derive the main components and determinants of competency. Specific studies on different components like traits, skills, attitude and knowledge that contribute to competency was segregated and presented. The derived components are made to form a TAASK based competence model for the education sector.

V. LITERATURE REVIEW

Competency Approach

Competence is the ability of an individual to do a job properly. Competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees. The term “competence” first appeared in an article authored by (White 1959) as a concept for performance motivation. Later, in 1970, (Lundberg) defined the concept in “Planning the Executive Development Program”. The term gained traction when in 1973 David McClelland a Harvard University psychologist published “Testing for Competence Rather Than for Intelligence” in predicting job performance. According to his own study with U.S. State Department Foreign Service Information Officers and other researches, he argued that the best predictor of what persons can and will do in present and future situations is what they have actually done in similar past situations, not the intelligence or degree of knowledge and skill. He presented five major themes: (a) Grades in school did not predict occupational success, (b) intelligence tests and aptitude tests did not predict occupational success or other important life outcomes, (c) tests and academic performance only predicted job performance because of an underlying relationship with social status, (d) such tests were unfair to minorities, and (e) “competencies” would be better able to predict important behaviors than would more traditional tests. This article profoundly affected both the field of psychology and popular opinion and was regarded as a key point of development of the competency movement. In 1982, Richard E.Boyatzis, David McClelland’s
Competency

“Competency” is a skill, a personal characteristic or a motive demonstrated by various behaviors which contribute to outstanding performance in a job. Generally, competency is the quality of being adequately or well qualified, having the ability to perform a job. (Lucian Cernuccia et al.).

Competency Mapping “Competency mapping” determines the extent to which the various competencies related to a job are possessed by an employee. Therefore, competency mapping is a process a HR expert uses to identify and describe competencies that are most crucial to success in a work situation.

Competency Model

A “Competency Mapping Model” is a valid, observable, and measurable list of the knowledge, skills, and attributes demonstrated through behavior that results in outstanding performance in a particular work context. A “Competency Model” is a behavioral job description that must be defined by each occupational function and each job (Fogg et al.)

Competency Management

Competency Management” is defined to encompass all methods and instruments used in a company to systematically assess current and future competencies required for the work to be performed, as well as to assess available competencies of the HR.

Studies on Competency

A forward looking approach to competency model in banking sector by (Vakola et al., 2007). Traditional approach to competency management which is analogous to job analysis focuses on competencies of successful individuals, rather than on competencies that are needed to support an organization to meet its short- or long-term objectives. It is important to realize that there is a need to shift toward a forward-looking and proactive approach to competency modeling and present a competency methodology that supports this need. The need for a forward-looking and proactive approach to competency modeling, i.e. to the process of identifying and describing job competencies in narrative form for an identifiable group of jobs (Rothwell and Lindholm, 1999), is driven by the increasing pace in strategy development and implementation (Athey and Orth, 1999). In this context, competencies can be used for translating strategy into job-related and individual skills and behaviors that people can understand and therefore implement in support for change. As business needs are changing, business leaders are recognizing the value of employees who are not only highly skilled but, more importantly, can adapt to changes, learn quickly, commit themselves to continuous professional and personal development and communicate effectively (Rodriguez et al., 2002).

The post-apartheid era has seen major transformations in the higher education arena, requiring academic heads of department (HODs) to act as leaders of change and transformation (Simon 2007; Smith & Hughey 2006). According to Lyons (2008), the development of the role of HOD has not been without its problems. In most tertiary institutions, few academic staff 20 years ago could have expected to be a head of department and most of the individuals who did serve a period as HOD were experienced in this field. Parker and Wilson (2002) state that HODs need a certain set of competencies in order to be effective within their roles a) administrative role b) management role c) leadership role etc. the role of the HOD and the skills necessary to function successfully in that role correspond to those recognized as important in the corporate sector.

A new tool for performance assessment and the quality enhancement of the educational institution are developed by (Tripathi et al., 2010). They discovered a PAKS (Personality, Ability, Knowledge, Skills) based competence model for the assessment of faculty members in academia. They integrate this competence management system with one of the artificial intelligence tool, the Expert system so that the decision making for the performance appraisals and the self appraisal of the faculty members would become a transparent and result oriented process.

Trait as a component of Competency

The effects personality traits (big five) which include extroversion, openness to experience, agreeableness, conscientiousness, and neuroticism positively influence expatriate adjustment which further influence expatriate performance rated by peers (Bhatti et al., 2013). In other words, expatriates adjustment (work, interaction, and
general) mediate the relationship between big five personality traits (extroversion, openness to experience, agreeableness, conscientiousness, and neuroticism) and expatriates job performance (task, relationship building). Altman and Baruch (2012) argued that expatriation plays a strategic role in the management of global talent and researchers have been focusing on adjustment of expatriates. In this regard, Selmer (2006) argued that better performance of expatriates has become important to the success of multinational organizations and overall performance). Personality in a variety of traits and multi-level of abstraction (McAdams, 1995) and each level develops better understanding in terms of different human behavior and experiences (John and Srivastav, 1999). Past researchers have found that personality traits, ability, and skills are important predictors for expatriates’ success and adjustment (Ramalu et al., 2011; Downes et al., 2010; Kim and Slocum, 2008). Furthermore, Mount et al. (1998) found that personality traits influence employee’s job performance.

Trait is needed for effective leadership style (Aslam.T.M et al., 2012). This study investigates school teacher’s personality traits and their influence on their leadership styles. As (Ford, 1987) says that personality can influence person’s behavior and performance so it can be consider as a criteria for selection of a member’s. Personality variables gregariousness, cooperativeness, morality, assertiveness and conscientiousness are showing people oriented leadership behavior.

