



UPM
UNIVERSITI PUTRA MALAYSIA
BERILMU BERBAKTI

Sesi Perkongsian Luar Negara

Competency Based Talent Management (CBTM)

Azizi Ismail | Besek Intan Zafina Basok

5 Mac 2019 | Dewan Taklimat Serdang



The Talent Management for Excellence (TaME) –Siri 1

Modul 1: Kuala Terengganu

Modul 2: Kota Kinabalu

Modul 3: Bandar Enstek

Modul 4: Australia



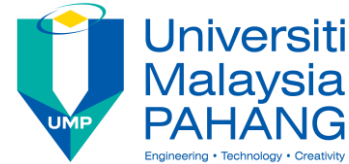
**International Immersive Learning Lab
Competency Based Talent Management
for University Leaders**

Southern Cross University

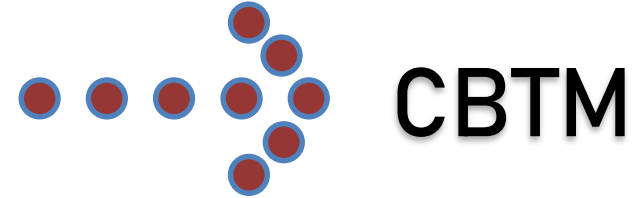
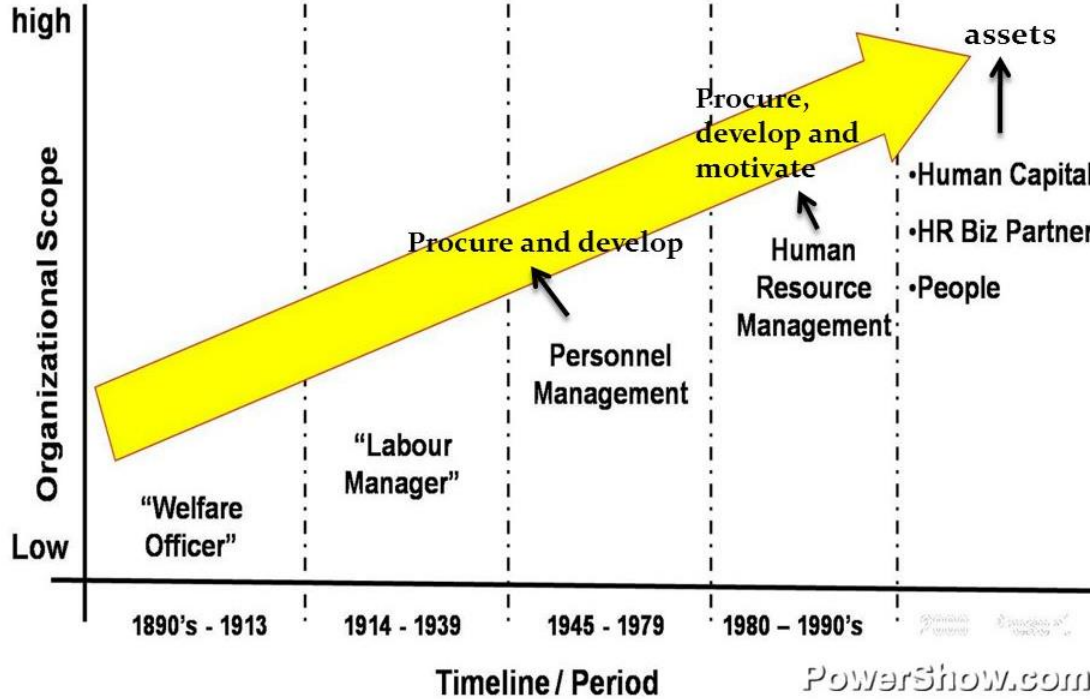
Gold Coast Australia

2-8 December 2018

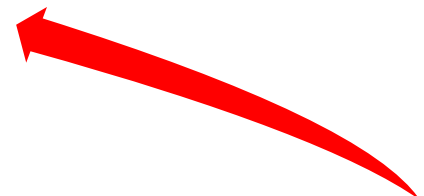
AKEPT HIGHER
EDUCATION
LEADERSHIP
ACADEMY
AKADEMI KEPIMPINAN PENGAJIAN TINGGI



Evolution of HR



Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi) – PPPM (PT)



CBTM Program Outcomes

1. Understand Competency Based Talent Management

2. Understand the importance and impact of CBTM for Universities

3. Participate in developing the CBTM Framework for their Workplace roles

4. Understand Succession Planning and the importance & impact on organisations.

5. Develop a Succession Plan for their workplace.



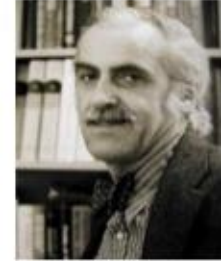
Brief History of CBTM



HISTORY

COLONEL JOHN FLANAGAN

1954 - CRITICAL INCIDENTS TECHNIQUE



DAVID MC CLELLAND

1960 - "COMPETENCY" USED.

