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**Royal Civil Service Commission**

# A Guidebook on
# COMPETENCY-BASED FRAMEWORK FOR CIVIL SERVICE
## 2019

# A Guidebook on
# COMPETENCY-BASED
# FRAMEWORK FOR CIVIL SERVICE
2019

## Royal Civil Service Commission
*Excellence in Service*

# MESSAGE FROM CHAIRPERSON

The launch of the Competency-based Framework (CBF) for Civil Service Guidebook marks a paradigm shift towards a more structured and exhaustive approach of capacity development. It will assist agencies in envisioning definite and coherent skill requirements to enhance various human resource functions, particularly in areas such as Performance Management, Succession Planning, Talent Management, and Career Progression.

The Royal Civil Service Commission in collaboration with Singapore Polytechnic organized the Competency-based Framework for Civil Service Program –enabled by funding support from Temasek Foundation International, Singapore, and the Royal Government of Bhutan. The Program was launched with the aim to cultivate the culture of identifying skill needs of employees, assisting continuous development, and professionalizing civil servants to deliver responsibilities effectively and enhancing efficiency.

About 100 civil service officers were introduced to CBF, of which around 50 of them received further training through a series of workshops from August 2018 till March 2019. Over this period, the officers were primed with knowledge and skills in developing role profiles; identifying competency areas, key competencies, and Behavioral Indicators; determining levels of proficiency; and carrying out Training Needs Analysis. Furthermore, 25 selected officers from various agencies have been trained as Master Trainers.

CBFs for seven Major Occupational Groups (MOGs) have been developed during the course of the Program, which has acquired considerable support and commitment from the relevant agencies. I am confident that this guidebook will empower agencies in systematically developing comprehensive CBFs for the remaining MOGs, which can set the direction for capacity development of civil servants at different levels. This will ensure that the budget mobilization is aligned to the CBF Human Resource Development plan in pursuit of excellent civil service delivery.

I look forward to widespread development and adoption of the CBF by all agencies to deliver excellence to our citizens.

TASHI DELEK

(Dasho Karma Tshiteem)

**CHAIRPERSON**

# PREFACE

The Royal Civil Service Commission (RCSC) has embarked on an ambitious effort to enhance the capability, productivity, and development of civil servants by launching the Competency-based Framework (CBF) program in August 2018. This is in line with the mandates of the Civil Service Act of Bhutan 2010. The CBF aims to strengthen the capacity and capabilities of government agencies and civil servants towards transforming the Civil Service from "Good to Great" and delivering "Excellence in Service" to the people of Bhutan.

The guidebook was developed as part of the Competency-based Framework Program in collaboration with Singapore Polytechnic, with funding support from Temasek Foundation International, Singapore. It has been designed to guide civil servants in developing and implementing CBF for various occupational groups and sub-groups through a variety of methods. The guidebook also highlights the concepts of CBF and its applications.

CBF is a model that broadly describes performance excellence within an organization. Such a framework usually includes a number of competencies that are applied to multiple occupational roles within the organization. In this guidebook, the framework includes key roles, competency areas, key competencies, and Behavioral Indicators. Section 1 of this guidebook focuses on understanding the structure of the competency management module.  Section 2 comprises competency development templates and validation of role profiles, competencies, and Behavioral Indicators. Section 3 highlights the application of CBF to Training Needs Analysis and Individual Development Plans, and section 4 touches on managing change in implementation.

To reflect the changing nature of jobs and remain flexible to diverse career pathways, CBF should be constantly reviewed and informed by future-focused workforce planning to assess the nature and requirements of future roles. Thus, this guidebook is a living document and is subject to change as and when required.

## ABBREVIATIONS

| | |
|---|---|
| CA | Competency Area |
| CBF | Competency-based Framework |
| BCSR | Bhutan Civil Service Rules and Regulations |
| BI | Behavioral Indicators |
| HR | Human Resources |
| IDP | Individual Development Plan |
| KC | Key Competency |
| KSA | Knowledge, Skills, and Abilities |
| MOG | Major Occupational Groups |
| OJT | On-the-job Training |
| PL | Proficiency Level |
| RCSC | Royal Civil Service Commission |
| RP | Role Profile |
| TNA | Training Needs Analysis |

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# 1. OVERVIEW OF THE COMPETENCY-BASED FRAMEWORK

The Competency-based Framework (CBF) is key for the growth of any organization. Its application is vital in various areas such as human resources (HR) capacity building. HR refers to the people who make up the workforce of an organization.

This section comprises:

An overview of the Competency-based Framework

The components of the Framework such as its features and structures

The merits of the Framework

## 1.1 What Is the Competency-based Framework?

CBF is an integration of effective HR planning and capacity building. It enables an organization to assess its workforce capacity based on competencies.

Through CBF, an organization can better plan for the workforce competencies and capacities that are needed to achieve its vision, mission, and goals.

The Framework provides a structured way of developing an organization's workforce by incorporating the required values, capabilities, and competencies through identifying the right skills. These are skills required for the continuous development of civil servants to deliver responsibilities effectively and efficiently.

CBF also ensures that all civil servants have a common understanding of the values and expected performance behaviors.

Competency-based management is preferred over traditional management for the merits listed below:

**SECTION OUTLINE**

- What is the Competency-based Framework?
- Competency Ecosystem
- KSA Concept
- Competency Iceberg
- Why Use the Competency-based Framework?
- Features of the Competency-based Framework
- Definitions of Key Features

| Traditional Management | Competency-based Management |
|---|---|
| Focuses on work to be done – activities and tasks | Focuses on people |
| Describes jobs as duties | Considers the unique characteristics of people who are successful at doing the job |
| Trains job holders to complete a task successfully | Trains job holders to acquire competencies relevant to the roles that they need to play |
| Provides knowledge and skills that are typically technical | Provides knowledge, skills, and abilities for effective performance and superior results |
| May move people in and out of the organization quickly as the jobs are based on activities and duties | Allow people to commit to the organization as they are considered a part of it – rather than simply employ them for the work that they do |

*Table 1.1: Traditional Management vs. Competency-based Management*

### 1.1.1    What is a Competency?

A competency is a cluster of observable, measurable, and highly interrelated attributes, including knowledge, skills, and abilities (KSAs) that give rise to the behaviors needed to perform a given job effectively to contribute to organizational success.

Competencies can be technical or behavioral. Technical competencies reflect the knowledge required to perform a specific role. Behavioral competencies describe the KSAs that facilitate the application of technical knowledge to job-related behavior.

In other words, technical competencies reflect the knowledge that HR professionals apply to their jobs while behavioral competencies reflect on how they apply this knowledge.

### 1.1.2    The KSA Concept
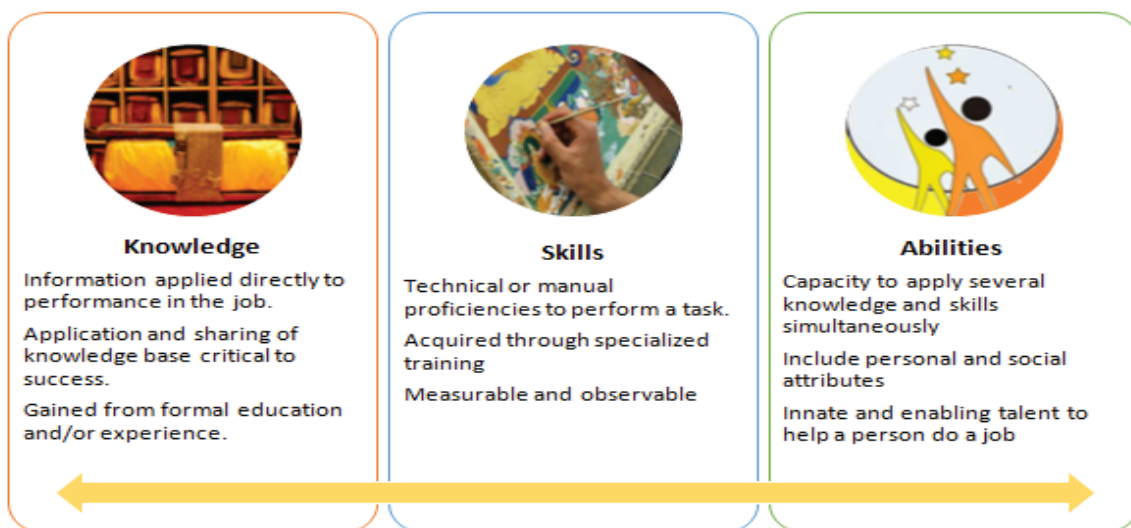


*Figure 1.1: KSA Concept*

### 1.1.2    The Competency Iceberg

Imagine an iceberg that has just one-ninth of its volume above water and the rest remains beneath the surface, in the sea.

Similarly, a competency has some components that are visible (e.g. knowledge and skills) and other behavioral components that are not as visible (e.g. attitude, traits, thinking style, self-image, motives, organizational fit, and etc.).



*Figure 1.2: Competency Iceberg*

## 1.2    Why use the Competency-based Framework?

CBF guides government agencies towards identifying the skills needed by employees. The Framework can also assist in the continuous development and professionalization of civil servants to deliver responsibilities effectively and enhance efficiency.

CBF defines clear expectations in the work environment and creates an organizational culture of reliable and high-quality performance delivery.

The Framework also provides guidance to succession planning in HR, talent management, and training needs in line with the organization's goals and mandates. CBF fosters staff mobility, organizational change, and shaping of the organizational culture based on competency.

### 1.2.1    Defined Road Map for Career Progression

CBF offers a clear road map in improving the efficiency of the agency by successfully aligning the employees' capabilities and knowledge with the agency's priorities. It enables the employees to outline development and promotion paths within the organization. It also assists in effective HR management through the establishment of a framework for constructive feedback by management at scheduled training and performance appraisal intervals.

### 1.2.2 Clear Performance Expectations

CBF will enable agencies to clarify expectations and set clear standards for performance. It will act as a guide for the management as well as employees to understand the behaviors and skills expected of them and what they can do to strive for achievement. Further, it will help draw a clear link between employee performance and agency performance.

### 1.2.3 Operational and Strategic Planning

Instituting structured competency-based management practice ensures training and development efforts are effective, goal-oriented, and meaningful. CBF enables an agency to identify the critical skills needed in its employees,so that relevant interventions to address competency gaps can be developed. Therefore, it ensures a continuous process of learning and professional development.

This system ensures an effective and efficient allocation of HR budgeting and resource allocation by identifying specific training needs.

### 1.2.4 Rewards and Recognition

Rewards and recognition consist of a range of practices (tangible and intangible) that an organization adopts to compensate employees, maximize employee engagement, and encourage behaviors leading to organizational success.

They aim for the cross-skilling or multi-skilling of employees, who are then rewarded for mastering the skills. Rewards and recognition also motivate employees to renew their skills and competencies, and to share their competency and knowledge. It's crucial to attract, motivate and retain the competencies developed through government investments in training opportunities.

CBF can help provide a clear direction for employees to learn new job skills that enable career progression, which increases the potential for job satisfaction.

### 1.2.5 Succession Planning and Talent Management

CBF is useful in identifying and developing talent for leadership positions in the future. It uncovers organizational competencies and ensures that the organization has the right people for those pivotal roles that are critical in driving success. CBF also facilitates and guides competency-based recruitment by considering the ability and skills of candidates and the training and experience required to perform effectively.

### 1.2.6 Job Specifications at Different Proficiency Levels

The Framework provides greater role clarity as it focuses on the job specifications of different proficiency levels within the same category of an occupational group. It helps avoid duplication in roles and responsibilities and allows employees to take ownership of their development. It clearly defines specific technical and functional competencies required under each occupational goal.

The competency-based management enables an organization to achieve and maximise the following elements of an organization:
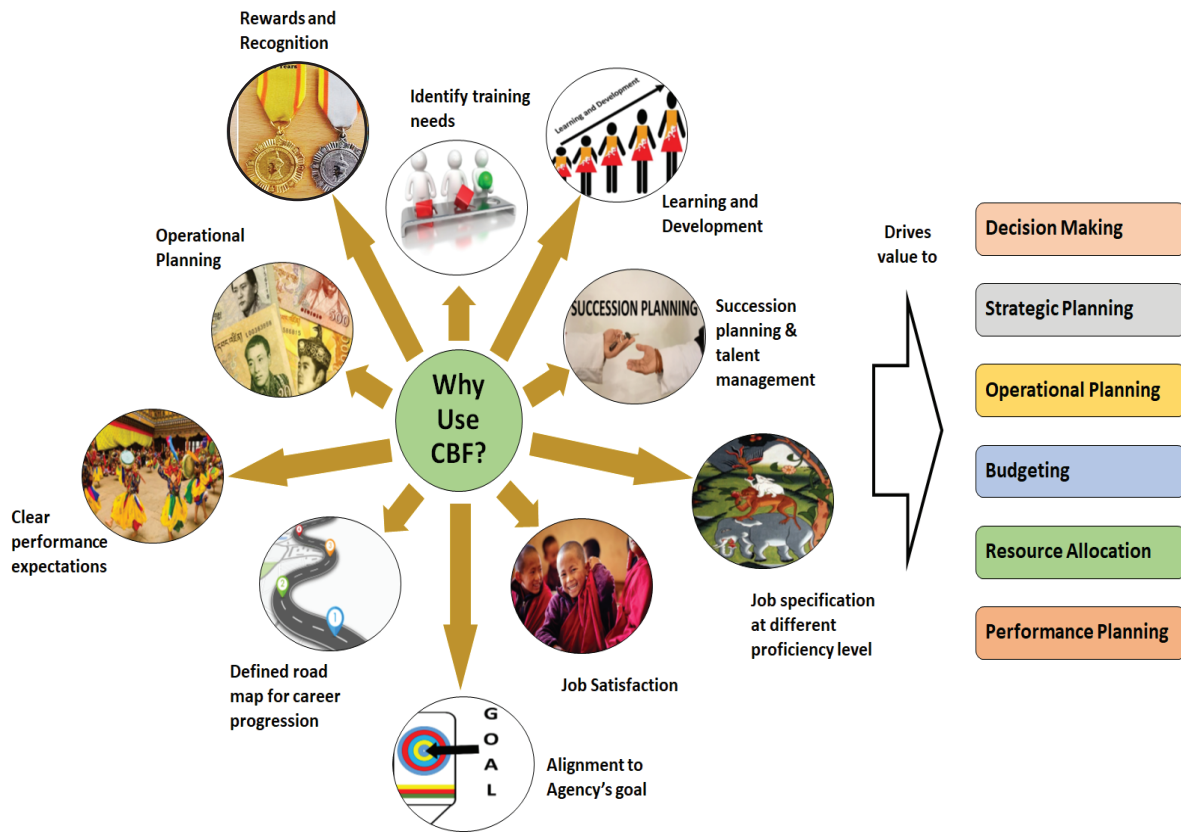


*Figure 1.3: Merits of the Competency-based Framework*

### 1.3      Features of the Competency-based Framework

The key features of the Framework include:

- Identifying the core values required to achieve the organization's goals
- Identifying the core and functional/technical competencies required to achieve the organization's goals

CBF's features also include:

- Identifying key roles and role profiling
- Developing proficiency levels and a competency assessment
- Utilizing the Training Needs Analysis
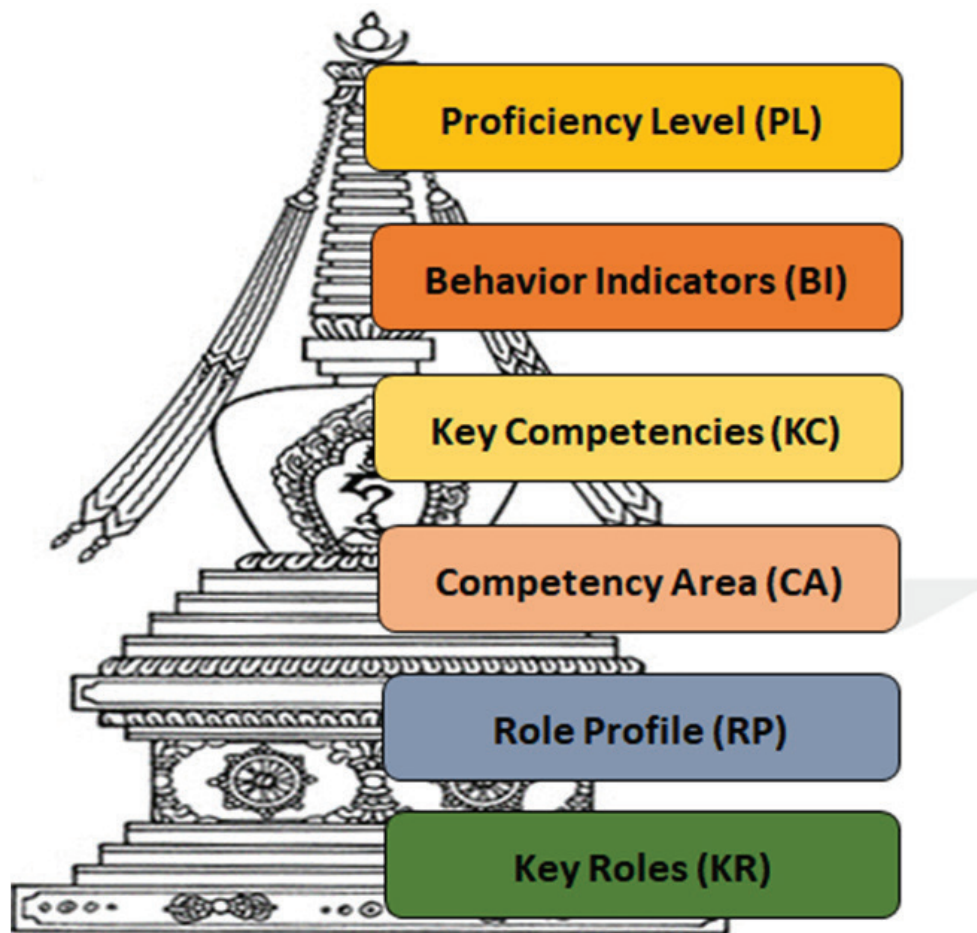
*Figure 1.4: Features of the Competency-based Framework*

The definitions of key features are as follows:

### 1.3.1 Key Role

A key role is an organized set of behaviors that are crucial to achieve the current and future goals of the organization. It is the part people play in their work – the emphasis is on the patterns of behavior expected of them in order to achieve the agreed goals of the organization.

### 1.3.2 Role Profile

A role profile is the description of roles people are expected to demonstrate to achieve the outcome of the organization. It defines outcomes, accountabilities, and competencies for an individual role. It concentrates on outcomes rather than duties and therefore provides better guidance than a job description on expectations – it does not constrain people to carrying out a prescribed set of tasks.

### 1.3.3 Competency Area

A competency area is the clustering of competencies by related behavior and functions of each role. The competency area comprises a set of related knowledge, skills, and abilities that result in essential behaviors expected from those working for the organization. It applies to all agency staff members, regardless of their grade and function. For instance, communication, teamwork, planning, organizing, and achieving results would be parts of a competency area.

### 1.3.4 Key Competency

A key competency is an observable behavior that indicates the presence of the particular competency. It includes skills, knowledge, abilities, personality, behavior, and attitude attributes required to drive outstanding performance. Examples include analytical skills, initiatives, integrity, etc.

Generally, competencies are broadly divided into three categories: core competency, leadership competency, and technical competency.

### 1.3.5 Core Competency

A core competency refers to the values, attitudes and beliefs of an organization. In our context, it is the code of conduct and values reflected in BCSR, which all civil servants must demonstrate everyday, irrespective of the ministry or department that they belong to. It is centrally driven and cuts across all civil service agencies.

### 1.3.6 Leadership Competency

This refers to the values, attitudes, and behaviors for effective leadership and management that are required to motivate and obtain superior outputs from subordinates.

### 1.3.7 Technical or Functional Competency

This refers to job-specific skills, knowledge, and behaviors. It is vertical and agency-driven, and based on the core functions and mandate of the organization.

### 1.3.8 Behavioral Indicator

A Behavioral Indicator (BI) is an observable behavior that indicates the presence of a particular competency. BI can serve as a tool to guide evaluations of employee performance – it should not be used as a checklist for employees' behaviors. It is basically a description of competencies based on various proficiency levels. BI outlines a collection of desired and observable motives, traits and behaviors when executing or carrying out the assigned task.

### 1.3.9    Proficiency Level

A proficiency level is categorized based on a level of expertise. While BIs are used to help evaluate performance, proficiency levels describe the levels of a competency required to perform a specific job successfully; these levels relate to the work required for a specific job. Different jobs require different levels of proficiency for successful performance. Proficiency levels are generally set at three to five levels depending on the organization's structure and performance levels.



| 1 | 2 | 3 | 4 |
|---|---|---|---|
| **Entry** | **Experienced** | **Advanced** | **Expert** |
| • Understands basic concepts and able to apply them in own areas of work.<br>• Developing at work level. Carries out standard actions in own work area. | • Understands all important concepts, impacts of changes in policies and processes and implication in related areas of work.<br>• Owns work area. Performs tasks with increasing complexity and independently | • Understands more complex concepts.<br>• Able to define and adapt approaches.<br>• Manages a function or specializes in a subject matter area. | • Shows highest level of knowledge.<br>• Guru or subject matter expert and "Go to" person.<br>• Provides functional input, stategy and policy. |

*Figure 1.6:Competency Assessment and Development Process*

### 1.4    Competency Assessment and Development

To develop a comprehensive framework and implement it effectively, it is important to analyze the competency required and identify gaps. In addition, it is important to carry out the Training Needs Analysis, set development plans and goals, and ensure program delivery.
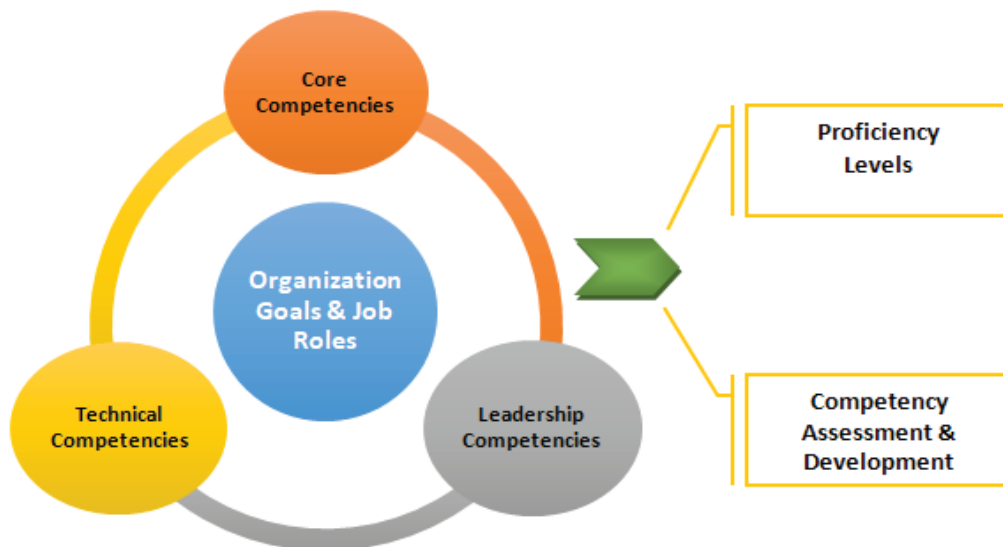


*Figure 1.5: Proficiency Levels*

Here is an example of CBF being utilized in setting the role of a finance officer:
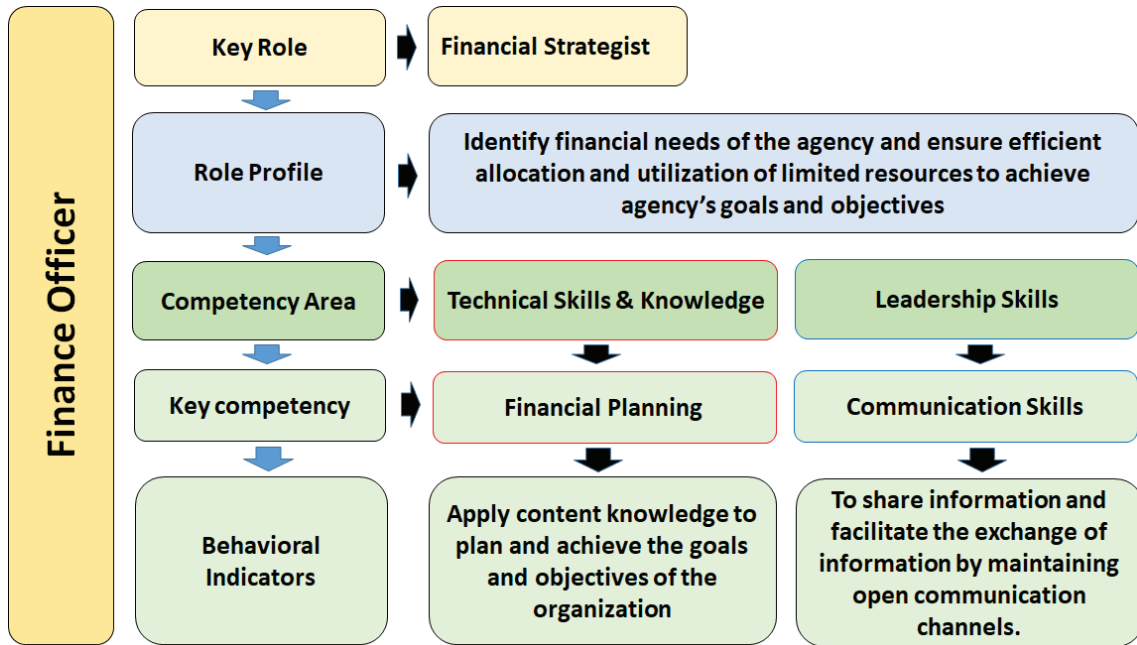


*Figure 1.7: Competency-based Framework for a Finance Officer*

## 2. UNDERSTANDING THE COMPETENCY-BASED FRAMEWORK

This section broadly lays out the Competency-based Framework (CBF), starting from a review of agency's goals and strategies, and then moving on to the implementation of the overall Framework.

This section also highlights the key areas and processes of developing CBF. It covers the importance of having a role profile and the processes and methods of developing and validating it.

### 2.1 Development Approach

Before we actually begin crafting the Framework, we should first examine the agency's goals and strategy thoroughly and build confidence in knowing the agency well, such as its background and history.

Then, we can identify the occupational groups in which to develop the Framework for. Consult with subject matter experts and conduct desk research to ascertain the key roles to develop role profiles.

Once role profiles are identified, conduct validation workshops with the mix groups of experts comprising management, peers, and external groups. For each role profile, identify key competency areas and competencies that one should possess, and then craft the Behavioral Indicators (BI), which state the level of performance and how well to perform. The content of the BIs has to be validated by the validating team so as to proceed further with identification of training programs and training gaps.

This sequence of procedures will ensure an effective implementation of CBF.

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**SECTION OUTLINE**

- Development Approach
- Using the Competency Development Template
- Competency Development Process
- Role profile

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The following chart shows the standard procedures for developing CBF:
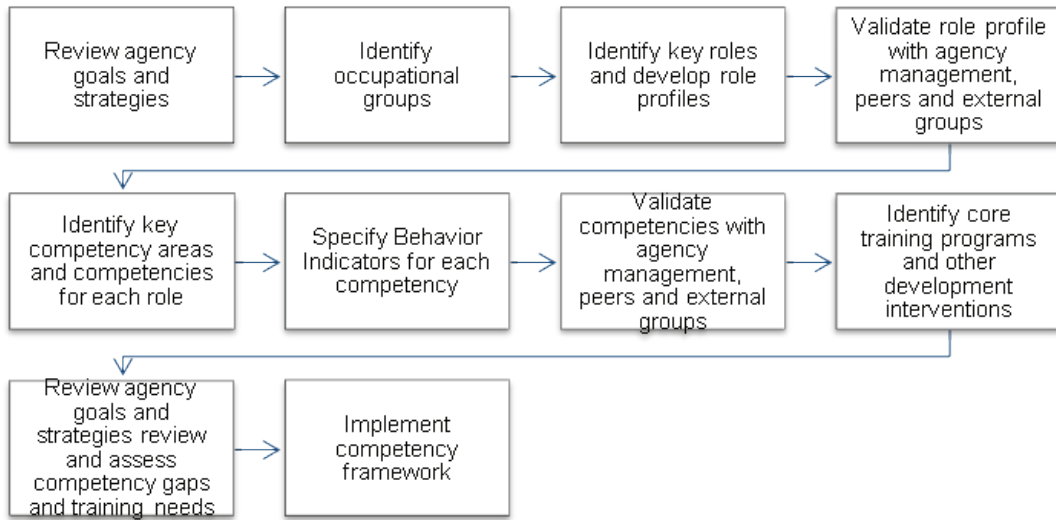


## 2.2    Using the Competency Development Template – 5 Main Steps

First, figure out the core purpose of the agency – ask: why does the agency exist? Once the core purpose has been identified, develop the role profile. Each role profile has to have three competency areas; likewise, for each competency area, identify three competencies.



### 2.2.1    Step 1: Core Purpose

Understand the Vision, Mission, and Objectives of the organization to align the roles of the major occupational group.

