

**COMPETENCY**



# Competency Matrix Development & Usage Guide

# Agenda



**Introduction**



**How to Design  
and use a  
Competency  
Matrix**



**Definition of Key  
Terms**



**Benefits of  
Competency  
Matrix**



**Components of  
Competency Matrix**

# Learning objectives

## Participants will:

- Understand the meaning of competencies, competency model/framework/ matrix & Key terms (concepts)
- Gain a basic understanding of the benefits of Competency Matrix
- Learn what are the components of Competency Matrix
- Learn how is the Competency Matrix is Developed & Used in the Workplace? (This include competency assessment)
- Ensure participants demonstrate the expertise necessary for developing/ maintaining competency matrix

# Introduction

Managing competencies within a workforce are important for delivering successful business outcomes and gain the understanding of the abilities of the employees. This is where the role of competency matrix comes into play.

Competency management = “a set of activities aimed at *realising the mission of the organisation* and optimising the *performance of employees*”

# What are competencies?

is a cluster of related knowledge, attitudes, skills, attributes and other personal characteristics that affects a major part of one's job (correlates with performance on the job),

Easy to identify and develop - usually defines satisfactory performance

Skills and knowledge

Behaviours

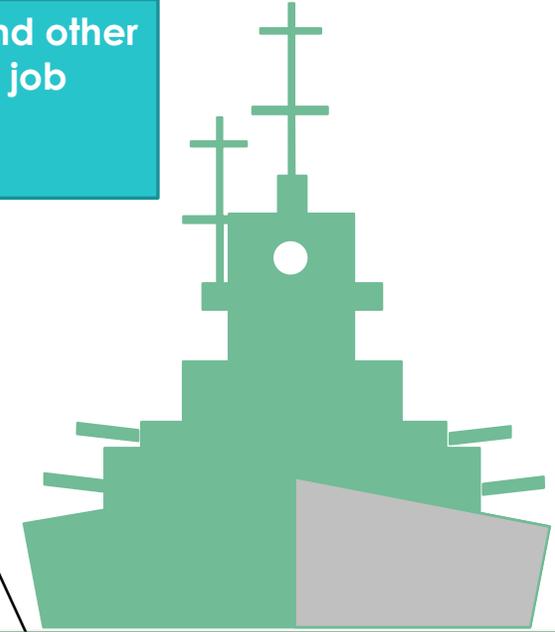
Values

Attributes

Traits

Motives

More difficult to identify and develop - often defines superior performance



# What is Competency Framework /Model

- is a model that broadly describes performance excellence within an organization.
- usually includes a number of competencies that are applied to multiple occupational roles within the organization.
- establishes the benchmark against which staff are assessed. A competency framework is a means by which organizations communicate which behaviors are required, valued, recognized and rewarded with respect to specific occupational roles.
- ensures that staff, in general, have a common understanding of the organization's values and expected excellent performance behaviors.

# Definition of Key Terms

## Competency

is a cluster of related knowledge, attitudes, skills and other personal characteristics that affects a major part of one's job (correlates with performance on the job), can be measured against well-accepted standards and can be improved via training and development.

## Competency Profiling

Competency profiling is the process of selecting industry relevant competencies at a specific level of proficiency required for successful performance in a job.

## Competency Mapping

It consists of breaking a given role or job into its constituent tasks or activities and identifying the competencies (technical, managerial, behavioral, conceptual knowledge, an attitudes, skills, etc.) needed to perform the same.

## Competency Model/Framework

is a model that lists the competencies required for effective performance in a specific job, job family, organization, function, or process. A competency framework is a means by which organizations communicate which behaviors are required, valued, recognized and rewarded with respect to specific occupational roles.

## A Competency matrix

is a tool to map required and desired skills for a team or project. It is a grid that visualizes the required and available competencies in a team. A competency matrix is a record that indicates which employees have the necessary competencies to complete specific tasks.

Competencies in organizations tend to fall into two broad categories: **Core/foundational/soft skill** and **Functional/Technical Competencies**.

# Components of Competency Matrix

## Competencies Required

- The required competencies that the organization needs to perform its activities efficiently and effectively. They are the competencies may/ may not be available within the task force, and they are required.

## Available Competencies

- A competency matrix comprises the competencies that the employees already have. They are the employees' competencies during the hiring or have gained due to employment experience.

## Competency Definition & Behavioral Demonstrations

- Competency Definition identifies the competency by name and defines the general behaviors that are associated with it. Behavioral Demonstration is an indicators to identify the different proficiency levels of a specific competency.