1973 - COMPETENCE BETTER THAN INTELLIGENCE

BEI - BEHAVIOURIAL EVENT INTERVIEW.



BOYATZIS.

1982 - THE COMPETENT MANAGER.



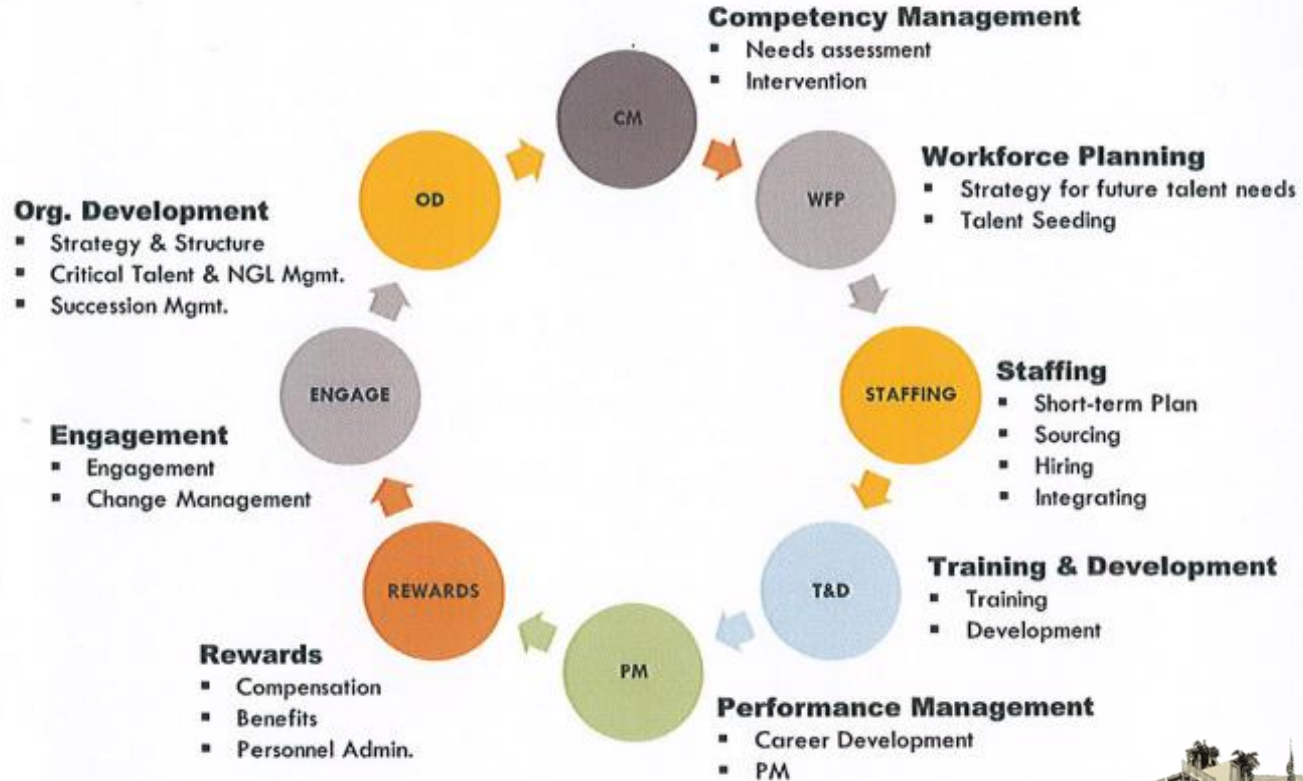
What is CBTM?



CBTM is an **HR Management Approach** that standardises and integrates all HR activities based on **competencies** that support organisational goals.