### 2.2.2    Step 2: Role Profile

This is the sum of roles expected of the occupational group or job family. It describes the parts people are expected to play in terms of outcomes.
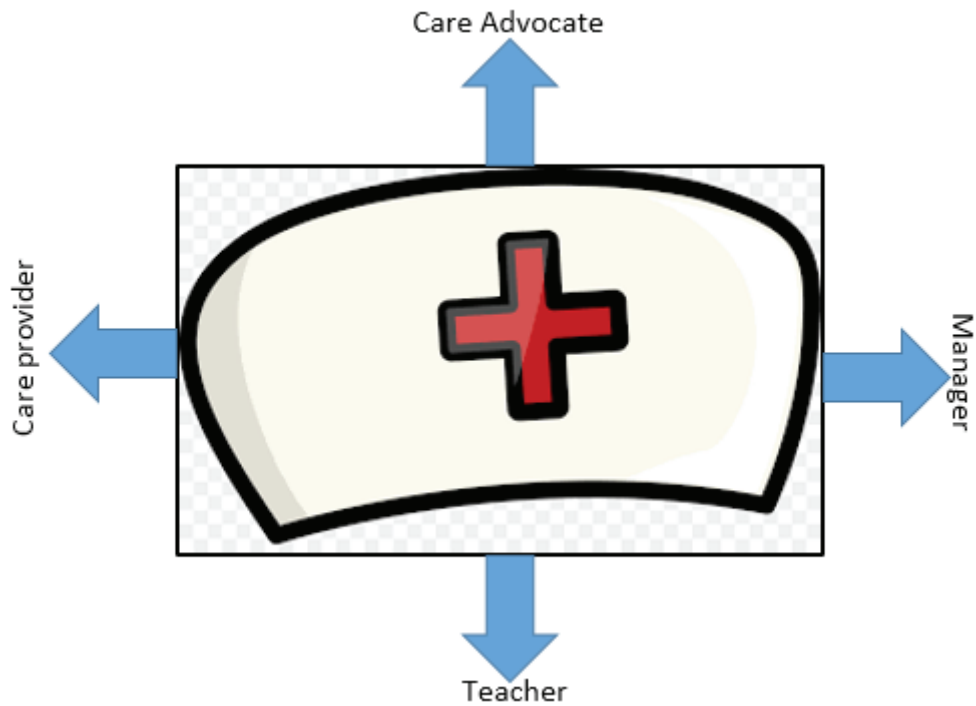
*Figure 2.2: Example of the Roles of a Nurse*

### 2.2.2.1 Steps for Developing a Role Profile



| Step 1 | • Identify the core purpose of the agency now and in the next three years. |
| Step 2 | • Identify the main customers of the agency. |
| Step 3 | • Identify the main needs of those customers. |
| Step 4 | • Identify the desired outcomes. |
| Step 5 | • Identify the most important things to do to achieve those desired outcomes. |
| Step 6 | • Identify the key role profiles that the occupational group has to perform for the agency to achieve the desired outcomes. |

*Figure 2.3: Steps for Developing a Role Profile*

### 2.2.2.2 Tips on Developing a Role Profile



| | |
|---|---|
| **Core Purpose** | • Be clear of the **primary reason** of why the job exists.<br>• There should only be one purpose. |
| **Customer Needs** | • The customer is the person(s) benefitting **most directly** from the output of the job. |
| **Desired Outcomes** | • These are the **expected results** from doing the job well. |
| **Others** | • Use **simple action** words to describe these terms<br>• Write in the **active** voice. |
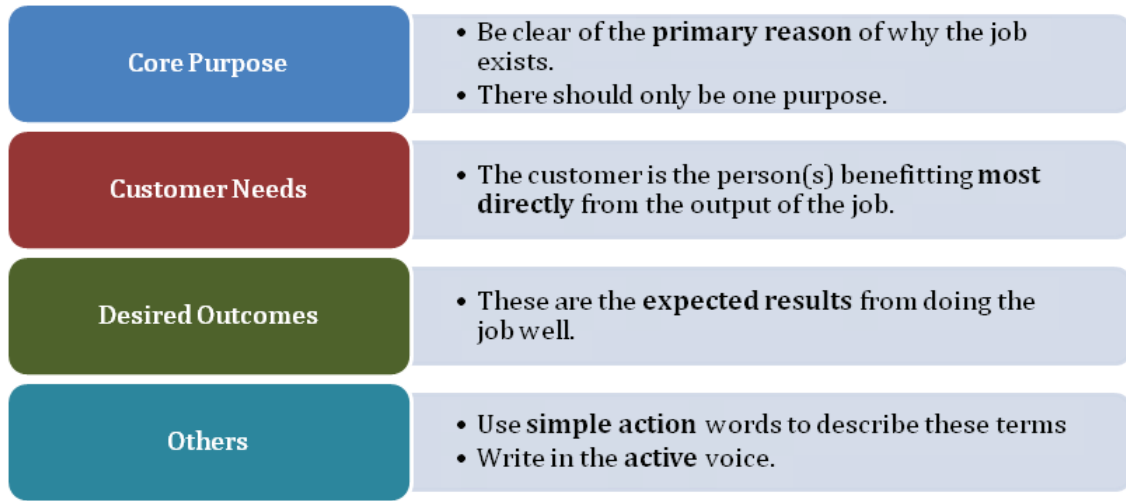
*Figure 2.4 : Tips on Developing a Role Profile*

### 2.2.2.3 Template for Developing a Role Profile

**Bhutan Civil Service Commission**

**Competency Framework: Role Clarification Template**

**Agency:**

**Occupational Group:**

| Descriptors | Core Purpose | Main Customer | Main Customer Needs | Desired Outcomes | 3 Most Important Things to Do to Achieve Desired Outcome | 3 Key Roles |
|---|---|---|---|---|---|---|
| Now | | | | | | |
| | | | | | | |
| In Next 3 Years | | | | | | |
| | | | | | | |

*Table 2.1: Role Profile Development Template*

### 2.2.2.4  Validating a Role Profile

The process of validating role profiles is important to ensure that the key roles are relevant and reflect what is required to be done to achieve intended goals and objectives.

The validation process involves multiple and various stakeholders. The key stakeholders are both internal and external parties, who possess expertise and experience in the selected occupational groups. It also includes job holders, peers, supervisors, agency chiefs, professional bodies, as well as professionals and practitioners in the selected occupational group.

- **Identify Key Stakeholders**
- External (E.g. Customer, Collaborating Partners)
- Internal (E.g. Job Holders, Professional Experts, Managers, Leaders)

Step 1

- **Determine Validation Models**
- Surveys, Interviews, Focused Gropu Discussions, Meetings, Research

Step 2

- **Perform Validation**
- Agencies 'core purpose, key customers and needs, desired outcomes, identified key roles and key role descriptions

Step 3

- **Confirm Role Profile**
- Review inputs/feedback and finalize
- Seek concurrance from agencies

Step 4

*Figure 2.5: Steps for Validating Role Profiles*

### 2.2.3     Step 3: Developing and Validating Competency Areas

A competency area is the clustering of competencies by related behaviors and functional areas.

### 2.2.3.1  Steps in Identifying Competency Areas for Role Profiles

Brainstorm possible competency areas  >  Cluster similar ideas  >  Label each competency area
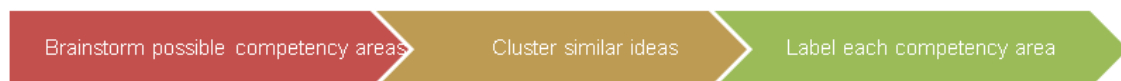
Consider these while brainstorming on competency areas:

1. The task/events/decisions that are necessary for outstanding contribution.

2. The specialized/technical qualifications essential for role performance.

3. The key gaps and emerging challenges that need to be addressed.

**Note:** For each role profile, identify three competency areas.

**2.2.3.2 Template for Developing a Competency Area**

| SN | Key Role | Key Role Description | Competency Area |
|---|---|---|---|
| 1 | | | |
| | | | |
| | | | |
| 2 | | | |
| | | | |
| | | | |

*Table 2.2: Template for Developing a Competency Area*

**2.2.4    Step 4: Identify Competencies within Competency Areas**

**2.2.4.1  Competencies – The KSA concept**

A competency is the combination of observable and measurable knowledge, skills, abilities, and personal attributes for enhanced performance and organizational success.

Knowledge – It is the information applied directly to performance of work. Application and sharing of knowledge are critical to success. It is gained from formal education and/or through experience.

Skills – It is the technical or manual proficiencies to perform a task. It is acquired through specialized training. It is measurable and observable.

Abilities – It is the capacity to apply several knowledge and skills simultaneously. It includes personal and social attributes. It also includes the innate and enabled talent to help a person to do a job.

In short, a competency is the underlying characteristic of a person that enables him or her to deliver superior performance in a selected job.

**Examples**: Communication skills, analytical thinking, and initiative.

Competency is of two types: behavior competency and technical competency

| Behavior Competency | Technical Competency |
|---|---|
| Comprises a collection of desired and observable motives, traits, and behaviors when carrying out tasks | Comprises the skills and knowledge required |
| Personifies an individual action in response to the environment or situation | Acquired through learning |
| E.g. information gathering, analytical thinking, initiative | E.g. IT skills, budget management, reporting |

*Table 2.3: Differences Between Behavior Competency and Technical Competency*

**2.2.4.2  Steps in Identifying Competencies within Competency Areas**
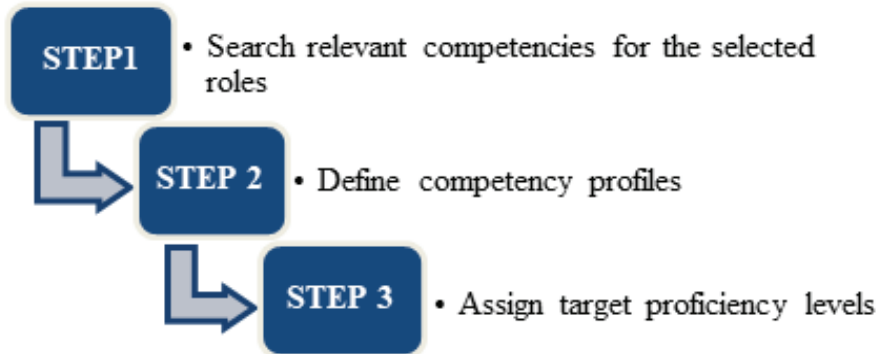


*Figure 2.6: Steps in Identifying Competencies*

Before Step 1, it is imperative to decide on the methods of information gathering to determine the relevant competencies for the selected job.

The key considerations when selecting methods are cost and practicality. Avoid methods that are long and tedious, and which require specially trained personnel. Select a method that is user-friendly and appealing to the people involved.

**Note**: One or a combination of methods may be used to increase validity.

The following are competency information gathering methods, their advantages, and disadvantages:

| Method | Advantages | Disadvantages |
|---|---|---|
| Literature search | ✓ Available published data is enormous<br>✓ Latest Information from around the world<br>✓ Saves time to develop draft competencies | ✓ Available data is too much<br>✓ Unsure about the reliability of the information<br>✓ Needs skills and time to organize, analyze, and contextualize the information |
| Structured Interview | ✓ High response rate<br>✓ Individuals more willing to talk than to complete questionnaire<br>✓ Questions that are not clear can be clarified readily<br>✓ Precise and complete information can be gathered<br>✓ Responses can be recorded for review and checking | ✓ Expensive and time consuming<br>✓ Results depend of cooperation of interviews<br>✓ Can interfere with operational activities<br>✓ Requires a skillful interviewer with a pleasant personality and a distraction-free and comfortable setting |
| Questionnaire | ✓ Can survey a large number of people economically by mail or internet<br>✓ Large amounts of information can be obtained in a relatively short time<br>✓ Responses are adaptable to tabulation and statistical analysis | ✓ Requires skills in developing questionnaires and compiling data<br>✓ Comprehensive questionnaire may be unduly long<br>✓ Low response rate<br>✓ Respondents must have language competency and questions may be misunderstood<br>✓ Relies heavily of memory of respondents |
| Conference of Subject Matter Experts | ✓ Effective and relatively less costly<br>✓ Information collected and verified in a relatively shorter time<br>✓ Fewer people involved | ✓ Requires full-time commitment and time away from job<br>✓ Requires trained facilitator with good interpersonal and communication skills and a recorder<br>✓ Requires subject matter experts who can communicate clearly and cooperate as a team |

*Table 2.4: Advantages and Disadvantages of Various Methods of Gathering Information on Competencies*

**2.2.4.3 Template for Developing Competencies**

| SN | Key Role | Key Role Description | Competency Area | Competency |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |

*Table 2.5: Template for Developing Competencies*

### 2.2.5 Step 5: Developing and Validating a Behavioral Indicator (BI)

A BI is a collection of desired and observable motives, traits, and behaviors when carrying out tasks. BI personifies an individual action in response to the environment or situation. It involves information gathering, analytical thinking, initiative and more.

When writing BI, differentiate between the Task Statement and Job Description.

- Focus on Job Description.

- Focus on the current and next three years.

- Always begin the sentence with action verb, object, and qualifier.

#### 2.2.5.1 Key Characteristics of BIs

It is future ready: Indicators should support the achievement of the competency profiles in the present and for the future.

It is practical and applicable: Indicators must be observable for practical application and training in improving employee's performance. Use plain language for descriptors for ease of understanding.

It is differentiating: Focus on the characteristics of superior performance instead of average performance. Developers should refrain from pursuing "threshold" descriptors, which comprise characteristics required in employees to perform a job at a minimum level of expectation.

**Some examples of verbs used in different levels of BIs:**

- Collects, Compiles, Displays

- Analyses, Manages, Modifies

- Resolves, Allocates, Collaborates

- Directs, Delegates, Transforms

**Examples of writing BIs for a competency:**

For instance, for the competency, "Flexibility and Innovation", the BIs will be as follows:

*Example 1:* Willing to do things differently. Maintains an openness to learn and adapt in the face of ambiguity and change.

*Example 2:* Adopts new technology and modifies work methods in the work environment. Examines an issue from multiple perspectives.

*Example 3:* Anticipates change and seeks best and new practices in addressing emerging

challenges in the organization.

*Example 4:* Generates new ideas and perspectives in shaping business strategies and policies in the organization. Helps others to see the positive outcomes of doing things differently.

**2.2.5.2 Template for Developing a BI:**

| SN | Key Role | Key Role Description | Competency Area | Competency | Behavior Indicators |
|---|---|---|---|---|---|
| 1 | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
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| | | | | | |
| | | | | | |
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*Table 2.6: Template for Developing a Behavioral Indicator*

**Proficiency Level**

Proficiency is a degree of expertise or skill. In the case of CBF, for each BI, there is a progression of proficiencies at up to four levels as detailed below.

Level 1 (Foundation)

- Understands basic concepts and able to apply them in his or her own area of work.

Level 2 (Experienced)

- Understands all important concepts, the impact of changes in policies and processes, and implications on related areas of work.

- Owns his or her work area. Performs task with increeasing complexity and independently.

Level 3 (Advanced)

- Understands more complext concepts.

- Able to define and adapt approaches.

- Manages a function or specializes in a subject matter area.

Level 4 (Expert)

- Shows highest level of knowledge.

- Guru or subject matter expert and go-to person.

- Provides functional input to strategy and policy creation, development, and changes.

*Figure 2.7: Proficiency Levels*

2.6     Template for Developing Proficiency Levels:

| SN | Key Roles | Competency Area | Competency | Behavioral Indicators | Foundation | Experience | Advance | Expert |
|----|-----------|-----------------|------------|----------------------|------------|------------|---------|--------|
|    |           |                 |            |                      |            |            |         |        |
|    |           |                 |            |                      |            |            |         |        |
|    |           |                 |            |                      |            |            |         |        |
|    |           |                 |            |                      |            |            |         |        |

## 3. APPLICATION OF THE COMPETENCY-BASED FRAMEWORK

This section higlights the various practical applications of the Competency-based Framework (CBF). The Framework lists all the skills, knowledge, and abilities expected of employees of an organization, but it can also be used for the following broad purposes:

1. Training Purposes

By identifying competencies, employees can measure themselves with them and know which areas to improve or seek training in.