## Job Descriptions / Position Profiles

- The job descriptions should specifically focus on major roles and responsibilities that will help in identifying the required KSA ( knowledge , skills & attribute (behavioral)) required for the position (in our case the competencies)

## Proficiency Levels

- The required level of proficiency for each competencies for a specific job role (job holder)

## Competency Tables

- A set of tables containing identified competencies, an operational definition for each competency, identifying the behavioral indicators associated with the competency, and classifying the behavioral indicators into different levels, showing a progression of proficiency.

## Competency Framework

- A matrix of all position titles (duties and responsibilities) and required competencies identified/mapped the (1) competencies required for each position and (2) the required competency levels for those competencies.

## Competency Matrix/Competency Mapping

- A matrix of a competencies (with assigned proficiency levels) required for specific position titles and candidates' / employees' competency levels that can show the competency gap.

## Competency Assessment Tool

- A tool to evaluate and assess employees and job candidates to identify their level of proficiency for required competencies

# Benefits of Competency Matrix/ Competency Management

## Identifying the proper task force:

A competency matrix enables the HR manager to select only the qualified employees for the organization and the task to be executed.

## Trace employee development.

beneficial in planning and preparing the organization for emerging new skills for the future. It helps you inform an employee about his career & succession, performance management, employee development, compensation etc.

## Identify missing competencies:

competency matrix uses to identify the competencies missing and plan for acquiring the missing competencies through talent acquisition, training and development programs, etc..

## Identify competency-employee mismatch:

If employees can identify their weaknesses, the organization can save on resources. The competency-employee mismatch is easily recognized, and immediate action is taken.

## Predict potential competency loss threat:

The competency matrix is valuable for determining competencies that might be lost if employees leave the organization. It happens especially when the organization has limited employees with that competency.

**A competency matrix helps you align the capabilities of the workforce with the organizational objectives.**

**A more integrated HRM**

**Improvement of individual employability**

# How is the Competency Matrix being Developed & Used in the Workplace?

## Understand the Purpose & Decide on the Approach and Project Team

- Identify what your organization is trying to accomplish by incorporating competencies into employees' job descriptions and in HR system in general. How you wish to use the competencies will determine how the framework should be structured, who should be involved in preparing it and how to determine its scope.
- Do you want to develop a framework that will incorporate all roles and functions or a specific group of employees?
- Will it cover all levels or exclude target groups? A framework that is exclusive to a specific group will focus exclusively on the roles and functions of that group while a framework that will be used across multiple functions will have a more general focus and include all roles and functions.
- Next, you will need to determine the approach you would like to embrace. Whether you are going to develop a set of Core Competencies, Specific Job Competencies or both the process of developing the framework requires you to collect, define and assemble behaviors that reflect the values of your organization. This can be a tedious task and may require expertise outside of your own organization.

# How is the Competency Matrix being Developed & Used in the Workplace?...

## Gather Competency Data

- The main part of your competency framework will be collecting, evaluating and analyzing competency and job data. The focus of this step is two-fold;
    - 1) To gather specific examples of competencies & behavior you would like your employees to exhibit across the organization (i.e., leadership, teamwork, critical thinking, business acumen) and,
    - 2) Specific tasks and responsibilities related to each role.
  - The overall objective is to gather examples of competencies and behaviors that will lead to improved performance across the organization.
  - The process of gathering data for the specific tasks and responsibilities related to each role during this step may follow the following process or methods:
    - Organizational Analysis and Review including Strategic Review and Analysis, **task analysis**
    - Seeing high performers & Conduct Behavioral Event Interviews,
    - Conduct Subject Matter Expert Interviews,
    - Conduct Surveys
    - Literature Review of Competency Model Data Bases,
- The output of this step will be:
- List of competencies required for a specific roles
  - Competency definitions and behavioral demonstrations with level of proficiency

## Competencies fall into one of two categories:

- **Technical/Functional** – it is job related skills, knowledge, and/or qualifications required to fulfill a specific job role.
- **Core/Foundational/Soft-Skills** – values or ideals deemed important for the organization. (**The Competencies considered in this guideline.**)

# Identified Core/Foundational Competencies



Planning & Organizing



Communication



Teamwork



Interpersonal Relationship



Self Development



Problem Solving & Decision Making



Persuasiveness



Stress Tolerance



Creativity



Leading Others



Valuing Diversity



Managing Conflict



Flexibility



Attention to Detail

# How is the Competency Matrix being Developed & Used in the Workplace?...

## Build the Framework

- Create a framework structure that identifies the competency by name and defines the behaviors that are associated with it. You can accomplish this by:
  - Creating definitions to describe general & detail behavioral demonstrations associated with each of the competencies surfaced.
- Set proficiency levels relevant for your organization
- Decide proficiency levels for each competencies required for each job position