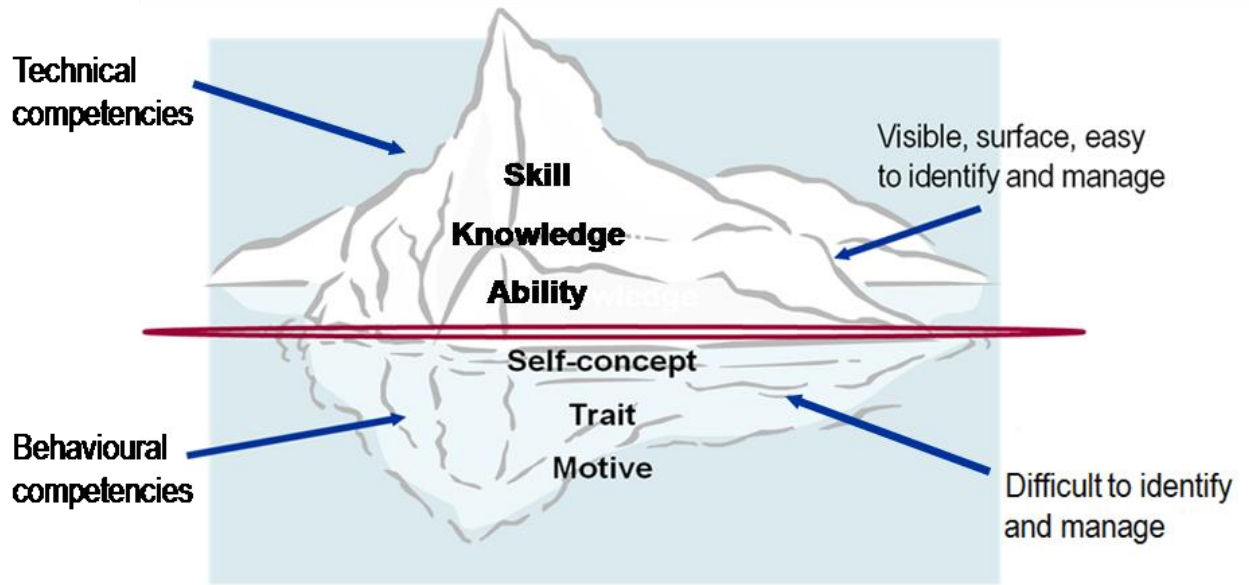
CBTM: A process....



CBTM: A process



Why CBTM?



Source: <http://blog.competencycore.com/2012/12/back-to-basics-what-is-competency-based.html>



CBTM



THE RIGHT TALENT



AT THE RIGHT PLACE



AT THE RIGHT TIME



Reasons organisations implement CBTM

- Aligning talent and culture management with the vision and strategic goals of the organisation
- Improving productivity and profitability through talent
- Attracting and retaining quality employees
- Being an employer of choice
- Ensuring a continuing pipeline of qualified candidates for key roles



HR Goals

Addressing skill shortages

Retaining talented employees

Developing high potential employees

Implementing succession plans for key roles

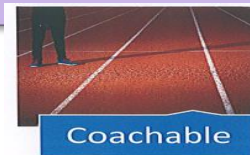
Achieving higher levels of employee satisfaction and engagement



What is a Competency



A competency is an **ability, skill, attitude, attribute, trait or behaviour** that is needed for the successful performance of a position. It is most often described as a **behaviour, or 'how' the person does the position.**



Coachable



Observable



Measurable



Competency vs. Competence



Competency

- A person related concepts that refers to the dimensions of behavior lying behind competent performer



Competence

- A work-related concepts that refers to areas of work at which the person is competent



Competencies

- Often referred as the combination of the two



Components of Competency



• SKILLS

- Capabilities acquired through practice
- Behavior



• KNOWLEDGE

- Understanding acquired through learning
- The observable demonstration of some competency, skills, knowledge and personal attributes attributed to excellent performance



• ATTITUDE

- Personal attributes
- Inherent characteristics which are brought to the job



Benefits of CBTM

Translate the organisation's **vision and goals** into the **behaviours** employees are expected to display for the organisation to be successful



Benefits of CBTM

Improve recruitment and selection decisions

because the competencies reflect the behaviours employees must have to be effective in their jobs and roles