The following will be highlighted in this section:

> Training Needs Analysis
>
> Assessing Performance Gaps and Identifying Methods of Interventions
>
> Developing Learning Objectives
>
> Developing Training Plans

2. Career Development

The Framework will help an individual to clearly distinguish the type of competencies expected in his or her career path, hence, giving him or her an opportunity to enhance competency in achieving current as well as future career goals.

One tool that can be used for this purpose is the Individual Development Plan, which will be elaborated further in this section.

3. Human Resources Activities

CBF also helps the organization at large by identifying the right people with the right competencies to do the job that they are good at doing.

The Framework also helps the organization in terms of career planning for employees in the areas of recruitment, deployment, assessment, succession planning, and more.

---

**SECTION OUTLINE**

- Training Need Analysis
  - Training Needs Identification
  - The TNA Process
  - Is It Really a Training Need?
- Assessing Performance Gaps and Identifying Methods of Interventions
  - Barriers Impacting Performance
- Learning Objectives
  - Why Set Learning Objectives
  - Developing Learning Objectives
- Developing a Training Plan
- Developing an Individual Development plan
  - IDP process
  - Preparing an IDP
- Application

### 3.1 Application of the Competency-based Framework for Training Purposes

#### 3.1.1 Training Needs Analysis

The Framework, having identified all the competencies required by an individual in an organization, helps in asssessing where the gaps are. It also suggests the kind of training needed to address those gaps and challenges. This is where Training Needs Analysis (TNA) comes in.
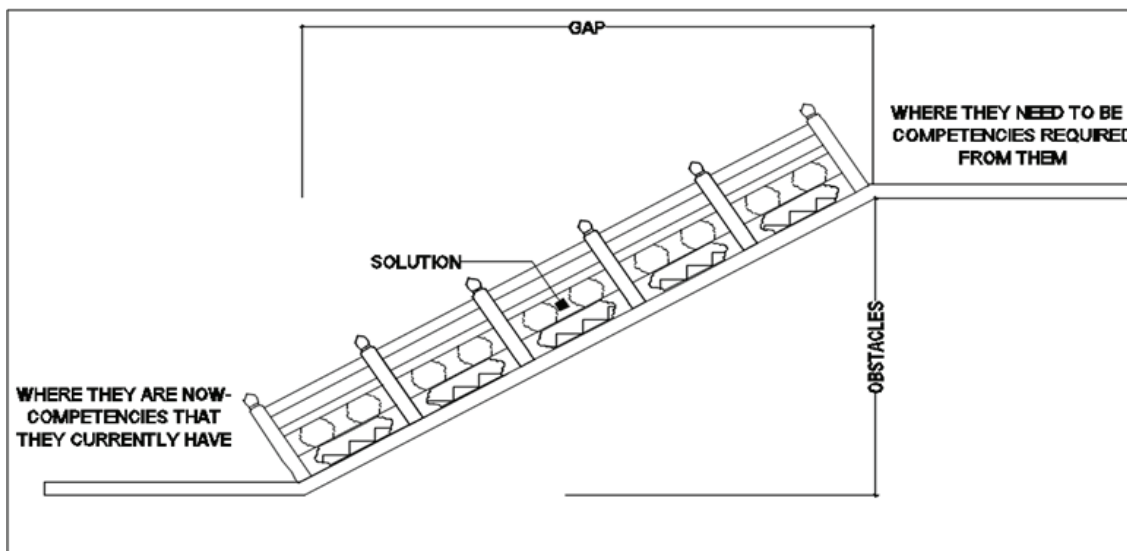


*Figure 3.1: Illustration of the Training Needs Analysis Concept*

TNA is the process of recognizing the gap between the employee and needs of training. TNA is a procedure to determine whether the training will bring out the solution to the problem. TNA ensures the training is targeting the correct competencies, the correct employees and the organization's needs.

TNA should be designed properly in a structured manner. A poorly designed TNA can lead to training that:

- Addresses the wrong competencies

- Trains the wrong people

- Uses the wrong training method

- Incurs unnecessary training cost



*Figure 3.2: Questions Answered by the Training Needs Analysis*

### 3.1.1.1 Training Needs Identification

There are several different approaches to identify the training needs of an organization, but the McGhee and Thayer's Three-level Analysis is the most commonly used.

The model provides a systematic means of conducting TNA at three levels: organizational, operational (or job), and individual (or person). The levels of analysis comprise a hierarchy that descends from the organizational level to the personal level. Hence, this model provides a holistic way of designing training programs that benefit both organizations and employees.

| Level of Analysis | Description |
| --- | --- |
| Organizational Analysis | Analyzes organization-wide goals and issues to find out where training is needed. |
| Operations/Job Analysis | Examines jobs/tasks actually performed and the KSAs employees need to attain organization objectives. |
| Individual/Person Analysis | Analyzes the actual knowledge, skills, and current performance of each employee to determine who needs training in which area. |

*Table 3.1: McGhee and Thayer's Three-level Analysis with Descriptions*

### 3.1.1.2 Training Needs Analysis Process

Through TNA, an organization's human resources development needs are identified and articulated. The TNA process can identify:

An organization's goals and its effectiveness in reaching these goals

Discrepancies or gaps between an employee's skills and the skills required for effective current job performance

Discrepancies or gaps between an employee's skills and the skills needed to perform the job successfully in the future

The conditions in which the human resources development activity will occur.

**Analyze**
A Systematic exploration of the way things are and the way things should be the performance map

**Design**
If the analysis identifies a performance gap, the design phase will outline the performance objectives

**Evaluate**
Measurements of how well the performance solution achieved the objectives

**Develop**
Using the information gathered in the analysis and design phase, the performance solution is created.

**Implement**
This stage includes delivery of the performance solution.

*Figure 3.4: Process of the Training Needs Analysis*

### 3.1.1.4  Is It Really a Training Need?

Many organizations share a common assumption that if an employee isn't doing something "right", then he or she needs more training. However, the idea that training can solve any and all behavioral or productivity problems can lead an organization to failure.

Training models can solve one basic problem: a lack of knowledge or skills. Thus, to ensure longevity and success of your training program, it's crucial to offer solutions that work rather than the same repetitive go-to training.

Can do it

Can't do it

Willing to do it

**1. Can/will situation**

Look for another cause for deficient performance

Support with time and resources

Provide coaching

**2. Can't/will situation**

Provide skills training

Conduct OJT

Could be lack of resources

Look for another cause

Unwilling to do

**3. Can/won't situation**

Discuss poor attitude

Identify consequences

Provide feedback

Provide coaching

Supervise practice

**4. Can't/ won't situation**

Provide skills training

Supervise practice

Discuss poor attitude

Identify benefits

Investigate other reasons

*Figure 3.5: Training Issues vs.Performance Issues*

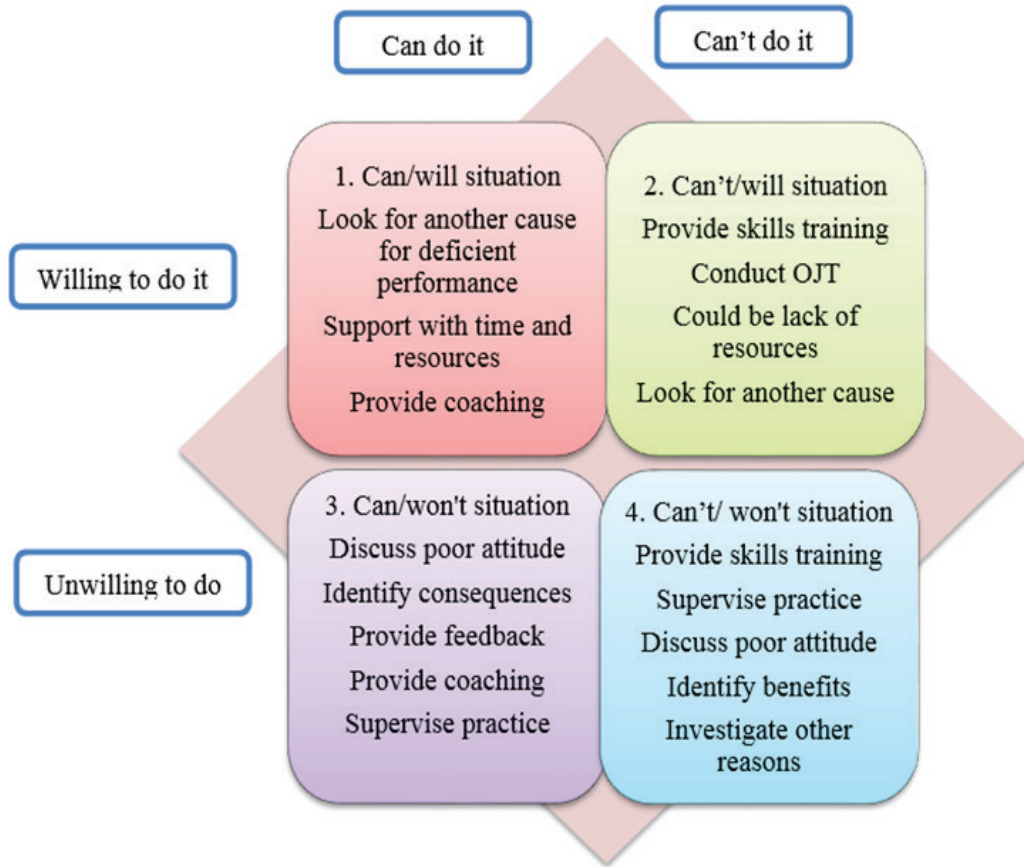| Job Role | Proficiency Level | Behavioral Indicator | Current Performance (Adequate/Not Adequate) | Likely Reasons for Performance Gap | Methods of intervention<br>1. **Classroom Training**<br>2. **OJT**<br>3. **Monitoring**<br>4. **Others (specify)** | Learning Objectives |
|---|---|---|---|---|---|---|
| **Role 1**<br><br>**Technical Expert** | Level 4 | Applies technical knowledge to carry out job responsibilities and solve issues in forestry and biodiversity management | Not adequate | 1. Intellectual/Skill and knowledge (lack of role-specific knowledge and skills)<br>2. Intellectual/Procedures or methods (lengthy processes and unclear chain of command) | 1. Job orientation<br>2. On-the-job training<br>3. Training/Workshop | 1. Develop effective operational plan for Forest Management Unit after the successful completion of OJT in Forest Resource Management Division.<br>2. Develop sustainable Watershed Management plan after undergoing OJT in Watershed Management Division. |

*Table 3.2: Template for Carrying out Training Needs Analysis*

*(While using the table, move from left to right. First, insert the role, proficiency level and Behavioral Indicator (BI) in the given columns (1,2,3). Evaluate the current performance of the employees in that proficiency level against the BI. One method of interpretation can be that if more than 70% of the employees do not exhibit that BI, then it can be considered as inadequate (4). For an inadequate BI, list the most likely reason for the performance gap (5) and accordingly identify the appropriate methods of intervention (6). In the last column, write the learning objectives (7) i.e. the desired outcome of the intervention. Refer to the tables and sub-sections in the next few pages on filling out the TNA template.)*

**3.2      Assessing Performance Gaps and Identifying Methods of Interventions**

Assessing performance gaps and identifying methods of interventions basically covers the Analysis and Design parts of the TNA process – the situation at hand is explored to identify gaps and consequently the intervention methods.

**3.2.1     Barriers Impacting Performance**

There are three types of barriers that impact the performance of individuals in an organization:
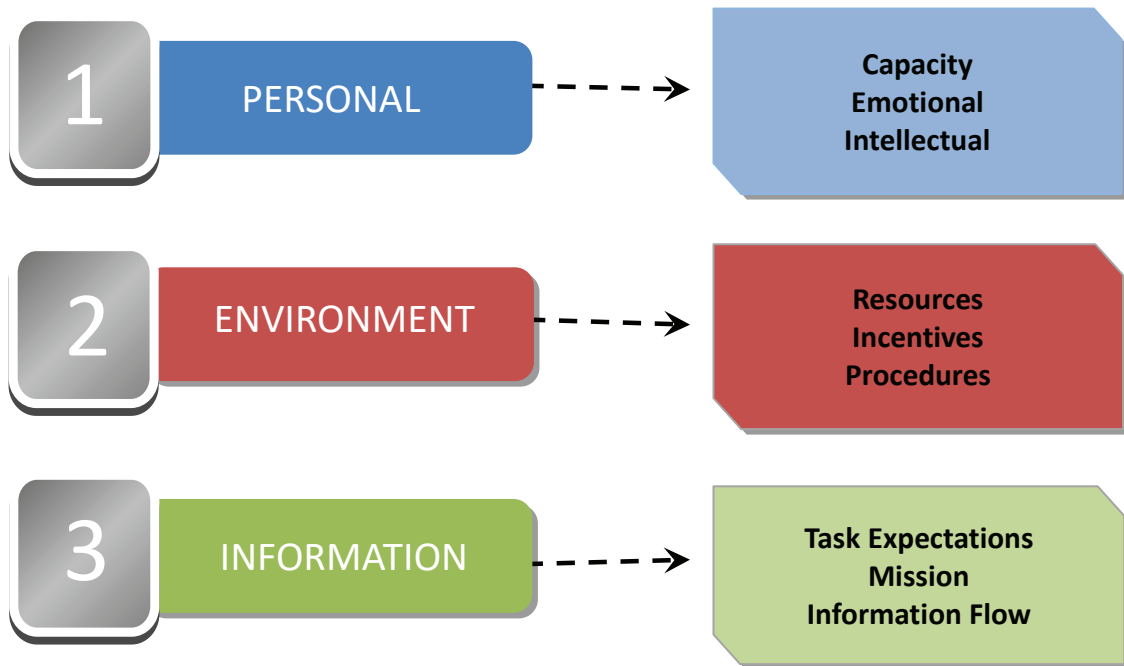
| 1 | PERSONAL | ⇢ | Capacity Emotional Intellectual |
|---|----------|---|---------------------------------|
| 2 | ENVIRONMENT | ⇢ | Resources Incentives Procedures |
| 3 | INFORMATION | ⇢ | Task Expectations Mission Information Flow |

| Barrier type ↓ / Sub division→ | Physical | Emotional | Intellectual |
|---|---|---|---|
| Personal Barriers | • Does the individual lack the strength and dexterity to do the task?<br>• Does the individual lack attentiveness to do the task?<br>• Does the individual have the ability to learn new tasks? | • Does the individual set personal goals?<br>• Does the individual have intrinsic motivation for success?<br>• Does the individual lack initiative to do the task?<br>• Does the individual's personal values conflict with task accomplishment? | • Does the individual lack basic or task related skills?<br>• Does the individual know how policies and procedures impact doing the task?<br>• Does the individual have an understanding of the supporting knowledge to do the task? |
| Environmental Barriers | • Are adequate personnel available to do the task?<br>• Are adequate materials and resources available to do the task?<br>• Are adequate space and support services available to do the task? | • Is good performance of the task positively reinforced?<br>• Are there negative consequences of poor performance? | • Are materials to perform the task out-dated?<br>• Are deadlines for task completion reasonable?<br>• Is the chain of command over the task and reporting structure clear?<br>• Are the procedures creating barriers to task completion? |
| Information Barriers | • Are task requirements consistent?<br>• Are there conflicting demands for individuals performing the task?<br>• Are the tasks assigned adequately? | • Does a policy governing how the task is to be done exist?<br>• Are there conflicting policies on how the task is to be done?<br>• Is the task goal consistent with the organization's mission? | • Does the individual have accurate, timely, and complete information to do the task?<br>• How does the individual get feedback if the task is done incorrectly?<br>• How is the task completion monitored or supervised? |