## Proficiency Level with Definition (Proficiency Level for HIP Core Competencies)

Proficiency Level	Definition
<b>Level 4 Expert</b>	<p>Employees/candidates are a known expert in this area. They can provide guidance, troubleshoot and answer questions related to this area of expertise and the field where the skill is used.</p> <ul style="list-style-type: none"> <li>• They have demonstrated consistent excellence in applying the competency across multiple projects and/or organizations.</li> <li>• They can explain the process or skills in order to foster a greater understanding among colleagues and external constituents.</li> </ul>
<b>Level 3 Advance</b>	<p>Employees/candidates can perform the actions associated with this skill without assistance. They are recognized within the organization as 'a person to ask' when difficult questions arise regarding this skill.</p> <ul style="list-style-type: none"> <li>• They are capable of coaching others in the application by explaining complex nuances related to the competency</li> <li>• They assist in the development of reference and resource materials in this competency</li> </ul>
<b>Level 2 Intermediate</b>	<p>Employees/candidates are able to successfully complete tasks in this competency as requested. Help from an expert may be required from time to time, but you can usually perform the skill independently.</p> <ul style="list-style-type: none"> <li>• They have applied this competency to situations occasionally while needing minimal guidance to perform successfully.</li> <li>• They can understand and discuss the application and implication of changes to processes in this area.</li> </ul>
<b>Level 1 Basic</b>	<p>Employees/candidates have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. They are expected to need help when performing this skill.</p> <ul style="list-style-type: none"> <li>• They understand and can discuss terminology, concepts, and issues related to this competency.</li> <li>• They are aware of the competency but unable to perform tasks independently.</li> </ul>

## Competency definitions (Example)

### Communication

- Clearly conveying information and ideas (including receiving information, listening, understanding and responding openly) through a variety of media to individuals or groups in a manner that engages the audience and helps them understand and retain the message. This requires effective, timely, and relevant exchange of information that is respectful of the diversity of people, and the geography and working environments of employees.

### Teamwork

- Actively participating as a member of a team to move the team toward the completion of common goals through developing and using collaborative relationships. Willingly cooperate and work collaboratively with others toward solutions that generally benefit all involved parties to achieve common goals and positive results. Teamwork and cooperation may be considered whenever an employee is a member of a group of people functioning as a team.

For this project four levels of proficiency is defined for every competency. Each proficiency level was defined in term of behavioral indicators.

## Example for Behavioral Demonstration for each Proficiency Levels (Planning & Organizing Competency)

Proficiency Level	Behavioural Demonstration
	<b>Organize self, act based on plan and follow up own work</b>
<b>Level I – Basic:</b>	<p>Identify requirements and use available resources to meet own work objectives in optimal fashion.</p> <p>Complete tasks in accordance with plans.</p> <p>Monitor the attainment of own work objectives and/or quality of the work completed.</p> <p>Set priorities for tasks in order of importance.</p> <p>Direct issues to appropriate bodies when unable to resolve them within own area of responsibility.</p> <p>Organize work according to project and time management principles and processes.</p>
	<b>Plan and organize own activities and adjust self for changing situations</b>
<b>Level II – Intermediate:</b>	<p>Establish personal goals and organize work by bringing together the necessary resources.</p> <p>Practice and plan for contingencies to deal with unexpected events or setbacks.</p> <p>Make needed adjustments to timelines, steps etc.</p> <p>Consider a range of factors in the planning process (e.g., costs, timing, resources available, etc.).</p>
	<b>Plan for teams and organize others</b>
<b>Level III - Advance:</b>	<p>Identify and plans activities that will result in overall personal improvement.</p> <p>Help to remove barriers in teams by providing resources and encouragement as needed.</p> <p>Ensure that systems are in place to effectively monitor and evaluate team progress.</p> <p>Establish alternative courses of action, organize people and prioritizes the activities of the team to achieve results more effectively.</p>
	<b>Strategic Planning and Sourcing</b>
<b>Level IV – Expert:</b>	<p>Plan work and deploy resources to deliver organization-wide results.</p> <p>Set and communicate priorities within the broader teams.</p> <p>Develop strategic plans considering short-term requirements as well as long-term direction.</p> <p>Secure and allocate program or project resources in line with strategic direction.</p>

**Develop the Competence Structure, This involves competency type, competency definitions, competency level and appropriate behavioral indicators.**

## Build the Framework ... (Decide proficiency Levels for Each Job Profile/Position)

To identify the proficiency levels required for each applicable competencies evaluate and assign appropriate proficiency levels for each major tasks and responsibilities for the job and summate it. (This is one method and can be done other way as mentioned above).