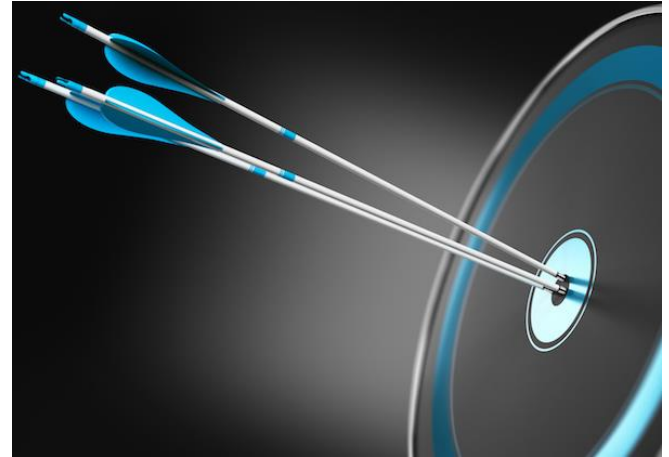
Benefits of CBTM

Increase employee productivity and operational effectiveness, because they focus employees on the performance behaviours they need to display to be successful



Benefits of CBTM

Help in **identifying employee strength** areas for development that are directly linked to the organisation's strategic objectives



Benefits of CBTM

Help to **shorten the learning curve** for employees, by allowing both the organisation and the employees to focus on those competencies that need development



Benefits of CBTM

Provide employees with an **understanding of what is needed to be successful** in their current and future roles, giving employees **a sense of empowerment and control** over their careers, thus **increasing levels of job satisfaction and employee retention**



Benefits of CBTM

Support strategic HR planning. Allows the organisation to **address gaps** between the current skills and competencies of employees, and those needed in the desired future state.



CBTM @ UPM...



Competency Identification Process



Types of Competency

Core competency

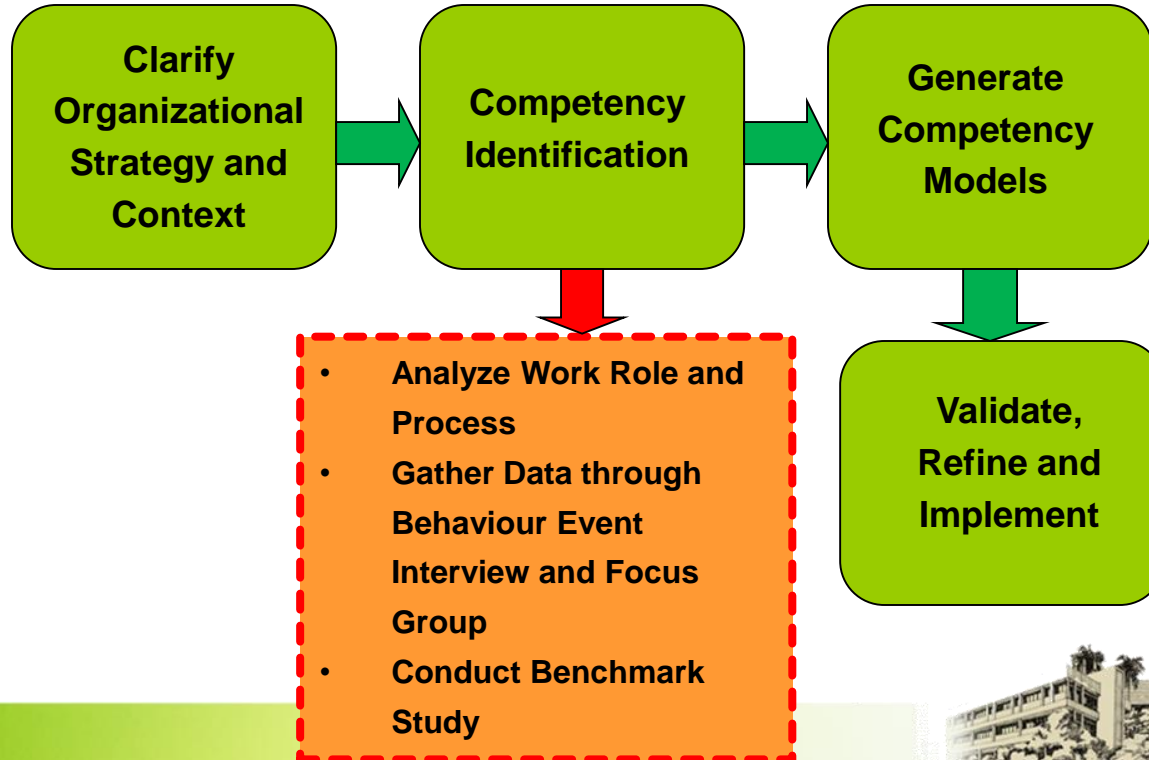
This type of competency relates to **the ability to manage job and develop an interaction with other persons**. For example : problem solving, leadership, communication, etc.