*Table 3.3: Barriers Impacting Performance*

| Delivery Method | Development Content Attributes | Line Attributes | Logistical Considerations | Sample Opportunities |
|---|---|---|---|---|
| **1. Experiential Development**<br><br>(Building skills/ knowledge through day-to-day activities) | • Content constantly changes<br>• Content focuses on encouraging learner application<br>• Goal of development initiative is to build learners' expertise in content area<br>• Content focuses on developing soft skills<br>• Content is highly complex | • Learners' managers already possess expertise in the content area<br>• Learners' ability and motivation to self-develop is high<br>• Target audience has varying learning needs and preferences<br>• Learners' managers' ability and motivation to develop direct reports is high | • Learners cannot take time away from work to develop skill/knowledge<br>• Learner population is highly dispersed<br>• Organization has limited resources to devote to the initiative<br>• Skills/knowledge can be built over time | • Action learning<br>• Job rotations<br>• Stretch assignments in current role |
| **2. Relationship-Based Development**<br><br>(Building skills/ knowledge through others such as peers, coaches, and managers) | • Content focuses on developing soft skills<br>• Content is highly complex | • Content skill/knowledge is primarily located in the line<br>• Many people in the line already possess expertise in the content area<br>• Learners and their peers have diverse strengths and weaknesses<br>• Learners have high ability and motivation to self-develop<br>• Learners' networks have high ability and motivation to support development<br>• Organization has a highly collaborative culture | • Content focuses on developing skills/knowledge learners need urgently to improve effectiveness at current job<br>• Organization has limited resources to devote to the initiative | • Coaching<br>• Mentoring<br>• Peer networking |

| 3. Formal Development<br><br>(Building skills/ knowledge through a highly structured setting) | • Content addresses regulatory, legal, and/or compliance requirements<br><br>• Content teaches basic processes, responsibilities, and policies<br><br>• Goal of development initiative is to build learners' knowledge/ awareness of content area<br><br>• Few (or no one) in the line already possess expertise in the content area<br><br>• Content is static<br><br>• Content must be delivered consistently across the organization<br><br>• Content is highly scalable | • Learning and development can sufficiently teach the content<br><br>• Learners are unable or lack motivation to manage their own development<br><br>• Learners' managers and/or their peers are unable or lack the motivation to support development | • Learners are located in one location<br><br>• Organization has adequate resources devoted to this initiative | • Classroom sessions<br><br>• E-Learning modules<br><br>• Seminars/conferences |

*Table 3.4: Guide to Selecting the Most Suitable Methods of Intervention (Source: Corporate Executive Board, U.S.A.)*

### 3.3      Methods of Interventions

### 3.3.1    On-the-job Training

During on-the-job training (OJT), the trainee receives instruction and training at the workstation from a supervisor or experienced co-worker.

Some typical characteristics of OJT:

- It is the most common approach to training

- It is especially useful for small set-ups

- It can be misused the most:

    - Often not well planned or structured

    - People assigned to train have no training to be a trainer

    - Potential transfer of undesirable habits/attitudes

    - Trainers worry about someone taking their job

- A structured approach is the most effective

### 3.3.2    Job Instruction Training

A formalized, structured, and systematic approach to on-the-job training that consists of four steps: Preparation, Instruction, Performance, and Follow-up.

### 3.3.3    Job Rotation

A training method in which trainees are exposed to many functions and areas within an organization. This method is often used as an ongoing career development program. The main objective is to learn a variety of skills required for current and future jobs or colleagues' jobs as done in cross-training. A disadvantage of this method is that the trainee gains only superficial knowledge if he or she does not spend enough time in a function.

### 3.3.4    Cross-training

A training method where trainees learn to perform other colleagues' roles. The benefits of cross-training:

Anyone can step in

Beneficial for cross-functional teams

Greater flexibility for organizations – allows employees to develop better skills

### 3.3.5    Apprenticeship

This method is often for skilled trades. It combines OJT and classroom instruction.

### 3.3.6    Coaching

A training method in which a more experienced and knowledgeable person is formally called upon to help another person develop the insights and techniques pertinent to the accomplishment of the job.

| Open dialogue | Planned use of opportunities | Agreed upon set of objectives | Focuses on strengths and weaknesses |

*Figure 3.6: Key Elements in the Coaching Process*

### 3.3.7    Mentoring

A method in which a senior member of an organization takes a personal interest in the career of a junior employee.

Mentoring is a relationship between two individuals (mentor and mentee) who are usually, though not always, in a similar field of work.

**1. Carreer Advancement**

Mentoring helps people to achieve their goals, accelerate career development and avoid pitfalls that might otherwise occur.

**2. Performance Evaluation**

Mentoring helps to evaluate whether a change is in order or if a new perspective or skill is needed.

**3. Mutually Beneficial**

Mentoring involves open sharing of insights and information, where one or both parties benefit from each other's knowledge, skills and experience.

*Figure 3.7: Advantages of Mentoring*
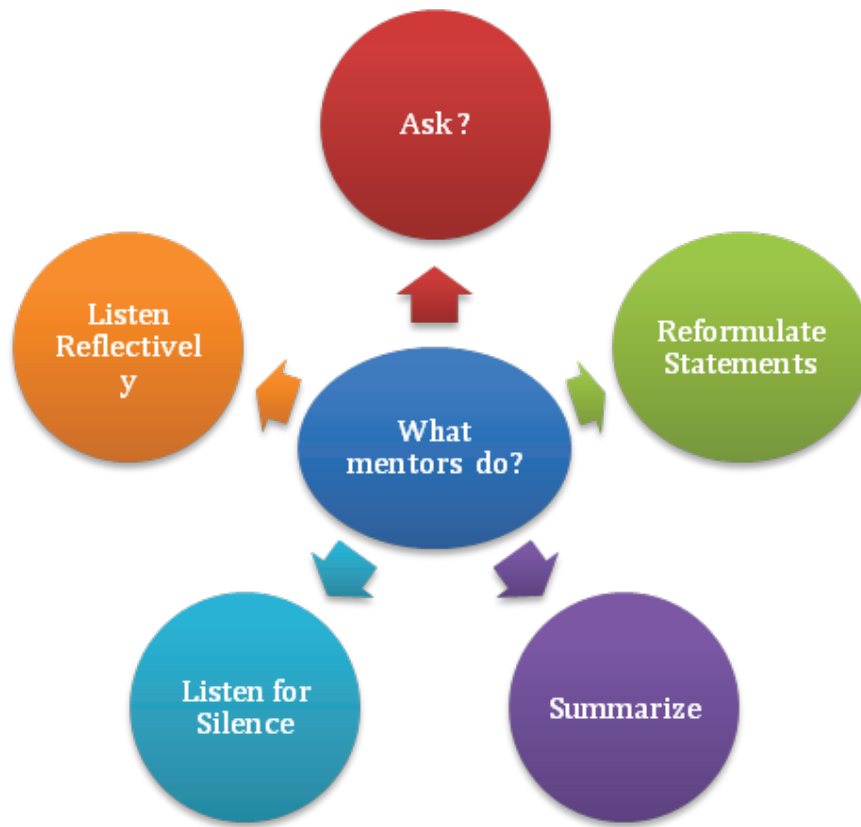
*Figure 3.8: Specific Roles of a Mentor*
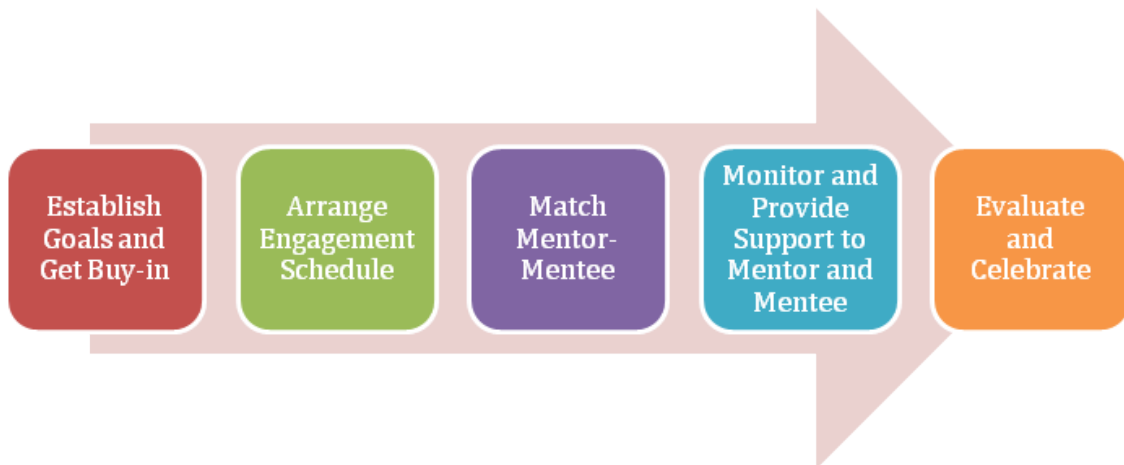


*Figure 3.9: Mentorship Program Process*

**DEVELOPING A MENTORING PROGRAM**

**(A POSSIBLE APPROACH)**

| PROCEDURE | DESCRIPTION | WHY THE PROCEDURE MATTERS/OBJECTIVES | TIME FRAME |
|---|---|---|---|
| **PLANNING** | | | |
| Determine the need for a program | • Conduct Needs Analysis | • To know the purpose, objectives, situation analysis, etc.<br>• To get buy-in | |
| Develop a structure for the mentoring program | • Form a committee to oversee the program<br>• Determine the 4Ps of the Mentoring program:<br>   o Purpose<br>   o Process<br>   o People<br>   o Product | • To enable structures that drive behavior<br>• To have a clear direction<br>• To better implement and realize the objectives<br>• To get training support | |
| **MENTORS & MENTEES** | | | |
| Mentor recruitment | • Develop the criteria for selecting mentors<br>• Publicise the program and conduct information sessions<br>• Select/appoint mentors through a selection/appointment exercise (e.g. application, short-listing, interview and appointment) | • To motivate mentees<br>• To encourage greater participation and better choices<br>• To choose suitable mentors<br>• To discern sustainable commitment | |

| | | |
|---|---|---|
| **Mentee recruitment** | • Develop the criteria for selecting mentees<br>• Publicise the program and conduct information sessions<br>• Select/appoint mentees through a selection/appointment exercise (e.g. application, short-listing, interview, and appointment) | • To consider mentee's willingness and need to be guided<br>• To determine the job positions that need mentors<br>• To encourage greater participation<br>• To encourage fairness<br>• To identify suitable mentees<br>• To discern sustainable commitment |
| **MENTOR TRAINING** | | |
| **Mentor training** | • Identify trainers<br>• Conduct mentoring training | • To communicate the objectives of the mentoring program<br>• To nurture effective and efficient mentors<br>• To ensure the training's needs/intents are achieved<br>• To develop soft skills |
| **MATCHING** | | |
| **Pre-matching** | • Develop the criteria for matching mentor with mentee<br>• Match mentors and mentees based on the basis of the criteria and information on mentors and mentees | • To match suitable mentors with mentees<br>• To extract the best out of both parties (better relationship and better two-way learning) for greater benefit |
| **MENTORING PROCESS** | | |
| **Opening of the mentoring program and mentor-mentee orientation** | • Hold a formal opening/launch of the mentoring program<br>• Conduct orientation to ensure that both mentors and mentees are aware of the 4Ps of the mentoring program | • To familiarize with each other<br>• To orientate both parties towards the intended/expected outcomes<br>• To discuss conflicts of interest<br>• To enable ownership and preparedness<br>• To formalize the program<br>• To get management involved |

| Mentor/Mentee activities | • Carry out planned activities as scheduled<br>• Obtain and act on regular feedback from the mentors and mentees through a pre-determined mechanism (e.g. a committee overseeing the mentoring program) | • To continue the process of mentoring and achieve the expected outcomes within/on time<br>• To get feedback for improvement and reflection of both mentor and mentee<br>• To reflect on the suitability of the mentor-mentee and re-match if needed<br>• To assess if things are on the right track | |
|---|---|---|---|
| **RECOGNITION** | | | |
| Recognition and celebration | • Recognize and celebrate the accomplishments of the program and the mentors' and mentees' contributions | • To motivate the participants (mentor, mentee, program)<br>• To inspire others<br>• To share experiences (gratitude sharing)<br>• To reflect and allow mentors and mentees to gain a sense of satisfaction and accomplishment<br>• To know the way forward<br>• To get formal closure<br>• To collect success stories | |
| **EVALUATION** | | | |
| Evaluation and refinement | • Determine the success criteria to evaluate the effectiveness of the program<br>• Collect relevant data on the participants with reference to the success criteria<br>• Review program progress and refine as needed | • To assess if the intended objectives are achieved: what gets measured gets done<br>• To assess the success of the program<br>• To improve the program<br>• To carry out an impact assessment | |

*Table 3.5: Typical Example of a Mentoring Program*

### 3.4 Learning Objectives

Learning objectives are statements that describe specifically what the learner is expected to achieve as a result of the learning event.

*Example: Learner will list three characteristics of the family medicine physician to differentiate him from other specialists in the health care system.*

### 3.4.1 Need for Learning Objectives



They increase the likelihood of the learner reaching the intended destination.

They provide a sound basis for selecting methods of training and assessment.

Why use Learning Objectives?

They guide the trainer and learner to focus on what needs to be learned, and to set priorities.

They offer a basis for self-assessment by learner and by trainer.

They show the learner what behaviors are valued.

*Figure 3.10: Need for Learning Objectives*

**Well-written Learning Objectives ...**
- Are learner-focused *(not **instructor**-focused)*
- Focus on the intended learning outcomes resulting from learning activity or training and not the teaching process
- Focus on aspects of skills and knowledge that are important to the learner and his organization
- Are clear, specific, and measurable or observable
- Can be clearly understood by others

### 3.4.2    Developing Learning Objectives

The ABCD of writing clear learning objectives:



- **A** • Audience - Target learners for whom the learning objectives are being written.

- **B** • Behavior/Performance - A verb to describe what the audience will be able to do.

- **C** • Condition - The circumstances under which the learner will perform the behavior.

