COMPETENCY MAPPING FRAMEWORK
FOR HRD EXECUTIVES OF POWER HR FORUM MEMBER ORGANIZATIONS

Types of Competencies:
1. **FUNCTIONAL COMPETENCIES**
2. **BEHAVIOURAL COMPETENCIES**
    2.1. **THRESHOLD COMPETENCIES**
    2.2. **DIFFERENTIATING COMPETENCIES**

COMPETENCIES / DOMAIN	LEVELS				
	1	**2**	**3**	**4**	**5**
	Knowledge	Understanding	Application	Analysis	Proficiency
1. FUNCTIONAL / TECHNICAL COMPETENCIES					
1.1. TRAINING / LEARNING					

1.1.1 Training need Assessment	• Sources of training needs.
	• Individual training needs:
	  o Training needs form.
	  o Performance appraisal.
	• Group training needs
	• Organizational training needs
	• ISO 10015
			• Formulation of a training needs identification form:
			  o Individual
			  o Group.
			  o Organization.
			• Consolidation of training needs from performance appraisals.
			• Segregation of training needs into training programs.
			• Formulation of training plan.
					• Identification of operational training needs:
					  o Individual performance gaps.
					  o Group performance gaps.
					  o Organizational performance gaps.
					• Identification of strategic training needs:
					  o Resolving organizational problems.
					  o Creating and sustaining a competitive advantage.
					  o Technology shifts.
					  o Paradigm shifts.

1.1.2 Training & Learning Design	• Segregation and classification of:
	  o Individual training needs.
	  o Group training needs.
	  o Organizational Training needs.
	• Alignment of training needs to performance objectives
			• Formulation of performance objectives for each training program
			• Formulation of training programs on the basis of:
			  o Individual training needs.
			  o Group training needs.
			  o Organizational training needs.
					• Designing customized programs on the basis of :
					  o Range of competency requirements.
					  o Level of competency requirements.
					• Formulation of programs on the basis of performance and strategic needs of groups.
					• Formulation of programs on the basis of performance and strategic needs of the organization.
					• Program redesign on the basis of assessment of effectiveness.

1.1.3 Instructional Design	• Bloom's taxonomy and competency development process.
	• Gagne's 9 events
	• Dale's Cone
	• Competency mapping.
	• Catalyzing each stage of the competency development process.
			• Program designing in alignment with the competency development process and performance objectives of each training program.
			• Facilitating program content design for catalyzing each stage of the competency development process (Bloom level).
					• Designing of all learning aids in consonance with the competency development process:
					  o Presentation.
					  o Training material.
					• Designing of exercises /content for catalyzing each stage of the competency development process.
					• Innovating the components of the learning system.

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1.1.4 Training Delivery	• Facilitation of training programs.
	• Training aids.
	• Training administration.
			• Pre and post training.
			• Elements of the training delivery system:
			  o Briefing of trainers
			  o Application of Audio/Visual aids:
			    – LCD projector
			    – White board.
			    – Flip chart.
			    – Training material.
			    – Laptops.
			• Internet Participant feedback of training operations.
			• Supervision of training administration.
					• Internal marketing of training programs.
					• Identifying participants whose training needs are aligned to program objectives.
					• Influencing attendance of participants whose performance needs are aligned to program contents.
					• Database of trainers for all domains.
					• Check list of all elements of the training delivery system.
					• Check list of training administration points.
					• Integration of innovations in training delivery systems.

1.1.5 Training Evaluation	• Kirkpatrick's training evaluation system • Participant feedback form. • Pre and post test administration and analysis.		• Formulation of participant feedback forms. • Formulation of pre and post test as per performance objectives. • Feedback to trainer. • Feedback to trainees.		• Level 2 assessment: Formulation of pre and post test on the basis of competencies. • Level 3 assessment: Assessment of behavioral change. • Level 4 assessment: Impact of program. • RoI on training investment • Broadcasting of training metrics to decision makers.
1.1.6 e-Learning	• e-Learning methodology. • Components of e-Learning. • Utility of e-Learning. • Parameters of a successful e-Learning system. • Methodology of integrating e-Learning with class room learning		• Formulation of instruction design for e-Learning and class room learning training programs • Application of Learning Management System (LMS). • Assessment and certification of participants doing programs on the LMS. • Deploying desktop based stand-alone e-learning programs.		• Formulation of an e-Learning strategy. • Deployment of a learning management system. • Deployment of blended learning programs. (e-Learning & classroom learning). • Training of e-trainers on Learning Management System. • Continuous up-gradation of the LMS.

