

Designing a Competencies Assessment Tools for Educational Staff at SBM ITB

Jessica Amelia*, Hary Febriansyah and Riyadhusholihah

School of Business and Management, Institut Teknologi Bandung, Indonesia

Email: jessica_amelia@sbm-itb.ac.id

Abstract - According to the National Center for Education Statistics (NCES) in 2020, master's degree holders of Business and Management show the highest proportion of students among 33 fields of study. It signifies Business and Management as a favorite major. With the change of times and ever-increasing competition, business schools must ensure the quality of the academic process for business sustainability. Not only does it mean that lecturers are of the utmost importance but the other employees as an entirety is also as crucial.

This research focuses on one of the key elements of Human Capital Management that is competency development. It takes place at SBM ITB which already has a competency dictionary and standard of proficiency levels. However, SBM ITB has not yet been able to measure the personal competency levels of their professional staff. Thus, the gap between personal and standard proficiency levels cannot be identified.

The purpose of this research is to develop competency assessment tools for the professional employees based on the Spencer & Spencer Competency Model. The study is conducted using a qualitative approach through in-depth interviews and literature reviews. By implementing the assessment tools, SBM ITB will be able to identify the competency gap and propose an appropriate development method in order to bridge that gap. The final result is that employees will be better skilled and equipped to support the business as it continues to grow and thrive.

Keywords - assessment, competency, gap

I. INTRODUCTION

Human Capital is an intangible asset that determines how much a business grows and innovates through their level of skill and knowledge. Human Capital Management needs to be implemented effectively in the aim of improving the performance of the business. The ultimate goal of conducting a competency measurement is to ensure employees gain the required skillset in order to drive success for the organization or company. Within the practice is competency development, which includes both soft and hard competency.

Starting from 2018, SBM ITB has applied a soft competency dictionary for its professional members. The dictionary covers core competencies, managerial competencies and functional competencies, which refer to the Spencer & Spencer model. SBM ITB has also set different competency requirements and standard proficiency levels for individual positions. The competency requirement and standard proficiency level depend on the needs of each work unit.

However, having a standard proficiency level is not enough. SBM ITB needs to know whether the actual competency of the employees fulfills the standard proficiency level. If it is lower, than it is sufficient to say that there is a gap in competency. Such a situation becomes the starting point of customizing a suitable learning & development method in order to minimize the gap.

In order to determine the competency gap, SBM ITB needs to assess the competency of the individuals through the application of competency assessment tools. Currently, SBM ITB does not have any means of competency assessment or evaluation. Thus, it creates the potential for mistakes in choosing and conducting the learning & development program, since there is the assumption that the employees do not meet the standard proficiency level.

In fact, there is the possibility that some employees possess a higher actual competence than others, or even meet the standard proficiency level. In this situation, then the specified learning & development program would not contribute significantly in improving the competency level and can be considered as ineffective. The research question of this paper is : What should be the appropriate competency assessment tools for the professional staff at SBM ITB?

II. METHODOLOGY

The research was conducted by qualitative approach through expert judgement and interview. *Qualitative approach is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem* (Creswell & Creswell, 2018). The whole process is done through several steps :

1) Problem identification

The problem is identified through preliminary interview sessions with the Human Capital Development Staff.

2) Data collection

The author collects secondary data needed such as the competency dictionary, organization structure, and standard proficiency level. The data is used to better understand the business situation.

3) Literature review

Literature review is the foundation of doing the research. The main references used are the Spencer & Spencer Competency Model and Competency Assessment Method based on Spencer & Spencer and Dubois & Rothwell. Other supporting resources

consist of journals and textbooks. In this phase, the author tries to gain a more in-depth understanding of the essence of each competency and how to formulate the appropriate assessment tools based on the theoretical framework.

4) Developing competency assessment tools

The competency assessment tool is developed based on a competency dictionary in the form of a statement for each competence level through discussions and interviews with related parties. This phase also covers the assessment methods and the technical implementation.

5) Validity test

The assessment tools developed are validated by experts in order to gather opinions and reviews on its form and content before deployment. It will guarantee that the tools generate a valid result. The three expert validators in the research consists of a collective unit from the Human Capital Development staff from various organizations familiar with conducting such assessments. Upon receiving of the review, the method is distributed to sample participants by means of an assessment trial.