Functional competency

This type of competency relates to the **functional capacity of work**. It mainly deals with the **technical aspect of the job**. For example : market research, financial analysis, electrical engineering, etc.



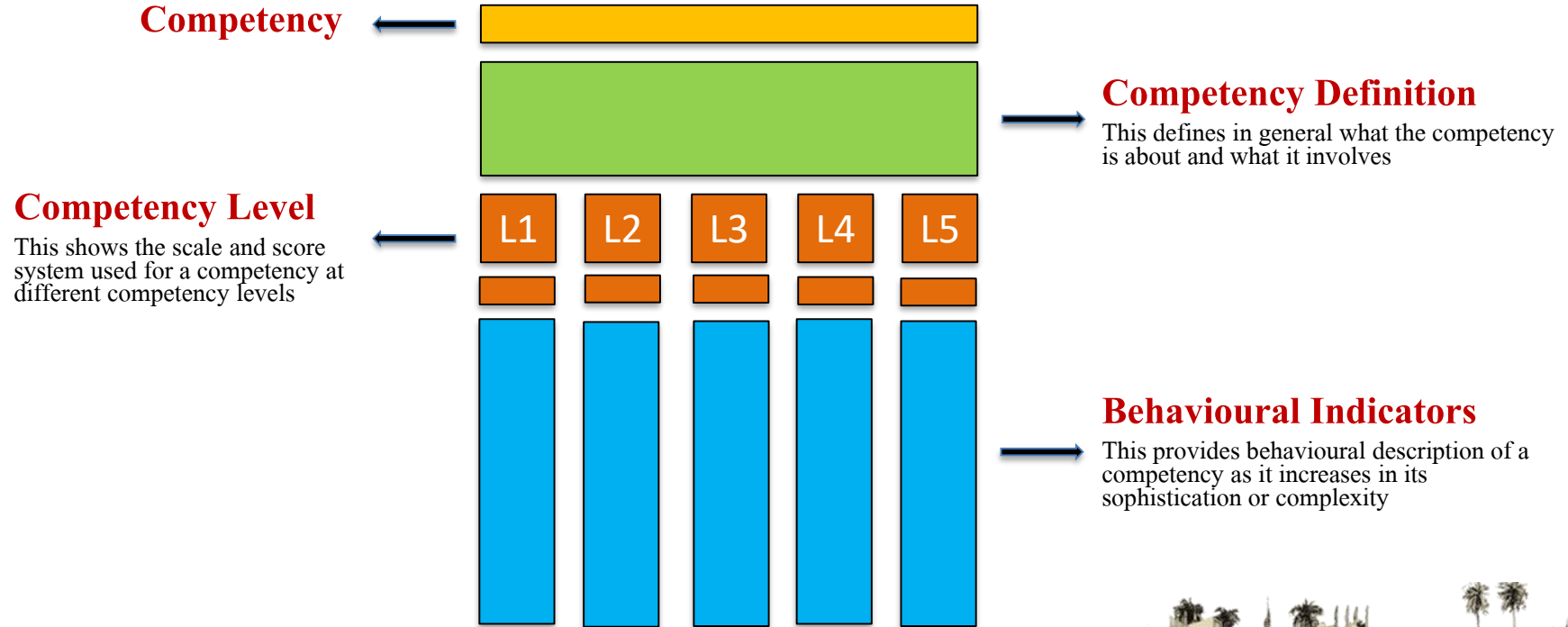
Competency Identification Process



Competency Dictionary



Competency Dictionary



Competency Dictionary (Example #1)