This is a sample done for Lane Supervisor and the same needs to be done for other Job Profile/position

Proficiency Levels assigned to each tasks & responsibilities for a specific job

### Instruction:

1. Choose for each major duties/task's applicable competencies with respective level of proficiency levels. Select '-' if Not Applicable, 'I' if Basic Level, 'II' if Intermediate Level, 'III' Advanced Level and 'IV' if Expert Level is needed.
2. The proficiency Level result at the end of each task (row result) tells the competencies required for each duties with appropriate proficiency level. (But it only tells the average proficiency level of competencies and for any decision (usage) one should check each competencies required proficiency level)
3. The proficiency Level result at the end of each competency type (column result) tells the proficiency level required for the job profile for the specified competency type.

### Job Profiles and Applicable Competencies

-	Not-Applicable
1	Level – I: Basic
2	Level – II: Intermediate
3	Level – III: Advanced
4	Level – IV: Expert

#### Job Profile: Line Supervisor

Major Duties & Tasks		Competencies														Proficiency Level (Task Score)
		Communication	Planning & Organizing	Leading Others	Teamwork	Problem Solving & Decision Making	Stress Tolerance	Flexibility	Creativity	Persuasiveness	Valuing Diversity	Interpersonal relations	Attention to Detail	Managing Conflict	Self-Development	
<b>Ensuring a safe and efficient workplace</b>																
<b>A Applying and controlling safety requirements at workplace</b>																
1	Control Safeguard functionality on machines	3	2	3	4	4	1	2	3	4	3	1	2	3	4	70%
2	Keep production lane well and safe disposed: clear overview	3	2	3	1	2	1	2	1	3	4	3	3	3	3	61%
3	Avoid bundle or case stacking	3	2	2	1	3	2	3	3	4	1	2	2	1	1	54%
4	Rearrange lane; replace/move machines out/in the lane under precaution	3	2	3	4	-	1	2	3	4	-	1	2	3	4	57%
5	Provide first aid to injured or malaise felt worker	3	2	3	1	2	-	2	1	3	4	3	3	3	3	59%
<b>Proficiency Level</b>		75.0%	50.0%	70.0%	55.0%	55.0%	25.0%	55.0%	55.0%	90.0%	60.0%	50.0%	60.0%	65.0%	75.0%	

## Build the Framework ... (Decide proficiency Levels for Each Job Profile/Position)

Once you have finalized the above process, we will have a competency model for selected job roles. (Or the required competencies with appropriate proficiency levels for selected roles.)

**Instruction:** Assign for lower and middle level management level the appropriate proficiency level for each competencies.

- 0 Not Required
- 1 Level – I: Basic
- 2 Level – II: Intermediate
- 3 Level – III: Advanced
- 4 Level – IV: Expert

Proficiency Levels for selected roles for competency framework

Job Roles/ Career Pathways	Competencies and Scores														Proficiency level
	Planning & Organizing	Communication	Leading Others	Teamwork	Problem Solving & Decision Making	Stress Tolerance	Flexibility	Creativity	Persuasiveness	Valuing Diversity	Interpersonal relations	Self-Development	Managing Conflict	Attention to Detail	
<b>Lane supervisor</b>															
Lower Level	1	2	4	1	1	4	1	1	2	1	3	1	1	1	40.0%
Middle Level	1	1	4	3	4	1	3	3	3	3	4	4	3	2	65.0%
<b>Quality controller</b>															
Lower Level	2	1	2	3	3	4	1	2	2	2	3	4	4	1	56.7%
Middle Level	2	1	2	3	3	4	1	2	2	2	3	4	4	1	56.7%
<b>Industrial engineer</b>															
Lower Level	1	2	2	3	4	1	1	3	4	2	1	4	1	2	51.7%
Middle Level	3	2	2	3	4	1	3	2	4	1	1	4	2	3	58.3%
<b>Merchandiser</b>															
Lower Level	2	2	3	4	1	1	4	2	3	2	1	4	3	0	53.3%
Middle Level	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25.0%
<b>Garment technologist</b>															
Lower Level	1	2	3	4	3	0	3	2	3	2	4	3	4	3	61.7%
Middle Level	0	1	2	3	2	3	2	2	1	1	4	1	2	2	43.3%
<b>Percent of Competency Coverage</b>	23.3%	25.0%	41.7%	46.7%	43.3%	33.3%	33.3%	33.3%	41.7%	28.3%	41.7%	50.0%	41.7%	26.7%	

Prepare a matrix defining competencies required and corresponding proficiency levels for each level across all career pathway.