- **D** • Degree/Standard - The acceptable performance of the behavior (i.e. how well the learner performs a behavior.
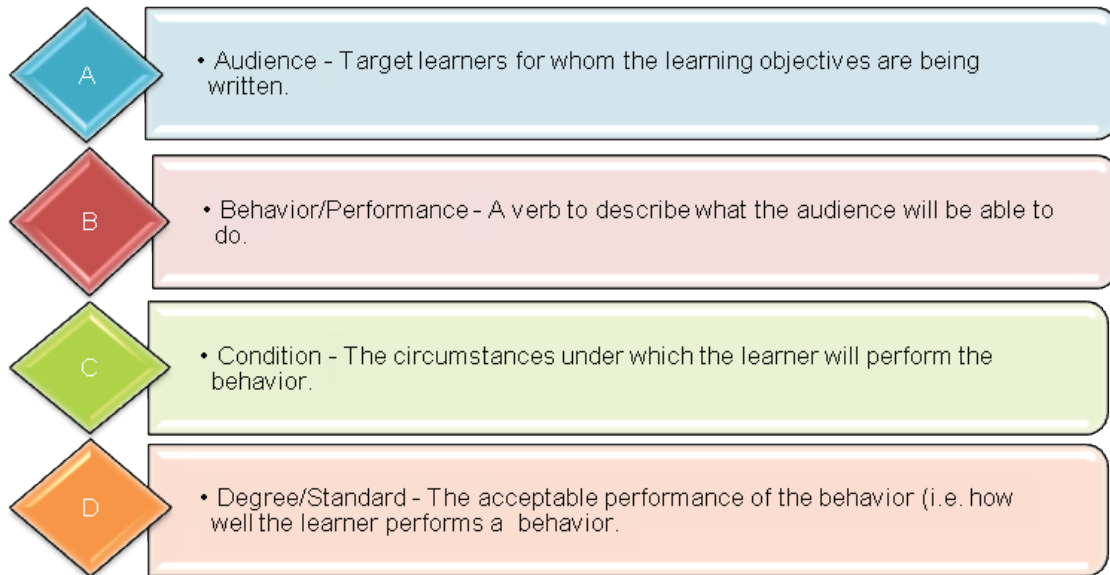
Learning objectives must include if not all then some of the components above.

*Example: An entry level engineer will be able to collect reliable and authentic data as per the*

        Audience                                Degree         Behavior

*Engineering guidelines/SOP/Standards of the Department*

              Condition

### 3.4.3    Classification of Learning Objectives
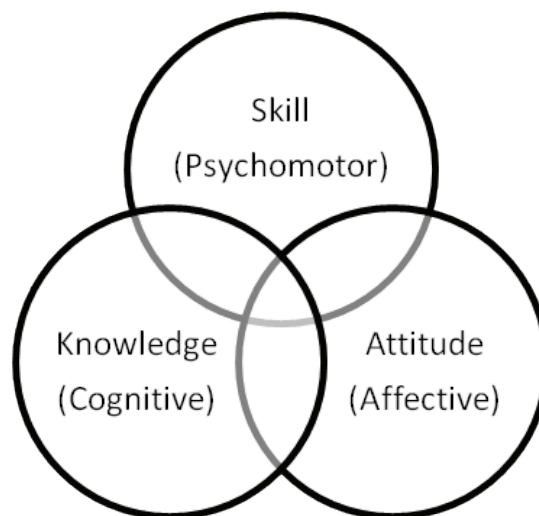
|  | **Skill**<br><br>**(Psychomotor)** | **Knowledge**<br><br>**(Cognitive)** | **Attitude**<br><br>**(Affective)** |
|---|---|---|---|
| **Coverage of the domain** | Physical movement and skills involving hand-and-eye coordination, use of the senses accompanied by application of knowledge, technology, and techniques. | Knowledge and the development of intellectual skills. | Emotional aspects such as feelings, values, appreciation, enthusiasm, motivation, and attitudes towards people, things, and information. |
| **Method of development** | Requires practice and is usually measured in terms of speed, quality, quantity, and techniques. | From recall or recognition of facts, concepts, and procedures to application of higher-order intellectual abilities and skills. | The attitude aspects are embedded within the skills and knowledge requirements where feasible. |
| **Tips on writing Learning Objectives** | - Use verbs that are clearly understood and associated with the work function.<br><br>- Use verbs that are more directly observable or measurable. | Use Bloom's taxonomy as reference for the knowledge domain (refer to section 3.8). | Use Bloom's taxonomy as reference for the affective domain (refer to section 3.8). |

*Table 3.6: Classification of Learning Objectives*

### 3.5    Developing a Training Plan

Having identified the training needs, it is important to develop a proper training plan so that the correct competencies are developed, the right people are trained, correct training methods are used, and training sessions are conducted in a cost-effective manner.

The following ten processes should be followed in developing a training plan:

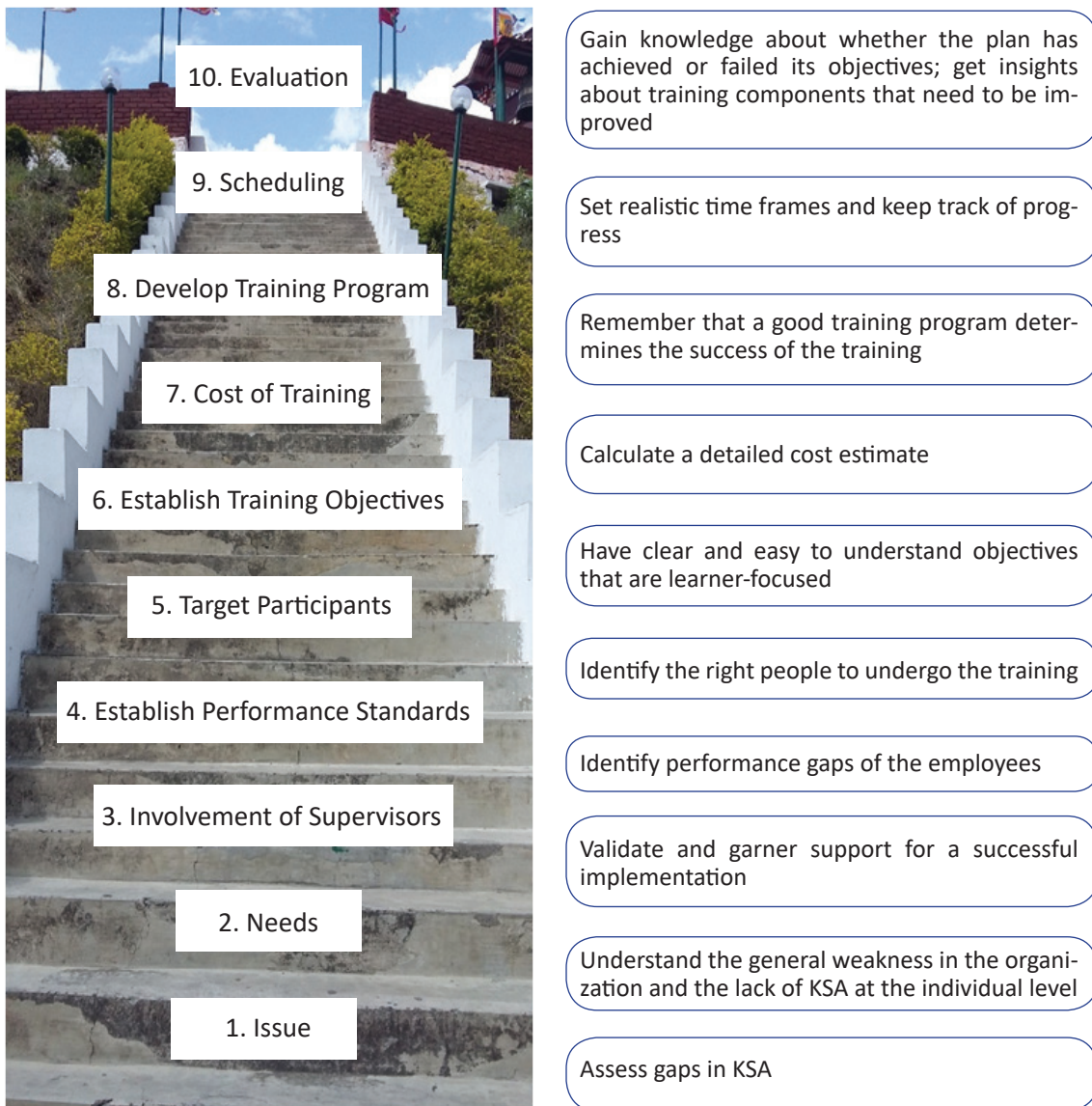| Step | Description |
|------|-------------|
| 10. Evaluation | Gain knowledge about whether the plan has achieved or failed its objectives; get insights about training components that need to be improved |
| 9. Scheduling | Set realistic time frames and keep track of progress |
| 8. Develop Training Program | Remember that a good training program determines the success of the training |
| 7. Cost of Training | Calculate a detailed cost estimate |
| 6. Establish Training Objectives | Have clear and easy to understand objectives that are learner-focused |
| 5. Target Participants | Identify the right people to undergo the training |
| 4. Establish Performance Standards | Identify performance gaps of the employees |
| 3. Involvement of Supervisors | Validate and garner support for a successful implementation |
| 2. Needs | Understand the general weakness in the organization and the lack of KSA at the individual level |
| 1. Issue | Assess gaps in KSA |

*Figure 3.11: Steps in Developing a Training Plan*

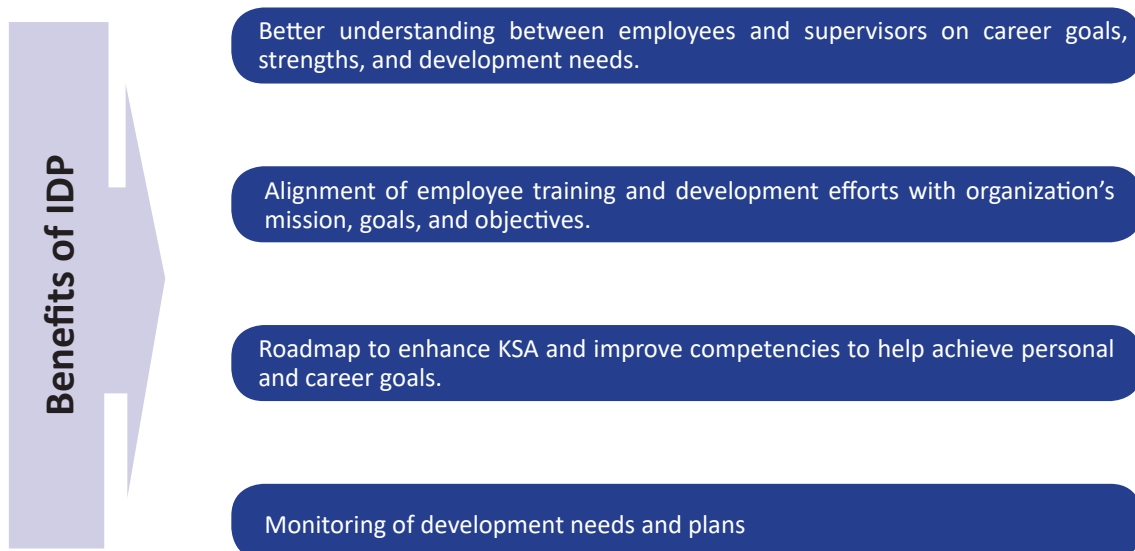### 3.6 Application of the Competency-based Framework for Career Development

### 3.6.1 Individual Development Plan

An Individual Development Plan (IDP) is a tool to assist employees in career and personal development. Its primary purpose is to help employees improve current job performance as well as reach short- and long-term career goals within a specific time frame for the benefit of the individual and the organization

- IDP is not a performance evaluation tool
- IDP requires preparation and continuous feedback
- IDP requires partnership between employee and supervisor
- IDP is win-win strategy because it benefits both organization and employee
- IDP is uniquely tailored to the needs of the individual and the organization
- IDP helps employees enhance KSA and competencies, which will enable them to achieve personal and career goals both inside and outside of the organization
- IDP works by helping an employee and supervisor clarify things that are important to them and makes plans to achieve them on periodic basis

IDP employs a concept that emphasizes discussion and joint decisions by the employee and the supervisor, with input from mentor(s) on the specific developmental experiences necessary to fulfil the mutual goals of individual career development and organizational enhancement.

### 3.6.2 Benefits of an IDP

**Benefits of IDP**

Better understanding between employees and supervisors on career goals, strengths, and development needs.

Alignment of employee training and development efforts with organization's mission, goals, and objectives.

Roadmap to enhance KSA and improve competencies to help achieve personal and career goals.

Monitoring of development needs and plans

### 3.6.3 Responsibilities of Supervisors and Employees Developing an IDP

**Supervisors**
- Assist employees in developing IDPs
- Coach and counsel employees concerning career and personal development
- Provide support and resources for developmental activities
- Evaluate effectiveness of development and training activities

**Employees**
- Develop IDP in consultation with supervisor
- Identify knowledge, skills, and abilities required to achieve the stated career objectives
- Discuss and obtain supervisor's approval of IDP
- Satisfactorily complete all developmental assignments and activities
- Evaluate effectiveness of development and training activities

### 3.6.4 Key Elements of an IDP

**Key elements of IDP**
- Employee Profile
- Career goals
- Development objectives
- Training and development opportunities
- Signatures
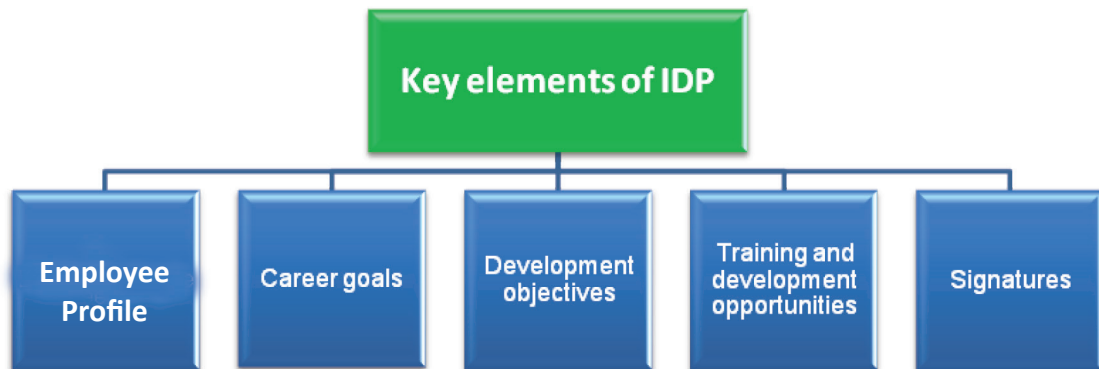
- **Employee profile:** name, position title, office, grade/pay scale

- **Career goals:** short-term and long-term goals with estimated and actual completion dates

- **Development objectives:** linked to work unit mission/goals/objectives and employee's development needs and objectives

- **Training and development opportunities:** activities in which the employee will pursue with estimated and actual completion dates. These activities may include formal classroom training, web-based training, rotational assignments, shadowing assignments, OJT, self-study programs, and professional conferences/seminars