Problem Solving

Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations

Level 1 Awareness	Level 2 Basic	Level 3 Intermediate	Level 4 Advanced	Level 5 Expert
Applies the competency in the simplest situations; Requires close and extensive guidance	Applies the competency in somewhat difficult situations; Requires frequent guidance	Applies the competency in difficult situations; Requires occasional guidance	Applies the competency in considerably difficult situations; Generally requires little or no guidance	Applies the competency in exceptionally difficult situations; Serves as a key resource and advises others
<ul style="list-style-type: none"> Proposes solution to improve customer satisfaction Determines cause of workforce problem and recommends corrective action 	<ul style="list-style-type: none"> Addresses routine organizational problems by leading a team to brainstorm solutions Establishes guidelines to clarify complex and/or controversial processes 	<ul style="list-style-type: none"> Reconciles conflicting and/or incomplete information to develop solutions Applies appropriate methodology to discover or identify policy issues and resource concerns 	<ul style="list-style-type: none"> Synthesizes information from internal and external sources to develop an action plan addressing program issues Addresses systemic barriers inhibiting the achievement of results by forming teams to conduct focus groups and develop solutions 	<ul style="list-style-type: none"> Improves organizational efficiency by developing, planning, and implementing a multi-tier solution to complex or unprecedented problems Develops and implements a remediation plan restoring stakeholder confidence in a critical agency program

Competency Dictionary (Example #2)

Influencing & Negotiating

Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals

Level 1 Awareness	Level 2 Basic	Level 3 Intermediate	Level 4 Advanced	Level 5 Expert
Applies the competency in the simplest situations; Requires close and extensive guidance	Applies the competency in somewhat difficult situations; Requires frequent guidance	Applies the competency in difficult situations; Requires occasional guidance	Applies the competency in considerably difficult situations; Generally requires little or no guidance	Applies the competency in exceptionally difficult situations; Serves as a key resource and advises others
<ul style="list-style-type: none"> Explains to staff the importance of their involvement on high stakes projects Recommends employee seek professional assistance for personal issues affecting work performance Justifies request for internal resources to accomplish goals 	<ul style="list-style-type: none"> Meets with team leaders to gain buy-in for new direction of division Uses factual information to support own point of view when meeting with team members 	<ul style="list-style-type: none"> Develops trust among various parties involved in a negotiation process Persuades manager to change leadership position or approach to better fit a situational need Represents the organization in reaching agreements with other organizations and contractors Obtains union buy-in for a change in working conditions by using open and honest communication and by carefully listening to the union leadership's ideas 	<ul style="list-style-type: none"> Negotiates with leaders for changes to reorganization design based on feedback from subordinates Develops plan and convinces high-level agency officials to adopt approach by meeting with officials to explain points Guides a team of experts to provide advice on, and build credibility for, a multi-level negotiation process 	<ul style="list-style-type: none"> Convinces colleagues and management to accept recommendations involving substantive agency resources and changes in established practice Influences external executive decision makers to achieve substantive goals

UPM's Competency



UPM's Competency

- 1 Communication
- 2 Analytical
- 3 Creative and Innovative
- 4 Decision Making
- 5 Strategic Thinking
- 6 Team Building
- 7 Negotiation
- 8 Vision Strength
- 9 Self Confidence



UPM's Competency Dictionary

Self Confidence

Person's belief in his or her own capability to accomplish a task. This includes the person's expressing confidence in dealing with increasingly challenging circumstances, in reaching decisions or forming opinions, and in handling failures constructively.

Level 1 Grade 41	Level 2 Grade 44	Level 3 Grade 48	Level 4 Grade 52	Level 5 Grade 54
Presents self confidently	Presents self forcefully or impressively	Justifies self-confident claims	Volunteers for challenges	Puts self in extremely challenging positions
<ul style="list-style-type: none"> • Makes decisions independently. • Works without constant supervision. • Appears confident in person, presents self strongly. 	<ul style="list-style-type: none"> • Makes or acts on decisions despite disagreement from others (without confronting others), or outside area of explicit authority. • Sees self as causal agent, prime mover, catalyst, originator. • States confidence in own judgement. 	<ul style="list-style-type: none"> • States own position clearly in conflicts. • Support or justifies verbal expression of self-confidence with actions. 	<ul style="list-style-type: none"> • Is pleased or excited about challenging assignments. • Seeks additional responsibility. • Expresses disagreement with management or clients tactfully or politely, states own position clearly and confidently in conflicts with superiors. 	<ul style="list-style-type: none"> • Confronts management or clients bluntly, or chooses to take on extremely challenging tasks.