## Tips

- **Long-term competence matrix:** A good point to start working with a competence matrix is by creating an ideal competence matrix for the entire organization in collaboration with higher management. In this matrix, all competencies should be included that are necessary to grow the company according to the long-term vision for the company. This can be translated into specific competence matrices for all departments, or even per employee.
- **Status quo competence matrix:** tracking the competencies of a department, a team or an individual.
- After creating these two competence matrices, you will have a clear view of the existing and the needed competencies of the organization. Next in line will be the analysis of what the differences between these two matrices imply for the strategy of the organization.
- **Competence gap:** The difference between the desired and the present competencies is called the competence gap. Based on this, managers and HR can more effectively decide who needs to do which trainings when. The growth of existing competencies and the closing of the competence gap can both be translated into leading KPI's for HR or higher management. These KPI's give a top-down perspective on the speed of the competence growth and so make it possible to conclude if the organization is going fast enough to stay (or become more) competitive within the larger market.
- Most organizations translate this 'competence gap-KPI' into a percentage of skills that are present out of the total amount of desired skills for optimal growth. Or they use the percentage of missing skills in the competence gap that needs to decrease over time through trainings and hiring new people.

# Implement the Competency Framework (Prepare Assessment Tool to identify the proficiency Levels of Employees & Job Candidates for a specific job role

The assessment Method & tool will be selected based on their relevance, applicability and efficiency. For our case, a three-step assessment approach shall be followed i.e., **self-assessment**, CSC administered assessment and Behavioral Event Interview methods shall be used.

**Mostly self-assessment result will be used for candidates' screening purpose.**

**Employees or Job Candidates will assess their competency proficiency level for each competencies based on a format like the one below. To facilitate and make easy the assessment an online platform will be prepared.**

## Assessment Step one – Self-Assessment

### Assessment tool for Teamwork Competency

#### Option One -Self Assessment

Read through the following statements carefully and select the category that MOST represents YOUR TEAMWORK COMPETENCIES

Category 1	Category 2	Category 3	Category 4	Category 5
I am mostly ... <input type="checkbox"/>	I am mostly ... <input type="checkbox"/>	I am mostly ... <input type="checkbox"/>	I am mostly ... <input type="checkbox"/>	I am mostly ... <input type="checkbox"/>
Comfortable working alone than in a team	Committed to promote goals of my team	Lead team from various organizational units to create new systems or processes	Assume personal responsibility and follows up to meet commitments to others.	Build relationships with team members and with other work units and fosters team spirit and collaboration within teams.
Inclined to assume personal responsibility for a task than trying to meet commitments to others.	Seeking input from others and their involvement. I mostly listen to their viewpoints.	Lead teams to implement organization wide strategic goals and address organizational issues.	Understand the goals of the team and each team member's role within it.	Include entire team in decision-making process when developing mission and goals for the division
More comfortable when I work alone than in a team	Shift priorities, changes style and responds with new approaches as needed to meet team goals.	Facilitate collaboration across the organization and with other organizations to achieve a common goal.	Deals honestly and fairly with others, showing consideration and respect.	Capitalize on strengths/opportunities and addresses challenges presented by the diversity of team talents.
Find it difficult to deal with others	Suggest or develop methods and means for maximizing the input and involvement of team members.	Break down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources.	Willingly gives support to co-workers and works collaboratively rather than competitively.	Create teams to design and implement requirements for new systems and procedures and address organization concerns
Productive when the work environment environment is competitive than collaborative	Encourages staff to share skills and abilities within work group to facilitate completion of challenging tasks	Inspire inter-organization team to accomplish short and long-term strategic goals	Share experiences, knowledge and best practices with team members.	Promote cohesiveness of a dysfunctional team by defining roles and responsibilities of each team member and establishing overall objectives
Eager to receive acknowledgements for my work than giving acknowledgements for the work of others	Give credit for success and acknowledges contributions and efforts of individuals to team effectiveness		Acknowledge the work of others.	

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Employees or Job Candidates will be assessed by CSC operates. To facilitate this activity candidates will be given a case or asked to play a role, or any other appropriate method will be applied to help assessors see candidates' competence.

CSC Assessment result will be used for candidates' selection purpose to forward to final stage of recruitment & selection or promotion.