- **Signatures:** signatures of supervisors and employees and the date

| 1. Personal Details | | | |
|---|---|---|---|
| Name | Sonam  Jamtsho | Position Title | Engineer |
| Employee ID No. | 202010885 | Position Level | P4 |
| Highest Qualification | Bachelor Degree | No. of years in current position | 1 |
| | | | |
| Division | Water and Sanitation | Department | Department of Engineering Services |
| Immediate Supervisor's name | Karma | Department/Agency head's name | Kencho |

| 2. Career Goals | |
|---|---|
| Short term goals(1 year) | Gain Knowledge about the rules and regulations, standards and practices, codes, etc. that are applicable for the effective design and drawing of infrastructure related to water. |
| Medium term goal (2-3 years) | Analyse and design water infrastructures |

| 3. Competency Development | | |
|---|---|---|
| Competencies to be developed | Developmental Objectives | Method of accomplishment |
| Design and analysis | Knowledge of designing and analysing standards and practices | 1.Workshop |
| Forecasting | Knowledge on projecting the needs of the future | 1. Coaching<br>2. Mentoring |
| Professional Knowledge | Apply basic engineering concepts for actual design | 1. On job training<br>2. Mentoring |

| 4. Individual Road map | | | | |
|---|---|---|---|---|
| Learning Objectives | Learning Activities | Priority | Planned Date | Evaluation |
| Will be able to use the Drinking Water quality standards | Familiarisation workshop on standards, acts, rules and regulation. | 2 | 15/06/19 | |
| Will be prepared to start the actual work | Attachment with senior for a period of 3 months | 1 | 12/02/19 | |

| 4. Signature and date | | | |
|---|---|---|---|
| | Beginning | Midterm | End |
| Employee | | | |
| Immediate Supervisor | | | |
| Agency/Department head | | | |

*Figure 3.12: Sample of an Individual Development Plan*

### 3.6.5    The IDP Process

It is a collaborative process and requires ongoing communication and interaction between the supervisor and the employee. The IDP process comprises five phases:



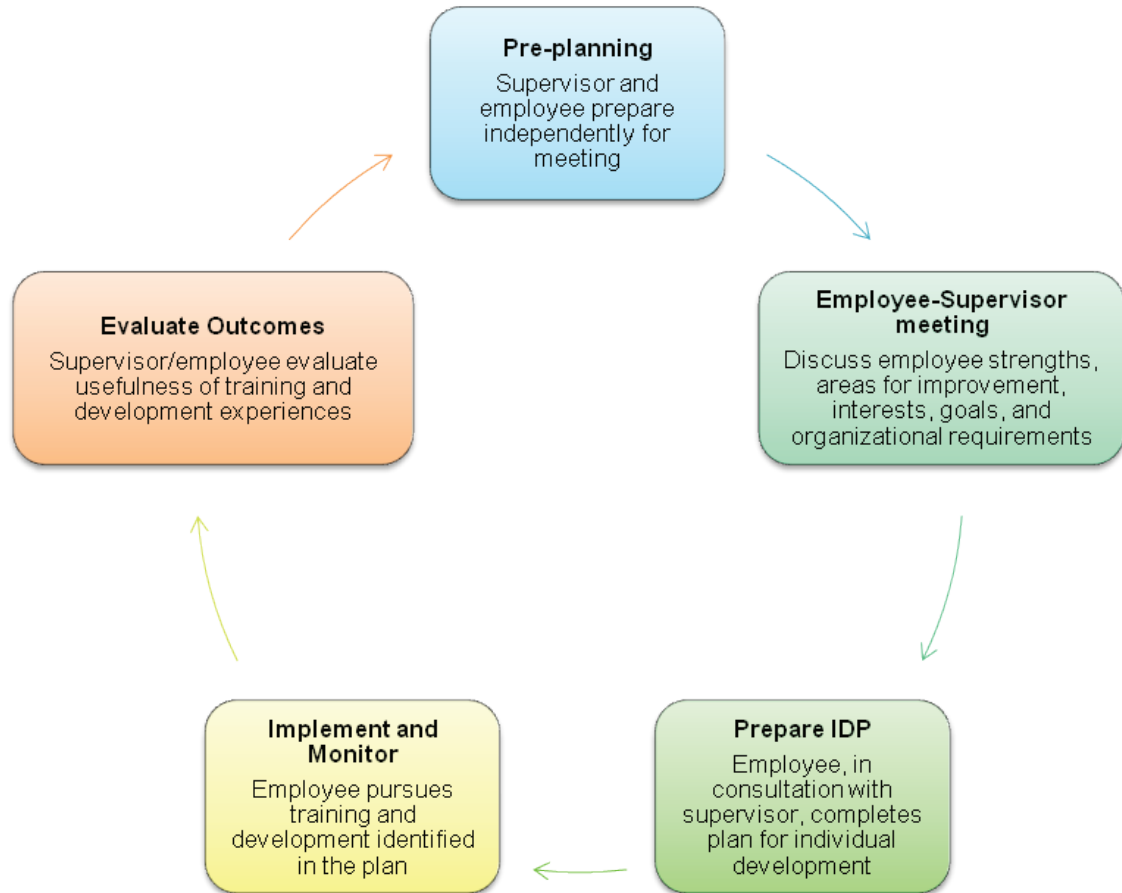*Figure 3.13: The Process of the Individual Development Plan*

### 3.6.6    How to Prepare an IDP

### 3.6.7    When to Prepare

Timing is a very important factor in developing the IDP – it is good to consider the organization's planning processes and schedules.
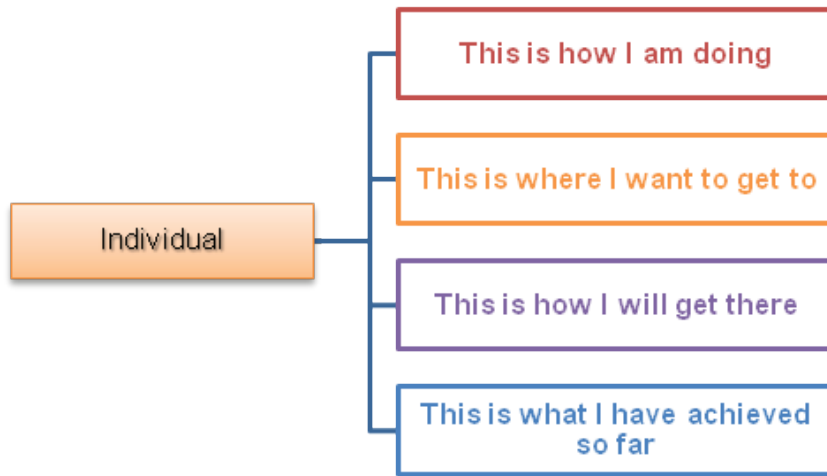
For example:

• Work planning and budgeting cycles

• Training Needs Analysis cycle

• Performance appraisal cycle

• Career development and promotion cycles

The optimum time for preparing the IDP is during the immediate few weeks following the year-end performance appraisal.

**How to Enhance the IDP Process**

    *I.    Adopt a learner-centric approach*



    *II.    Provide safety for the IDP discussion*

**The SCARF** Model

| | Definition | Reward (+) | Threats (-) |
|---|---|---|---|
| **S- Status** | Sense of importance relative to others | Positive feedback, learning opportunities, (public) acknowledgement | Performance reviews, advice, (public) critiques |
| **C-Certainty** | Need for clarity and ability to make accurate predictions about the future | Clear expectations, clear goals, realistic project schedule | Lack of transparency, dishonesty, unpredict-ability |
| **A-Autonomy** | Sense of control over the event in one's life and perception of influence over outcomes | Providing choice, delega-tion, self-responsibility, empowerment | Micro-management, constant authoritative leadership |
| **R-Relatedness** | Sense of connection to and security with others | Friendly gestures, foster-ing socializing, mentoring programs | Fostering internal com-petition, prohibit social-izing in workplace |
| **F-Fairness** | Just and non-biased ex-change between people | Transparent decisions, open communication, candidness, clear rules | Unequal treatment, unclear rules and guide-lines, lack of communica-tion |

### *III.     Apply learning design 101*

**Bloom's Taxonomy**
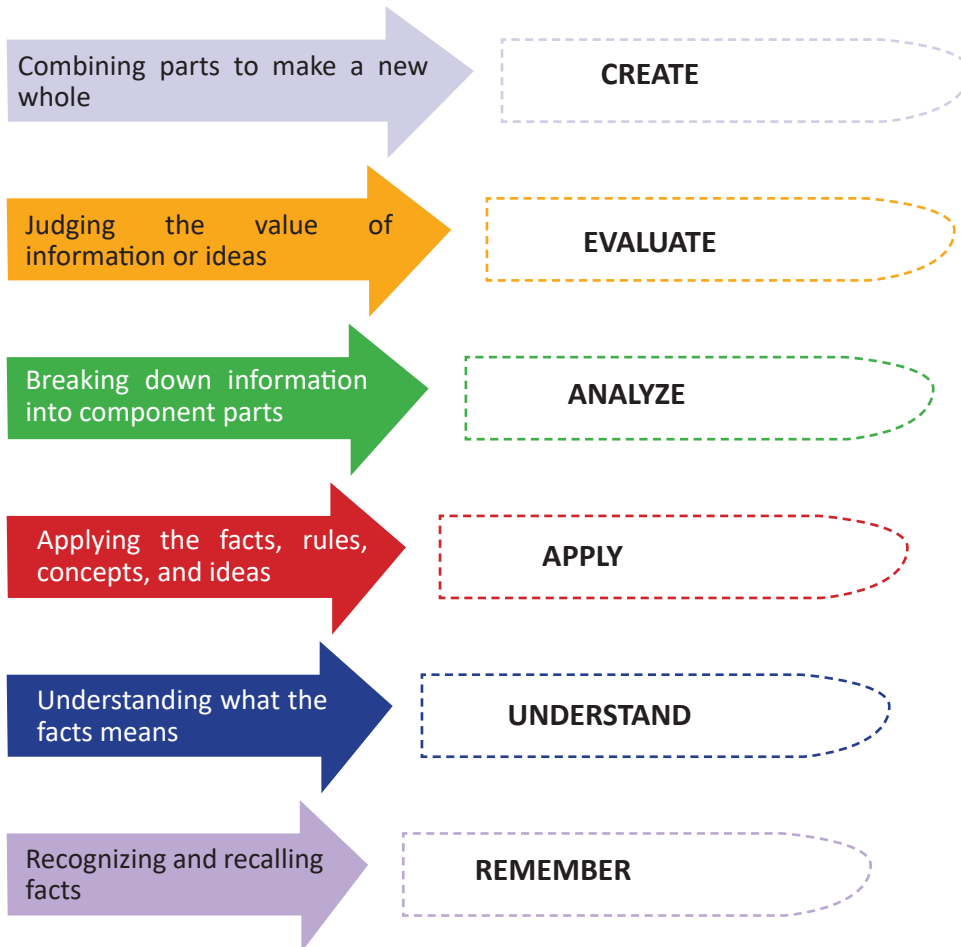


The learning sequence is focused on following learning outcomes:

**What:** the learning sequence may start with the most important, comprehensive or fundamental parts and  progress from general to specific.

**How:** the learning sequence needs to follow the natural process (step 1,step 2, step 3, etc.) of the skill acquisition.

**Why:** the learning sequence needs to follow the natural process of developing an understanding (cause and effect).

**3.7     Other Applications of the Competency-based Framework**
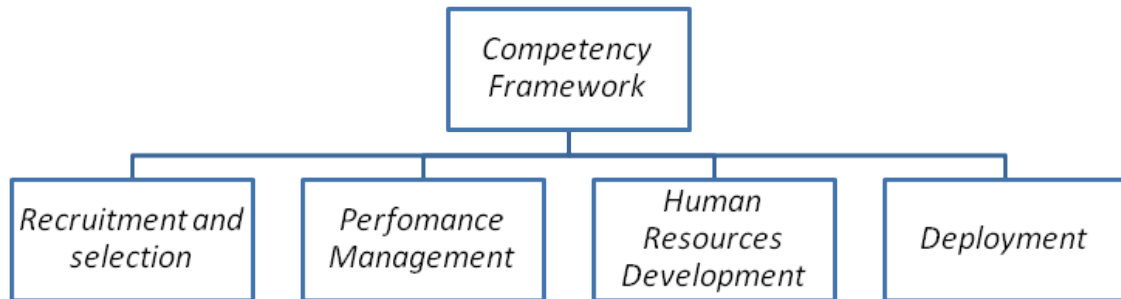


*Figure 3.14: Other Applications of the Competency-based Framework*

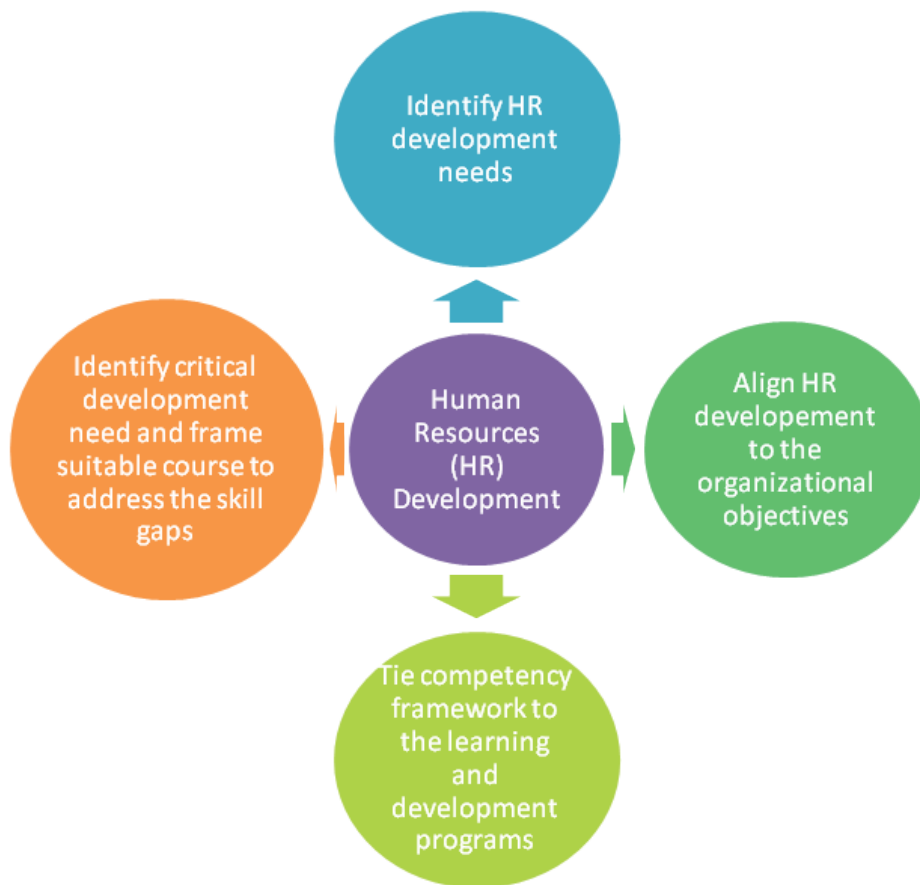**3.7.1     Human Resources Development (Opportunity for Growth)**



*Figure 3.15: Applying the Competency-based Framework in Human Resources Development*