Competency-based Interview for Selection



Types of Interview

- **Conventional** Interview
- **Competency-based** Interview



Competency-based Interview (CBI)

- Is a structured type of interview. The questions are focused on **disclosing examples of behaviour in the past.**
- The process of interview is intended to **disclose specifically and in detail** examples of behaviour in the past.
- Is designed based on the principle : *past behaviour predicts future behaviour* (Candidates are most likely to repeat these behaviours in similar situations in the future).



Competency-based Interview (CBI)

- Has a **high level of validity and reliability**.
- Equipped with a **standard scoring system** which refers to behaviour indicators



Approach in CBI



S What was the **Situation** in which you were involved?

T What was the **Task** you needed to accomplish?

A What **Action(s)** did you take?

R What **Results** did you achieve?



Approach in CBI

Situation

Can you explain the situation?

Where and when did the situation happen?

What events led up to it?

Who was involved in the situation (work colleagues, supervisor, customers)?



Approach in CBI

Tasks/Actions

What tasks were you supposed to do at that time?

What did you actually do at that time?

How did you do it?

What specific steps did you take?

Who was involved?



Approach in CBI

Results

What was the outcome?

Can you tell me the results of taking such action?

What specific outcome was produced by your
action?



Sample Questions in CBI

Competency

Sample Question

Persistence

In the process of selling, we are sometimes not successful in securing a new transaction. Can you tell me about one or two situations where you repeatedly failed to get a new client? What specific steps did you take? What was the result?

Influencing Others

Can you describe one or two cases in your effort to obtain new customers? What did you do? What was the result?



Sample Questions in CBI

Competency

Sample Question

Interpersonal
Understanding

Can you tell me about a situation where you faced a client who was disappointed with your product? What was the situation like? What specific steps did you take? What was the result?

Planning &
Organizing

In working, we often face a number of priorities that must be tackled at the same time. Can you tell me about one or two actual cases where you had to face such a situation? What did you do? What was the consequence?



CBTM

Competency-based Career Planning

Competency-based Training & Development

Competency-based Performance Management



Penghargaan & Terima Kasih

Naib Canselor UPM

Jawatankuasa Pengurusan UPM

Pendaftar UPM

Akademi Kepimpinan Pendidikan Tinggi (AKEPT), KPM

Ketua Bahagian Pembangunan Sumber Manusia Pej. Pendaftar (BHRD) UPM

Seksyen Latihan BHRD UPM

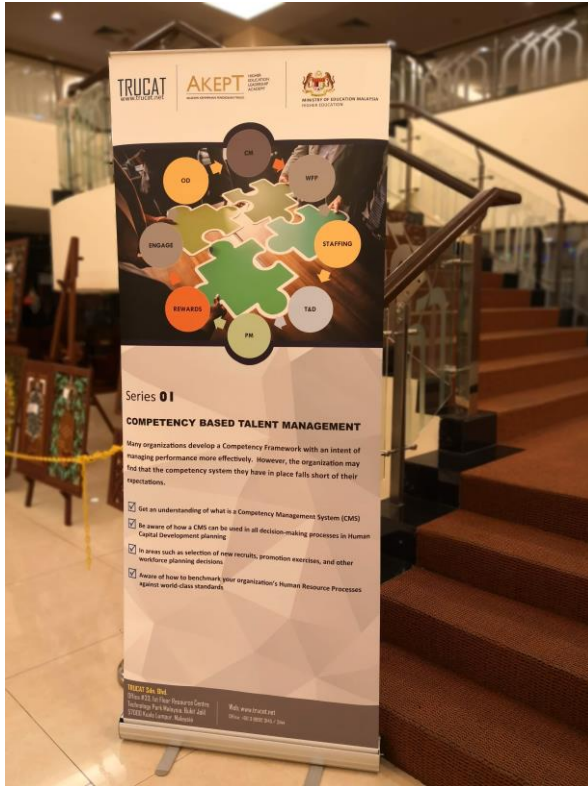
Ketua Bahagian Pengurusan Sumber Manusia (BHRM) UPM