## Assessment Step Two – CSC Administered Assessment

Assessment tool for Teamwork Competency				
Option Two - CSC Administered				
Read through the following statements carefully and select the category that MOST represents the candidate's TEAMWORK COMPETENCIES				
Category 1	Category 2	Category 3	Category 4	Category 5
He/She is mostly ... <input type="checkbox"/>	He/She is mostly ... <input type="checkbox"/>	He/She is mostly ... <input type="checkbox"/>	He/She is mostly ... <input type="checkbox"/>	He/She is mostly ... <input type="checkbox"/>
Comfortable working alone than in a team	Committed to promote goals of my team	Leads team from various organizational units to create new systems or processes	Assumes personal responsibility and follows up to meet commitments to others.	Builds relationships with team members and with other work units and fosters team spirit and collaboration within teams.
Inclined to assume personal responsibility for a task than trying to meet commitments to others.	Seeking input from others and their involvement. I mostly listen to their viewpoints.	Leads teams to implement organization wide strategic goals and address organizational issues.	Understands the goals of the team and each team member's role within it.	Includes entire team in decision-making process when developing mission and goals for the division
More comfortable when I work alone than in a team	Shifts priorities, changes style and responds with new approaches as needed to meet team goals.	Facilitates collaboration across the organization and with other organizations to achieve a common goal.	Deals honestly and fairly with others, showing consideration and respect.	Capitalizes on strengths/opportunities and addresses challenges presented by the diversity of team talents.
Find it difficult to deal with others	Suggests or develops methods and means for maximizing the input and involvement of team members.	Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources.	Willingly gives support to co-workers and works collaboratively rather than competitively.	Creates teams to design and implement requirements for new systems and procedures and address organization concerns
Productive when the work environment is competitive than collaborative	Encourages staff to share skills and abilities within work group to facilitate completion of challenging tasks	Inspires inter-organization team to accomplish short and long-term strategic goals	Shares experiences, knowledge and best practices with team members.	Promotes cohesiveness of a dysfunctional team by defining roles and responsibilities of each team member and establishing overall objectives
Eager to receive acknowledgements for my work than giving acknowledgements for the work of others	Gives credit for success and acknowledges contributions and efforts of individuals to team effectiveness		Acknowledges the work of others.	

## Implement the Competency Framework (Prepare Assessment Tool to identify the proficiency Levels of Employees & Job Candidates for a specific job role...

The assessment Method & tool will be selected based on their relevance, applicability and efficiency. For our case, a three-step assessment approach shall be followed i.e., self-assessment, CSC administered assessment and **Behavioral Event Interview** methods shall be used.

Employees or Job Candidates will be assessed by CSC operates. To facilitate this activity candidates will be given a case or asked to play a role, or any other appropriate method will be applied to help assessors see candidates' competence.

CSC Assessment result will be used for candidates' selection purpose to forward to final stage of recruitment & selection or promotion.

### Assessment Step Three – Behavioral Event Interview Assessment

Assessment Tool for Teamwork Competency Administered by CSC Expert Option Three - Behavioural Event Interview (1:00-1:30Hr) Required Competency Level (Eg. Level II: Intermediate)		
These questions are prepared to elicit details about a candidate's experience that would reflect the identified competencies/skills. Hence, ask candidates the questions in clear and concise manner to encourage candidates to share openly about their typical behaviors that demonstrate the competencies in question. The evaluation shall be made based on 'STAR' method and the rating scale should be well defined and simple and only include anchors such as "satisfactory/acceptable" or "unacceptable."		
Foundation Question	Was there a time in the past when you have worked as a member of a team?	(Yes/No) [Continue to the STAR approach only if the response is "Yes."]
<b>Question 1</b>	<b>Tell us about a time you had to promote the goals of your team</b>	
Situation	What was the nature of the teamwork in which you had to promote the goals of your team?	Is evidence of competency shown? [Yes: adequate evidence of competency is shown/ No: No adequate evidence of competency is shown]
Task	What task was required of you or what was your role in promoting the goals of your team?	
Action	What actions did you take to promote the goals of your team?	
Result	What was the result of your action to promote the goals of your team?	
Reflection	Reflecting, what did you learn from the experience? If you had to do it again, what would you do differently?	
<b>Question 2</b>	<b>Tell us about a time you had to seek others' input, involvement and listen to their viewpoints</b>	
Situation	What was the nature of the teamwork in which you had to seek others' input, involvement and listen to their viewpoints?	Is evidence of competency shown? [Yes: adequate evidence of competency is shown/ No: No adequate evidence of competency is shown]
Task	What task was required of you to seek others' input, involvement and listen to their viewpoints?	
Action	What actions did you take to seek others' input, involvement and listen to their viewpoints?	
Result	What was the result of your action to seek others' input, involvement and listen to their viewpoints?	
Reflection	Reflecting, what did you learn from the experience? If you had to do it again, what would you do differently?	

