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HUMAN RESOURCE AND
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PART 1: INTRODUCTION TO COMPETENCIES

1. What differentiates competencies from all other aspects of a person?

Competencies are the set of one's knowledge, skills and attitudes (KSAs) that are overtly manifested and measured by way of concrete behaviors. These KSAs determine success in one's role at work. It is assumed that as one goes through work, it is possible to increase one's level of proficiency in any particular competency.

THE COMPETENCY DICTIONARY

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COMPETENCY DICTIONARY DEFINED

A Competency Dictionary is a reference tool that contains information on all of the competencies and the target levels for the various types of jobs in the institution.

Through the Competency Dictionary, one can identify the following:

- Definitions for Core, Managerial/Leadership and Functional Competencies
- Various levels of performance for each competency with a brief general description of the level
- Behavioral indicators which are expressions of specific behaviors associated with the competency at different levels.

DSWD COMPETENCY FRAMEWORK

The content of the Competency Dictionary is further explained in the following DSWD Competency Framework:

Competency

Levels 1-4

Show the progression of sophistication and complexity at which the competency can be demonstrated and utilized in performing essential job duties / responsibilities; each subsequent level encompasses the previous one.

Brief general description of each level

DELIVERING EXCELLENT RESULTS

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Setting high standards of performance; being accountable for work results; focusing efforts on achieving results that are accurate, timely, of excellent quality, and consistent with DSWD's objectives.

Level 1 - Basic	Level 2 - Intermediate	Level 3 - Advanced	Level 4 - Expert
<p>Setting objectives and fully committed to achieve them</p> <p>Identify, analyze, and plan for the organization's needs and objectives.</p> <p>Establish and communicate the organization's vision, mission, and strategic plan.</p> <p>Monitor and evaluate the organization's performance against the strategic plan.</p> <p>Adjust the organization's strategy and plans as needed to ensure success.</p>	<p>Working towards achieving plans and meeting needs</p> <p>Develop and implement the organization's strategy and plans.</p> <p>Monitor and evaluate the organization's performance against the strategic plan.</p> <p>Adjust the organization's strategy and plans as needed to ensure success.</p>	<p>Making effective decisions and using the organization's resources</p> <p>Identify and analyze the organization's needs and objectives.</p> <p>Develop and implement the organization's strategy and plans.</p> <p>Monitor and evaluate the organization's performance against the strategic plan.</p> <p>Adjust the organization's strategy and plans as needed to ensure success.</p>	<p>Setting the organization towards higher levels of performance</p> <p>Identify and analyze the organization's needs and objectives.</p> <p>Develop and implement the organization's strategy and plans.</p> <p>Monitor and evaluate the organization's performance against the strategic plan.</p> <p>Adjust the organization's strategy and plans as needed to ensure success.</p>

Definition

A brief general description of the competency which provides the user with a general understanding of the type of behavior addressed by a particular competency

Behavioral Indicators

Expressions of specific behaviors associated with the competency at different levels; content validation is necessary to link behaviors to respective competency levels

2. Do all the people in an organization have to display the same competencies?

It depends on which competencies you are talking about. Some competencies need to be displayed by all members of the organization, while some need only be displayed by specific members.

UNDERSTANDING COMPETENCIES

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COMPETENCY DEFINED

A competency is a combination of motives, traits, self-concepts, attitudes or values, content knowledge, cognitive and behavioral skills. It refers to any individual characteristic that can be reliably measured or counted and that can be shown to differentiate superior from average performers (Spencer, et al, 1994). It also refers to demonstrable characteristics of a person that enable him to do a job very well.

The two major components of a competency are:

1. The overall definition of the competency that is considered to be critical to successful performance on the job. The definition explains what the competency means in general terms. The definition also provides a common way of looking at a particular behavior and will help everyone in an institution to understand the term in the same way.
2. Each competency is divided into a series of levels of proficiency known as a competency scale. The levels describe the noticeable differences in performance that can be observed and measured for a particular competency.

TYPES OF JOB COMPETENCY

There are three types of competency covered in this Competency Dictionary: Core Competency, Managerial/Leadership Competency and Functional Competency.

Core Competency relates to the institution's values, mission and culture; these are competencies that reflect organizational core capabilities and should be possessed by all employees regardless of function.

Managerial/Leadership Competency relates to skills, knowledge and behaviors needed to perform managerial work and processes; it deals with interactions between individuals or groups of people.

Functional Competency pertains to specific bodies of knowledge and skills required to perform the defined activities in a function or job. It includes the abilities to use the procedures, techniques and knowledge of a specialized field.

Core competencies are those that need to be displayed by everyone belonging to the same organization.

Leadership competencies, on the other hand, are expected of people managing other people. In the case of DSWD, leadership competencies are expected of Unit Heads and up.