### 3.7.2 Selecting and Recruiting the Right Person for the Job

CBF is an integral part of recruiting employees for any occupation. It serves as a basis to assess candidates for a job. The competency requirement is the basis for developing the job description; determining the knowledge, skills, and attributes to carry out the job; and incorporating these into the selection process.
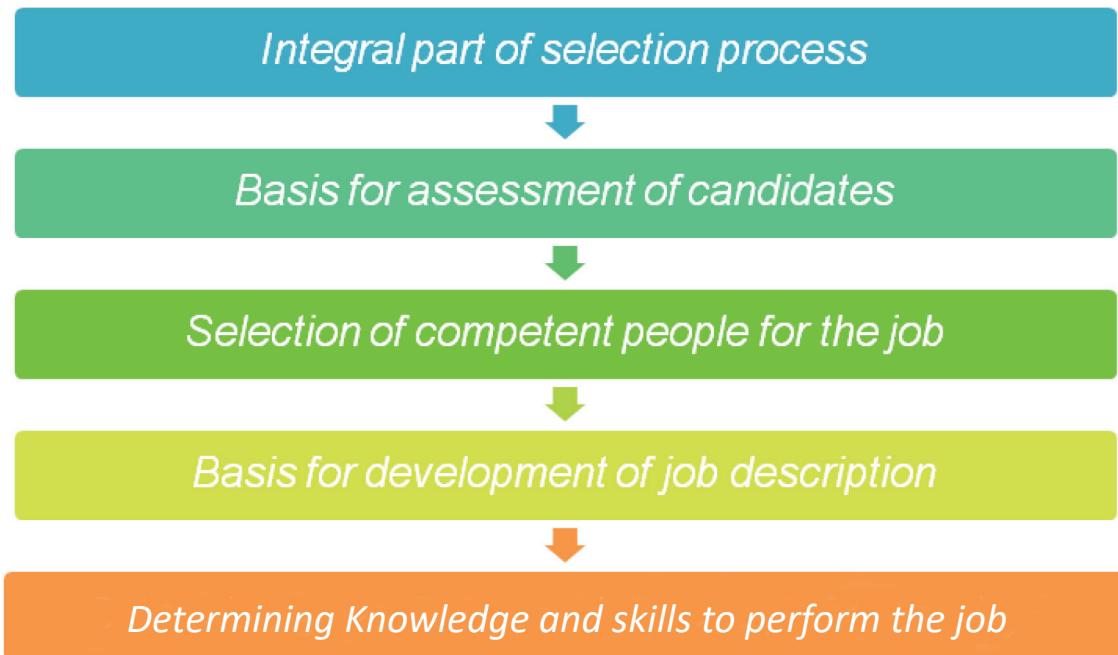
Integral part of selection process

Basis for assessment of candidates

Selection of competent people for the job

Basis for development of job description

Determining Knowledge and skills to perform the job

*Figure 3.16: Applying the Competency-based Framework for Selection and Recruitment*

### 3.7.3 Performance Management

CBF will be used for determining the performance standard for assessment of the employees. All the employees must be aware of the competencies that are relevant to their job responsibilities, demonstrate/exhibit the competencies, and work towards enhancing the performance. This will also ensure that there is ongoing feedback process from the supervisor to achieve the set target/ desired performance. The knowledge and skill gaps can be addressed by focusing on the specific and practical learning and development program.

### 3.7.4 Deployment

For the deployment, the organization should be able to identify the difference between readiness and potential. The readiness to perform or to take on new assignment is different than the long-term potential of an employee. The judgement of employees' current performance and the possible potential will enable the organization in assigning the new responsibilities accordingly and optimize the use of human resources.

### 3.8 Bloom's Taxonomy

- Bloom's taxonomy for the knowledge domain, created in 1956, is a useful guide for trainers.

- It promotes a systematic approach to thinking about levels of learning by providing a structure for analyzing the levels of knowledge and intellectual skills.

- It has six levels starting from the simplest to the most difficult. Each of the higher levels embraces all the corresponding lower levels.

**Produce new or original work**: *design, assemble, construct, build, solve, conjecture, develop*

**Justify a stand or decision**: *appraise, judge, select, support, value, argue, defend, critique*

**Draw connections among ideas**: *differentiate, organize, relate, compare, contrast, distinguish, examine, experiment*

**Use information in new situations**: *execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch*

**Explain ideas or concepts**: *classify, describe, discuss, explain, identify, locate, recognize, report, select, translate*

**Recall facts and basic concepts**: *define, duplicate, list, memorize, repeat, state*

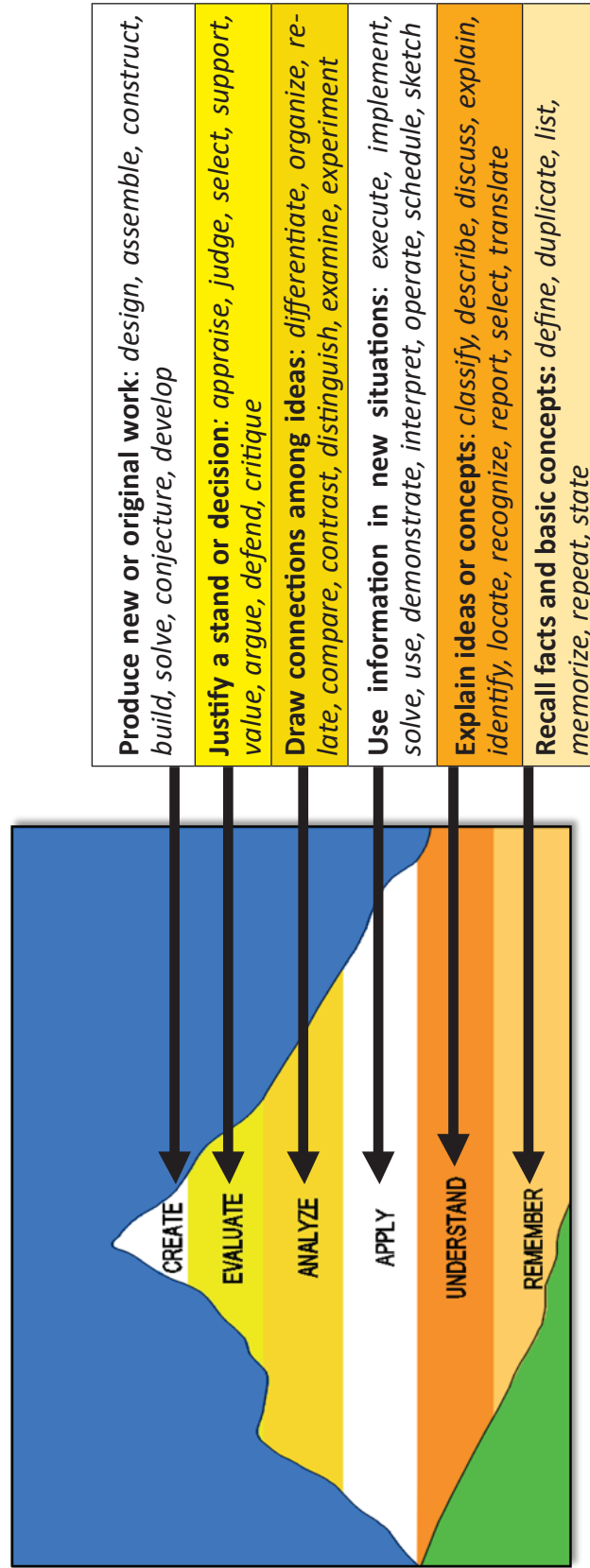CREATE
EVALUATE
ANALYZE
APPLY
UNDERSTAND
REMEMBER

*Figure 3.17: Bloom's Taxonomy Representation*

## 4. MANAGING CHANGE IN IMPLEMENTING THE COMPETENCY-BASED FRAMEWORK

This section highlights the ways of effectively overcoming resistance to change with regard to the implementation of the Competency-based Framework (CBF).

It is expected and normal to have some degree of resistance while implementing any change in a system. Therefore, it is important to ensure that stakeholders are aware of the rationale for adopting the change – in this case, it is crucial to explain the Framework and how it will benefit them and their organization.

This change requires extensive change management processes to be in place, which includes the identification of change, effective communication on the details of the change, approaches to resistance, implementation of change, and monitoring and fine tuning.

### 4.1 A Smooth Roll-out

Implementing the CBF requires a mind set change and involves transformations in processes and practices. It is important to ensure that people are aware of the rationale for adopting CBF and how it will benefit them.

Some guiding principles are given below to ensure a smooth roll-out of CBF.

**SECTION OUTLINE**

- Change Process:

  - Identify Change
  - Effective Communication
  - Approaches to Resistance
  - Implementation of Change
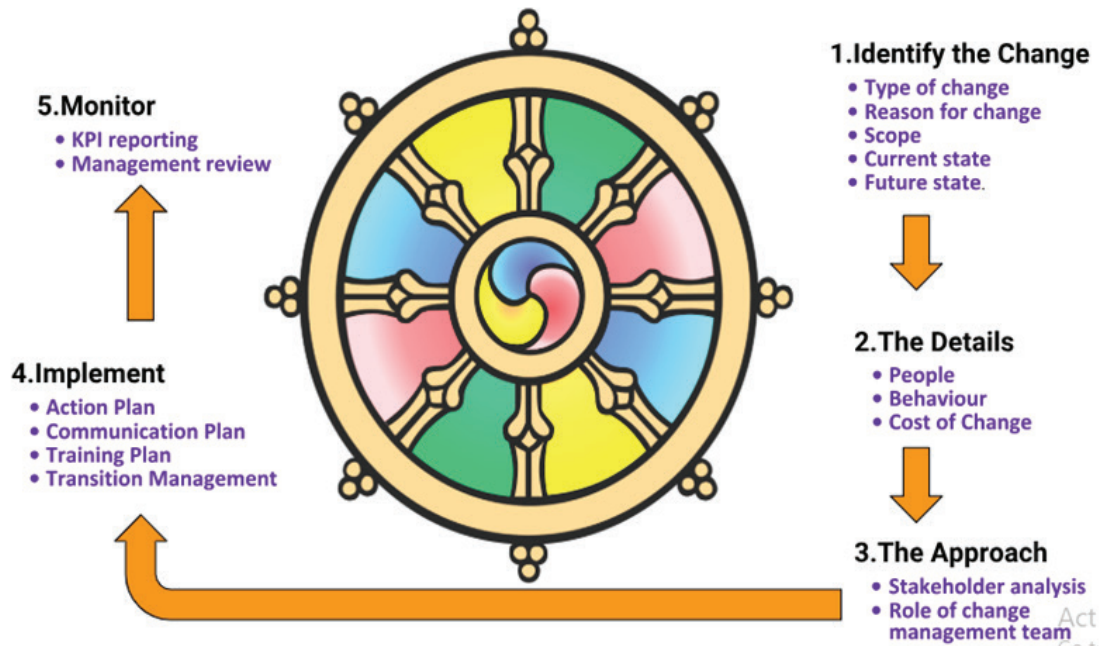  - Monitoring and Fine-tuning

*Change Process*



1.Identify the Change
• Type of change
• Reason for change
• Scope
• Current state
• Future state.

2.The Details
• People
• Behaviour
• Cost of Change

3.The Approach
• Stakeholder analysis
• Role of change
  management team

5.Monitor
• KPI reporting
• Management review

4.Implement
• Action Plan
• Communication Plan
• Training Plan
• Transition Management

*Figure 4.1: The Change Process Khorlo*

### 4.1.1 Identifying the Change

- Define stakeholders' needs
- Support your proposal with evidence

### 4.1.2 Communicating Clearly and Effectively

- Explain the reasons for change, how the change benefits stakeholders, and the details of the change
  - Consider the following:
  - Who is this change affecting?
  - Which levels of the organization will the change impact?
  - What are the costs and implications?
  - What do you need from the organization to successfully put this change in place?

### 4.1.3 Preventing Resistance

- Create the vision and strategy
- Establish a sense of urgency
- Engage stakeholders and address their concerns
- Build a guiding coalition

### 4.1.4    Implementing the Change

- Carry out an effective training and development program that equips people to manage the change
- Put plans in place including communication, training, and review
- Create short-term wins
- Sustain the acceleration

### 4.1.5    Monitoring and Fine-tuning

- Consolidate gains
- Measure, monitor, and evaluate
- Institute the change

## ACKNOWLEDGEMENT OF SP FACILITATORS

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Fook Kee has vast experiences in consultancy projects in Singapore for Singapore Polytechnic, Workforce Development Agency and multinational companies; and has led and implemented overseas consultancy and training projects in Bhutan, Brunei, China, Indonesia, Mongolia, Myanmar, Philippines, Thailand and Timor Leste in areas such as competency-based Technical & Vocational Education & Training, national qualifications frameworks and quality assurance frameworks.

Fook Kee's education includes Teacher Training and Adult Education, Achievement Testing, Production Engineering and Work Study; and fellowship at the National Centre for Research in Vocational Education in Ohio State University, USA.

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**Mr Lawrence Tan** has been a HR Leader, primarily in the public sector in Singapore. He has worked with the Civil Service Division, Prime Minister's Office, as well as with PUB Singapore for more than 30 years. PUB is the national water agency that is responsible for the collection, production, distribution and reclamation of water in Singapore.

Lawrence's HR experience encompasses managing manpower planning through directing initiatives aimed at talent development, attraction and retention, succession planning and staff deployment; Reviewing and implementing a performance management system to facilitate alignment of individual goals to organisational goals; Developing staff capabilities through training to support organisational needs so that staff competency levels are effective; Developing strategies and programmes to ensure a motivated and healthy workforce; Managing employee and Union relations towards a trusting and cooperative environment.

Lawrence has also been a Spring Singapore Assessor since 2004 and is currently a Senior Assessor with Spring Singapore for People Developer and Singapore Quality Awards. He also served in the Council of Singapore Human Resource Institute and in the Engagement Committee in the Institute of Human Resource Professionals (IHRP).

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**Ms Chua Mui Yim** is currently the Deputy Chief Executive at VITAL Shared Services (Ministry of Finance) serving civil service agencies in Singapore. She leads and drives operational and service excellence and capability development to build high performing teams.

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Mui Yim's professional interests include building organizational and workforce capabilities; mentoring and coaching young leaders; and enhancing organizational performance. She is also passionate about contributing to community development and has strong interest in helping people with disabilities integrate into society through meaningful employment.

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**Mr Jimmy Tan** served in the Singapore Education Service for 35 years. He has made contributions in various schools as Teacher, Discipline Master, Head of Department, Vice-Principal and Principal. Mr Tan has also held senior leadership positions in Ministry of Education (MOE) Headquarters, Singapore, including Cluster Superintendent and Deputy Director, Schools Appraisal Branch, where he oversaw the evaluation and appraisal of all public schools in Singapore.

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Derek was responsible for strategic human resource and organization development functions in these organizations. He possessed extensive knowledge and experience in the design, development and deployment of strategic compensation, performance, career development, competency and capability systems.

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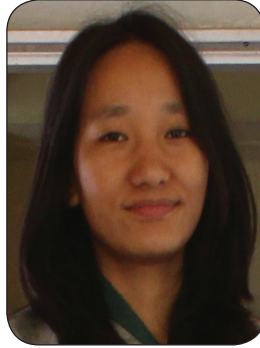Ministry of Economic Affairs, HRD



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