**Tip: Optional Assessment Methods:** may include psychometric tests, conduct personality tests, conduct 360-degree feedback (for existing employees), performance gap analysis (for existing employees) etc.

## How is the STAR approach applied?

Behavioral Event interviewing is interviewing based on discovering how the interviewee acted in specific job-related situations. The logic is that past behavior predicts future performance. A behavioral interview focuses on questions that allow candidates to reflect and share their past professional behavior.

The **STAR method** is a structured manner of responding to a behavioral-based interview question by discussing the specific **situation, task, action, and result** of the situation the candidates/interviewees are expected to describe. The assessors/interviewers are expected to ask candidates the questions in clear and concise manner to encourage candidates to share openly about their typical behaviors that demonstrate the competencies in question.

**Situation:** The candidates are expected to describe the situation that s/he was in or the task that s/he needed to accomplish. The candidate must describe a specific event or situation, not a generalized description of what s/he has done in the past. Candidates are also expected to give enough detail for the interviewer to understand. This situation can be from a previous job, from a volunteer experience, or any relevant event.

**Task:** What goal was s/he working toward?

**Action:** The candidate are expected to describe actions s/he took to address the situation with an appropriate amount of detail. What specific steps did the candidate take and what was his/her contribution? The interviewer should be careful that the candidate don't describe what the team or group did rather than his/her specific action or what s/he did.

**Result:** Finally, the candidate should describe the outcome of his/her actions. What happened? How did the event end? What did the candidate accomplish? What did s/he learn?

The interviewer must be sure that s/he follows all parts of the STAR method. However, keep in mind that some examples that have a negative result (such as "lost the game") can highlight your strengths in the face of adversity.

# Implement the Competency Framework (Evaluate each candidate and identify their Levels of proficiency for required competencies...

List the names of your candidates/staff in the left-hand column and the selected competences along the top row. Insert a score or proficiency level in the resulting grid, reflecting the extent to which each staff member/candidate has acquired and mastered a certain competence or skill.

## Competency Matrix

### C. Employee/ Candidate and Scores

0	Level – I: Trainee/Below Basic
1	Level – I: Basic
2	Level – II: Intermediate
3	Level – III: Advanced
4	Level – IV: Expert

**Instruction:** Evaluate each candidate and register their actual level of proficiency to use as an input for further decisions.

Candidate	Competencies and Scores														Proficiency level
	Planning & Organizing	Communication	Leading Others	Teamwork	Problem Solving & Decision Making	Stress Tolerance	Flexibility	Creativity	Persuasiveness	Valuing Diversity	Interpersonal relations	Self-Development	Managing Conflict	Attention to Detail	
Candidate Name - 2	2	4	4	4	0	4	4	4	1	4	4	2	4	4	80.4%
Candidate Name - 3	1	1	4	3	4	2	4	4	3	4	3	4	4	4	80.4%
Candidate Name - 4	1	3	4	3	4	1	0	3	3	3	4	4	1	1	62.5%
Candidate Name - 5	2	1	4	3	4	1	3	3	3	3	4	4	0	2	66.1%
Candidate Name - 6	1	2	4	3	4	3	3	3	1	3	4	4	1	2	67.9%
Candidate Name - 7	3	1	4	3	1	3	1	3	3	3	4	4	1	2	64.3%
Candidate Name - 8	1	0	4	3	4	3	3	3	3	3	4	4	1	2	67.9%
Candidate Name - 9	4	1	4	1	4	3	0	3	3	3	4	4	1	2	66.1%
Candidate Name - 10	1	1	4	3	4	3	3	3	3	3	2	1	1	2	60.7%
Candidate Name - 11	2	1	4	3	0	3	4	3	3	3	4	4	0	2	64.3%
Candidate Name - 12	3	1	4	3	4	3	3	3	1	3	4	4	1	2	69.6%
Candidate Name - 12	1	1	4	3	4	3	3	3	3	3	4	4	1	2	69.6%
<b>Percent of Competency Coverage</b>	45.8%	35.4%	100.0%	72.9%	77.1%	66.7%	64.6%	79.2%	62.5%	79.2%	93.8%	89.6%	33.3%	56.3%	

# Implement the Competency Framework (Compare candidates proficiency level against required Levels of proficiency for further recruitment decision and identify the skill gap)

## Competency Matrix

### C. Employee/ Candidate and Scores

Once the competence framework for each position is done then employees/candidates at that level are mapped for those competencies as against framework. And then you identify the competency gaps.