**Attitude and Skill as components of Competency**

There is a relationship between professional attitudes of secondary School Teachers with their teaching behavior (Hussain et al., 2005). Attitude has often been defined by social psychologists in terms of three factors; cognitive beliefs about a person or object, affective or evaluative feelings about that person or object, and behavior toward that person or object. Some Psychologists have suggested that all three of these components together make an attitude (Freedman et. al, 1981). A behavior is closely related to attitude because attitudes often lead to behaviors that reflect the attitudes (Petty and Cacioppo, 1981).

An appreciative inquiry model to identify attitudes and traits of teachers who supported effective teaching in an urban high school with a high at-risk student population (Calabrese et al.2005). Teachers, who help students to constructively focus on student retention, encourage the student to become involved in school and identify specific student learning needs (Hale and Canter, 1998). Palmer (1998) states, “Good teaching requires self-knowledge: it is a secret hidden in plain sight” in order to connect with students, good teachers make affective connections related to their subject matter and students. Effective teachers were culturally responsive, sought small successes, encouraged students, flexible, and caring. They also formed meaningful relationships with students, had caring attitudes, and viewed themselves as difference-makers. Teachers, administrators, and counselors agreed that forming relationships and caring for students was at the core of the attitudes and traits of effective teaching. Moreover, teachers with effective attitudes and traits were seen as having the ability to integrate into the school and surrounding community’s culture to encourage students to succeed in school.

**Knowledge as a component of competency**

Voss et al.,(2006) gave a valuable insight into the desired qualities of lecturers. In particular, the study results indicate that students want lecturers to be knowledgeable, enthusiastic, approachable, and friendly. Students predominantly want to encounter valuable teaching experiences to be able to pass tests and to be prepared for their profession. This study also showed that students are mainly concerned about vocational aspects of their studies and are less interested in their subject. Students receive and use the training offered by the university, which makes them priority customers of educational activities (Marzo-Navarro et al., 2005). Authors such as Sander et al. (2000), Gremler and McCullough (2002), and Hill (1995) also regard students as primary consumers of higher education service.In higher education, Hansen et al. (2000) developed a valid instrument to evaluate modules or units of study. Their findings indicate that the instructional quality of the lecturer is the main influence on the perceived quality of modules. Likewise, Hill et al. (2003) found that the quality of the lecturer belongs to the most important factors in the provision of high quality education. Research findings by authors such as Schwaiger (2002) and Harnash-Glezer and Meyer (1991) also stress the crucial role of lecturers. Pozo-Munoz et al. (2000, p. 253) even maintain that “teaching staff are key actors in a university’s work”. Therefore, the behaviors and attitudes of lecturers should be the primary determinant students’ perceptions of service quality in higher education.

**Designing and developing the competency model**

Research efforts are mainly focused on the development of TAASK (Trait, Ability Attitude, Skill, and Knowledge) based model for educational institution. The proposed model will helps in proper position fulfillment with most suitable one. Review of literature give insight into various roles performed by the faculty such as administrator, leader, educator, editor, researcher, organizer and member of various societies in educational environment (Tripathi et al., 2010).
To perform all these roles, the researcher has explored five main competencies, namely, Trait, Ability, Attitude, and Skill & Knowledge, for the faculty through study of reviews.

Figure 1 Various Roles of Faculty (Tripathi et al., 2010)

Figure 2 - Components of TAASK based competency model
The teacher’s personality trait is one of the first set of characteristic to look for in an effective teacher (James stronge). As Ford (1987) says that personality trait can influence person’s behavior and performance so it can be considered as a criteria for selection of members. It will also very helpful in selecting teacher’s capacities and behavior. Ability is mainly qualities that enable one to do or perform a particular task. Attitude plays an important role in teaching. (Arnold h. Buss 1977) defined attitude in his book of psychology “behavior in perspective as the stands an individual holds about objects, issues and institution rough positive and professional attitude, the teachers will be able to face the challenge of knowledge explosion. Ability enables the teacher to perform competency. The best teacher is one who consistently show the most learning gains among their students –are one who go beyond their degree and develop some other skill (John Perkins 2013). Teacher knowledge is crucially important to the improvement of teaching and learning, attention to its development and study has been uneven. These ideas had a major impact on the research community, immediately focusing attention on the foundational importance of knowledge in teaching (1985 AERA presidential address, Lee Schulman). Abilities differ from skill in the sense that skills are learned, whereas abilities are a product of both learning and genetic factors (Fleishman, 1964). Skill is a level of proficiency on a specific motor task, while abilities are part of an individual’s traits that affect the capacity to become skilful when learning a new motor task.

VI. USES OF COMPETENCY MODEL

- Competency model can be applied in the selection process through a variety of candidate assessment. This gives agency officials new option for fast and flexible hiring.
- The competency model Clarifies the skills, knowledge, and characteristics required for the job or role in question and for the follow-on jobs
- Helps in developing high performance workforce.
- Competency model provide clear linkage to job and competencies, this helps to identify the performance of individual and team.
- Helps in maintaining proper reward system.
- Allows for the identification of clear, valid, legally defensible and achievable benchmarks for employees to progress upward

VII. CONCLUSION

The paper has made a thorough study on the various variables that influence competencies such as Trait, Ability, Attitude, Skill, and Knowledge. These competencies on individual show a strong impact on their overall performance and to remain as a key performer in the organization. Thus when an individual possess these competence, it help to meet both individual and organizations goals and objective. Using the literature review, a comprehensive model has been developed to measure competence and to perform competency mapping. Once the model is validated with empirical data and suitable modifications are made as necessary, the model may be recommended for further use in the education sector.

REFERENCES