Functional competencies will vary across different functions and positions. For instance, an employee performing HR functions must display competency in recruitment, while an employee performing Accounting functions must display competency in financial analysis, but we do not necessarily expect HR to display financial analysis competency, and Accounting to display recruitment competency.

3. In which aspect of HR are competencies used?

The best way to use competencies in HR practice is to embed them in all HR functions; that is, you approach HR from a competency-based perspective.

(To clarify, show the competency-based HR [CBHR] framework.)

In terms of recruitment, an organization will hire an applicant based on that applicant's fit with the competencies required of the position s/he will fill.

(Show a sample competency-based job description.)

An applicant's competencies are assessed through a competency-based interview (CBI), which we will discuss in more detail later on.

(Provide examples of competency-based questions.)

In terms of performance management, line managers will assess their subordinates not only based on key performance indicators (KPIs) – or if they delivered results – but also on their manifestation of required competencies – or how they delivered those results.

In terms of training and development, training needs can be identified by first assessing the current competency levels of an employee, and then assessing where competency gaps lay. Having identified the competency gaps, HR and the involved unit will then collaborate to identify training interventions to address those gaps.

In terms of succession management, a succession plan will be created based on promotion candidates' current degree of fit with their prospective roles.

PART 2: COMPETENCY BASED INTERVIEWING

1. What differentiates a competency-based interview from a traditional interview?

A competency-based interview (CBI) differs from a traditional interview in that it seeks to cull out specific behaviors through the course of the interview. This is because a CBI operates under one fundamental assumption: Past behavior is the best predictor of future performance.

In determining what to ask the applicant, you need to look at the CBJD and base your questions on the competencies required of the position to be filled.

(Show a CBJD, and the corresponding CBI guide for that position.)

The key differentiator of CBI is its specificity. While a traditional interview might ask “What are your strengths?” – to which an applicant might respond, “I am an achiever, and I always make sure I am successful in everything I do” – a CBI will instead ask, “Tell me about your best project, and how you assured its success.”

Notice that a CBI reduces the tendency for vague answers by prompting the applicant to provide specific examples.

In addition to this, while a traditional interview will solely focus on the tasks entailed by the position previously held by the applicant, a CBI will also place emphasis on the manner by which those tasks were achieved by the applicant. For instance, while a traditional interview will involve only an exchange on the day-to-day operations of the applicant in a role, a CBI will also discuss work outcomes and the process that led to their attainment.

In sum, traditional interviewers will obsess over the *whats* while competency-based interviewers will discuss the *hows* and *whys* as well.

2. What kinds of answers do I need to look for when I conduct a CBI?

Since a CBI asks specific questions, you need to look for specific answers. In a CBI, a specific answer looks like this:

“When I was still with DOF, several positions were created at the beginning of the year, and these needed to be filled urgently. As Administrative Officer III, I was tasked to fill 10 positions in a span of three months. This called for intensive recruitment. I decided

to take the rather unconventional route because, basing on my past experience, I knew it was impossible to fill those positions if I just went by

the traditional route. Instead of only sticking by the usual recruitment process, where positions are posted on DOF's website, or in internal bulletin boards, I used social media as a channel for recruitment. Using Facebook and Twitter, I managed to reach a broader demographic – i.e., people between 21 through 35 years old, in addition to the usual 36 through 50 age bracket. At the end of the three months, I managed to fill 9 out of the required 10, but the 10th slot was eventually filled one month after.”

This is called the STAR format, or Situation-Task-Action-Result. Let's dissect that answer.

Situation: “When I was still with DOF, several positions were created at the beginning of the year, and these needed to be filled urgently.

Task: “As Administrative Officer III, I was tasked to fill 10 positions in a span of three months. This called for intensive recruitment.

Action: “I decided to take the rather unconventional route because, basing on my past experience, I knew it was impossible to fill those positions if I just went by the traditional route. Instead of only sticking by the usual recruitment process, where positions are posted on DOF's website, or in internal bulletin boards, I used social media as a channel for recruitment.

Result: “Using Facebook and Twitter, I managed to reach a broader demographic – i.e., people between 21 through 35 years old, in addition to the usual 36 through 50 age bracket. At the end of the three months, I managed to fill 9 out of the required 10, but the 10th slot was eventually filled one month after.”

By this answer alone, you were able to find out that this applicant is creative (since he decided to use other recruitment channels), that he can think analytically (since he used past experience to arrive at a novel solution), and that he knows his talent pool (since he mentioned how the demographic of applicants changed).

Of course, not all applicants can respond this well on the first try. After all, we've all been used to traditional interviews for a large portion of our working lives. Thus, it is your job as interviewer to probe, or to ask follow-up questions.

For instance, the same applicant only told you the result of his recruitment efforts – i.e., that he managed to fill 9 out of the 10 positions, and broadened the application