0	Trainee/Below Basic
1	Level – I: Basic
2	Level – II: Intermediate
3	Level – III: Advanced
4	Level – IV: Expert

**Instruction:** Evaluate each candidate and compare with the required level of proficiency or valid score to identify the skill gap.

### Competencies and Scores

Employee/ Candidate	Requirement Competency Levels	Relative Weight	Planning & Organizing	Communication	Leading Others	Teamwork	Problem Solving & Decision Making	Stress Tolerance	Flexibility	Creativity	Persuasiveness	Valuing Diversity	Interpersonal relations	Self-Development	Managing Conflict	Attention to Detail	Absolute Score	% Proficiency level
			2	1	4	0	3	3	2	3	1	4	0	3	4	2	32	100
Candidate Name - 1	Assessment Result		3	4	2	1	2	3	2	3	1	2	3	0	3	0	29	
	Valid Score		2	1	2	0	2	3	2	3	1	2	0	0	3	0	21	65.6%
	Skill Gaps		0	0	2	0	1	0	0	0	0	2	0	3	1	2	11	34.4%
	LRL Reference																	
Candidate Name - 2	Assessment Result		2	3	0	1	1	2	3	2	3	2	3	1	0	2	25	
	Valid Score		2	1	0	0	1	2	2	2	1	2	0	1	0	2	16	50.0%
	Skill Gaps				4	0	2	1	2	1	1	2	0	2	4	2	16	50.0%
	HIP-L001																	
Employee Name - 6			0	0	0	0	0	0	0	0	0	0	0	0	0	0		0.0%
Employee Name - 7			0	0	0	0	0	0	0	0	0	0	0	0	0	0		0.0%
Employee Name - 8			0	0	0	0	0	0	0	0	0	0	0	0	0	0		0.0%
Employee Name - 9			0	0	0	0	0	0	0	0	0	0	0	0	0	0		0.0%
Employee Name - 10			0	0	0	0	0	0	0	0	0	0	0	0	0	0		0.0%
Employee Name - 11			0	0	0	0	0	0	0	0	0	0	0	0	0	0		0.0%
Employee Name - 12			0	0	0	0	0	0	0	0	0	0	0	0	0	0		0.0%
<b>Percent of Competency Coverage</b>			11.3%	11.3%	12.5%	2.5%	11.3%	13.8%	11.3%	13.8%	7.5%	15.0%	7.5%	8.8%	13.8%	7.5%		

**Instruction:** Evaluate each candidate and compare with the required level of proficiency to identify the skill gap and link with learning resources and capacity building initiatives.

**Competency Matrix**

**C. Employee/ Candidate and Scores**



**Competencies and Scores**

Employee/ Candidate	Planning & Organizing	Communication	Leading Others	Teamwork	Problem Solving & Decision Making	Stress Tolerance	Flexibility	Creativity	Persuasiveness	Valuing Diversity	Interpersonal relations	Self-Development	Managing Conflict	Attention to Detail	Absolute Score	% Proficiency level
<b>Requirement Competency Levels</b>	2	1	4	0	3	3	2	3	1	4	0	3	4	2	32	100
<b>Relative Weight</b>																
Candidate Name - 1																
Assessment Result	3	4	2	1	2	3	2	3	1	2	3	0	3	0	29	
Valid Score	2	1	2	0	2	3	2	3	1	2	0	0	3	0	21	65.6%
Skill Gaps	0	0	2	0	1	0	0	0	0	2	0	3	1	2	11	34.4%
Learning Need		3 4		3												
Learning Resource Library Reference		LO-AL3-001; LO-EL4-001														

At this stage you need to define the personal competency development plans for the different employees (new employees) to address the results of the assessment. The plans should prescribe or recommends activities that seek to bridge the competency gaps that will have been identified. The plan may include linking to learning resource library, prepare a training, coaching & mentoring, internship etc.

## Final Steps

- Mapping the Competency Framework to other Human Resources Functions: it is the process of aligning the competency framework with other human resources functions including recruitment & selection, performance appraisal, talent development, compensation & benefits etc.
- Once you've created your framework, it's important to establish processes to ensure ongoing maintenance, update and validation.
- Ongoing evaluation will help to identify what impact the framework is having, and in what areas it requires additional focus.
- The framework should become a dynamic publication that can be revisited and revised as time progresses, contexts change, or practice expectations evolve.
- In any event, developers should form and articulate a plan to update, and maintain the competency framework over time. Previous guidance suggests that frameworks be updated every 5 years as a minimum, while acknowledging that frameworks may require more regular updates and maintenance if the profession in question is undergoing significant changes.

# Thank You!



*...in the business of transforming people...*



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