Ketua-ketua Bahagian dan Ketua-ketua Seksyen Pej. Pendaftar

Semua yang terlibat secara langsung dan tidak langsung



Gambar-gambar Kenangan Siri 1-3



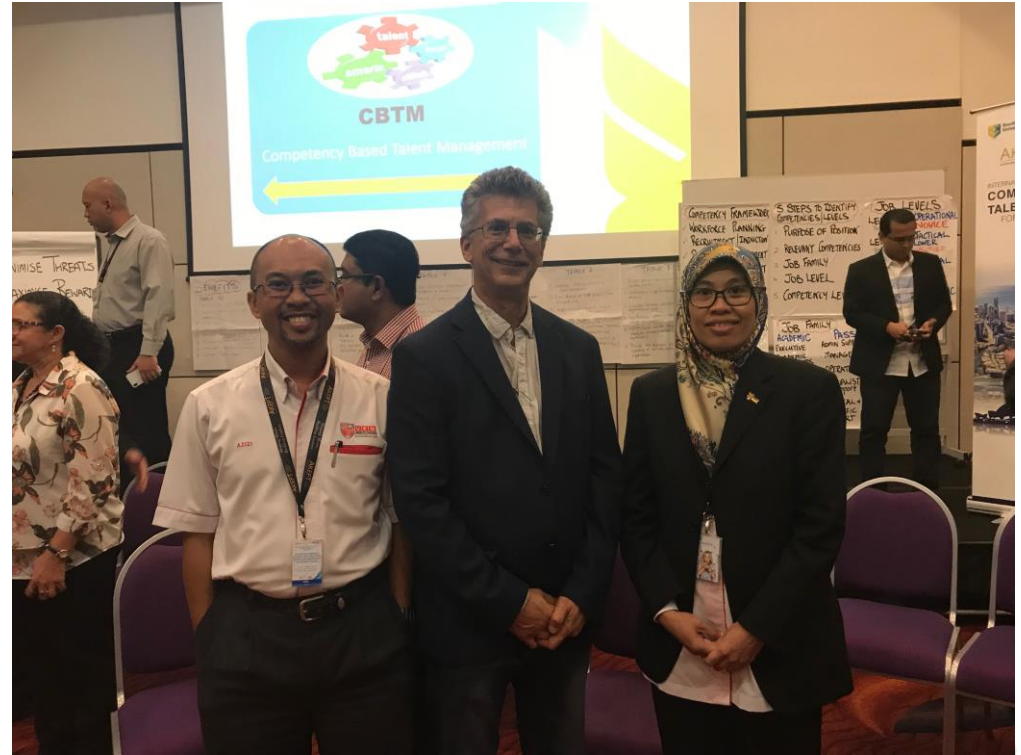
Gambar-gambar Kenangan Siri 1-3



Gambar-gambar Kenangan Siri 1-3



Gambar-gambar Kenangan Siri 4



Gambar-gambar Kenangan Siri 4



Gambar-gambar Kenangan Siri 4



Gambar-gambar Kenangan Siri 4



Gambar-gambar Kenangan Siri 4



Gambar-gambar Kenangan Siri 4



Gambar-gambar Kenangan Siri 4



Readings

1. K. Tripathi , M. Agrawal. *Competency Based Management in Organizational Context: A Literature Review*. Global Journal of Finance and Management 2014; 6 (4): 349-356.
http://www.ripublication.com/gjfm-spl/gjfmv6n4_10.pdf
2. Soderquist, K. E., Papalexandris, A., Ioannou, G., Prastacos, G. *From task-based to competency-based: A typology and process supporting a critical HRM transition*. Personnel Review 2010; 39 (3): 325-346.
<https://www.emeraldinsight.com/doi/full/10.1108/00483481011030520>
3. Horton, S. *Competency Management in the British Civil Service*. International Journal of Public Sector Management 2000; 13 (4): 354-368.
<https://www.emeraldinsight.com/doi/full/10.1108/09513550010350508>
4. Boyatzis, R. E. Competencies in the 21st Century. Journal of Management Development 2008; 27 (1): 5-12.
<https://www.emeraldinsight.com/doi/full/10.1108/02621710810840730>



Readings

5. Gangani, N., McLean, G. N., Braden, R. A. *A Competency-Based Human Resource Development Strategy*. Performance Improvement Quarterly 2006; 19 (1); 127-140.
https://www.researchgate.net/publication/229616411_A_Competency-Based_Human_Resource_Development_Strategy
6. Martone, D. *A Guide to Developing a Competency-Based Performance-Management System*. Wiley InterScience 2003. <https://onlinelibrary.wiley.com/doi/abs/10.1002/ert.10095>
7. Sanghi, S. (2004). *The Handbook of Competency Mapping: Understanding, Designing and Implementing Competency Models in Organizations*. New Delhi. Response Books.



TERIMA KASIH
Thank You

#WeLoveUPM