III. RESULTS

Measuring individual competencies is an inseparable part of Competency-Based Human Resources Management. The role of competency assessment tools is figured in the conceptual framework below :

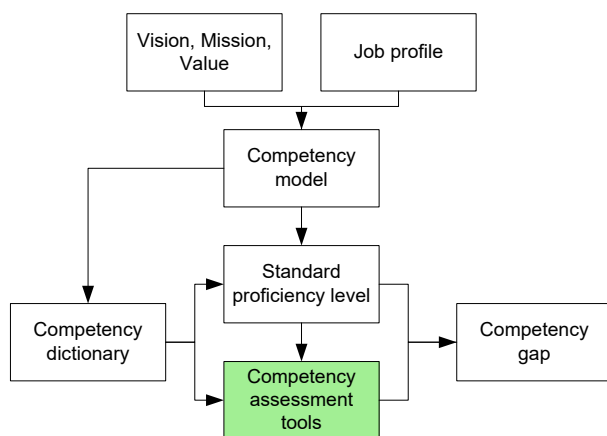


Fig.1. Conceptual Framework

The framework is started from understanding the vision, mission and value which are the foundation for core competency. Beside core competency, there are three another competencies based on job profile : managerial competency (for structural / leader position), functional competency (competency based on each job profile) and technical competency (often called as hard skill, which is obtained from formal training and education). These four kind of competencies are grouped as competency model. Currently, the soft-skill competency model of professional

staff at SBM ITB and its standard proficiency level has been already defined. This research will continue the process to compile the competency assessment tools based on competency dictionary which will be used to measure the actual competency level of professional staff at SBM ITB. The result of actual competency level is compared to standard proficiency level resulting a competency gap.

The author reviewed some guidelines and references before formulating the assessment tools regarding some factors as follows :

1) Methods of assessment

Referring to Spencer & Spencer (1993) and Dubois & Rothwell (2000), there are several choices of assessment methods such as self-assessment, multi-rater assessment system, assessment centers, behavioral event interview, paper and pencil test, and biodata. Each method has its advantages and disadvantages from the perspective of cost, time-consumption and accuracy. This research used a mixed method between the self-assessment and multi-rater assessment system.

2) Assessment object

This competency assessment tool is targeted for all professional staff members at SBM-ITB and should be conducted periodically. There are eighteen items of assessed competencies based on Spencer & Spencer which is used in the competency dictionary.

3) Statement construction

Based on the competency dictionary at SBM ITB, there are levels for each competency. The assessment is conducted by asking employees to choose the statement that most represents himself/herself for each competency. In order to make the assessment easier and produce a more accurate result, a statement construction must be considered. If the statement is unclear and complicated, the respondents will complete them incorrectly and thus produce an invalid result. Adapting from the Questions Writing Guide, published by the Indonesian Ministry of Education in 2008 the statement must be constructed in such a manner :

- Statement should not exceed 20 words
- Object in statement must be relevant with the context
- Statement is not in double negative form
- Statement does not have ambiguous meaning
- Statement must use familiar words and terminology

4) Language

Language is an important factor in creating the tools. It must be selected based on the native language of the respondents. By reason of the respondents are Indonesian, the original assessment tools were composed in Indonesian.

Having analyzed the competencies dictionary and taking into account the mentioned factors, the author has

developed the prototype of assessment tools with the format as in Table 1.

TABLE 1
 PROTOTYPE OF COMPETENCY ASSESSMENT TOOLS

Directions :

Read the statements below and choose ONE statement that best represents you.

ACHIEVEMENT ORIENTATION

Statement (Indonesian)	Statement (English)
Sesekali berani mengambil resiko dengan pertimbangan matang	Think carefully before taking risks in certain situations
Berusaha menyamai rata-rata pencapaian rekan kerja	Try to emulate your co-workers' achievements.
Menetapkan target kinerja pribadi diatas standard yang ditetapkan	Set higher personal achievement goals than the company standard
Konsisten berani mengambil resiko dengan pertimbangan matang	Think carefully before taking risks in every situation.
Terus melakukan langkah-langkah perbaikan proses kerja pribadi	Constantly make steps to improve your work process.
Menetapkan target prestasi kerja yang menantang, baik dari sudut pandang sendiri maupun orang lain	Set challenging goals based on your own or other's perceptions.
Melakukan pekerjaan sesuai dengan standard yang ditetapkan	Work accordingly to what is expected from the company.
Melakukan pekerjaan sesuai dengan instruksi	Follow instructions.
Melakukan analisa cost-benefit sebelum bertindak atau mengambil keputusan	Conduct cost benefit analysis before making decisions.

The complete tools consist of 18 soft competencies as listed in Table 2.

TABLE 2
 LIST OF COMPETENCIES AT SBM ITB

Category	Apply for	Competencies
Core Competencies	All positions	Interpersonal Understanding
		Achievement Orientation
		Teamwork
		Organizational Commitment
		Initiative
Managerial Competencies	Structural positions	Analytical Thinking
		Developing Others
		Directiveness
		Team Leadership
		Impact & Influence
Functional Competencies	Specific positions	Relationship Building
		Customer Service Orientation
		Concern for Order
		Self-Control
		Information Seeking
		Conceptual Thinking
		Self Confidence
		Flexibility

IV. DISCUSSION

The assessment tool was arranged based on the understanding of Spencer and Spencer competency model. The author analyzed the definition of each competency and determine the statement considering intensity of the actions, size of impact, complexity and amount of effort. Beside the statement, the tool also complemented with the key behavior to illustrate the concrete action of each competency level. The example of key behavior can be seen in Table 3.

TABLE 3
 EXAMPLE OF KEY BEHAVIOUR

ACHIEVEMENT ORIENTATION

Statement (English)	Key behaviour
Think carefully before taking risks in certain situations	1. Consistently apply a risk management concept 2. Consistently prepare an anticipation step in facing a risk 3. Try something uncertain
Try to emulate your co-workers' achievements.	1. Find out how peers completing a task 2. Learn and try new method in completing a task
Set higher personal achievement goals than the company standard	1. Have personal goals in career path 2. Take steps to achieve personal goals
Think carefully before taking risks in every situation.	1. Apply a risk management concept 2. Prepare an anticipation step in facing a risk 3. Try something new and challenging
Constantly make steps to improve your work process.	1. Identify the process improvement opportunity 2. Proactively perform a process improvement 3. Evaluate own work result
Set challenging goals based on your own or other's perceptions.	1. Have a progressive target
Work accordingly to what is expected from the company.	1. Understand the standard 2. Arrange strategy or plan to complete a task 3. Ask for feedback from supervisor or peers
Follow instructions.	1. Perform a scope of work as instruction 2. Apply usual method in doing task
Conduct cost benefit analysis before making decisions.	1. Set a priority in decision making 2. Create a cost-benefit comparison table for each alternative

The statement is placed unordered to avoid superior or inferior perceptions from the assessed employees. Therefore, they will not be able to determine the statement that presents the standard proficiency level. The aim of the unordered statement is to produce an honest result and maintain the objectivity.

The self-assessment method was chosen in order to provide an opportunity for the employees to share their perception of themselves, whereas the result will be verified to supervisor through in-depth interview. This verification method is done by Human Capital Department to mediate if there are any discrepancies between self-perceptions and the perceptions of others (Kaslow, Leigh, Lichtenberg & Bebeau, 2007). In doing the in-depth interview, the STAR framework (Situation – Task – Action – Result) suggested by Uddin et.al (2012) is used as structure for questions with the following guidance :

- 1) Situation : How is the physical and social work environment faced?
- 2) Task : What is the kind of task that need that competency?
- 3) Action : What is the concrete action has been done related to the behavior?
- 4) Result : What is the result of the action?

In order to make the assessment process standardized and reliable, the guideline for the interviewer also has been developed. The guideline consists steps needed in conducting the interview session such as procedures, and interview framework.

V. CONCLUSION

Measuring an individual's competence is an important part of Competency-Based Human Resources Management. An organization must recognize the individual competency level in order to determine what strategy to take in order to improve the individual's performance and the ultimate goal of improving the organizational performance. The assessment should be conducted periodically in order to monitor conformity between the standard proficiency level and individual competency.

Competency assessment tools must be formulated considering several principal factors such as methods of assessment including question forms, way of assessments and scoring method. Based on current conditions, further work is required to continuously improve the competency assessments.

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