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1.1.7 HRD Metrics	• Competency metrics. • Training metrics. • OD metrics. • Talent metrics.		• Assimilation and utilization of training metrics at individual/group/organization levels. • Calculation of training metrics at Level 1 and Level 2.(Kirkpatrick) • Calculation, assimilation and application of OD metrics. • Calculation of talent metrics at group level.		• Utilization of training metrics for influencing participation in training programs. • Calculation of training metrics at Level 3 and Level 4(Kirkpatrick). • Competency metrics related to competency gaps at group and organization level. • Competency development metrics. • Change metrics related to OD interventions. • Calculation of talent metrics at the organization level. • Broadcasting of training/ OD/Talent metrics to decision makers and stakeholders.
1.2. ORGANIZATIONAL DEVELOPMENT					

1.2.1 Competency Mapping	• Distinction between competence and competency.
	• Ingredients of competency.
	• Utility of competency mapping.
	• Kinds of learning that results in competency formation.
			• Sources for identifying competencies.
			• Method for identifying the expected level of competency for a position.
			• Scales for assessing competency level.
			• Utilization of competency maps for training and recruitment.
			• Formulation of competency maps for training programs.
					• Formulation of competency maps for persons, positions or performance.
					• Integration of competency maps into all HR systems related to person, position or performance.
					• Formulation of competency maps for strategic organization needs:
					  o Resolution of organizational problems.
					  o Technology /Paradigm shifts.
					• Synthesis of behavioral indicators in competency maps.

1.2.2 Knowledge Management	• Components and kinds of Knowledge Management System. • Parameters of a successful knowledge management system.		• Deployment of a knowledge management system. • Training of input providers and users of the knowledge management system. • Parameters for monitoring the knowledge management system.		• Collection and analysis of metrics regarding the knowledge management system. • Broadcasting of KMS metrics to stakeholders and decision makers. • Identification of knowledge needs of strategic positions/strategic teams/operational teams and designing the knowledge management process, accordingly. • Continuous up-gradation of the technology and the capabilities of the knowledge management system.

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1.2.3 Organizational Survey	• Employee satisfaction survey. • Employee engagement survey. • Customer satisfaction survey. • Organizational climate survey. • Organizational culture survey. • Service effectiveness survey		• Design of survey objectives. • Design of data collection process. • Design of data collection instruments. • Analysis and synthesis of data. • Report preparation. • Presentation of survey inferences. • Checking reliability and validity		• Broadcasting of survey inferences to stakeholders and decision makers. • Facilitation of action planning on the basis of survey inferences. • Facilitating the design of the execution and review system of the action plan. • Deployment of Web based surveys. • Design of all the components of the web based organizational survey.
1.2.4 Mentoring	• Components of the Mentoring system. • Parameters of a successful deployment of a mentoring system. • Stage of maturity in mentoring system		• Parameters for identifying mentors. • Training of mentors. • Training of mentees. • Facilitation of the mentor-mentee relationship. • Monitoring of the mentor-mentee action plan. • Preparation of a manual for mentors, mentees and stakeholders.		• Collection and analysis of metrics related to impact of mentoring. • Broadcasting of mentoring metrics to decision makers and stakeholders. • Review of mentoring and reassigning of mentors/mentees if required. • Design and deployment of recognition systems for mentors/mentees.
1.2.5 Employer Branding	• Processes that impact employer brand. • Unique Selling Proposition of the employer. • Points of interaction between the employer and the target population. • Communication systems for communicating the USP/strengths of the employer to the target population.		• Segregation of the target population. • Identification of personnel who are the face of the organization during employer-target population interaction. • Training of personnel who are interacting with the target population. • Presentation of organizational strengths to the target population.		• Designing the target population experience while interacting with the organization. • Alternative media for communicating with the target population. • Designing of the message for the alternative via media for communicating with the target population. • Assimilation, broadcast and review of metrics related to brand strength.

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1.3. CAREER DEVELOPMENT					
1.3.1 Talent Management (Appreciative Inquiry)	• Appreciative inquiry process. • Talent components. • Vision building on the basis of strengths.		• Talent identification. • Design of vision on the basis of talent and opportunity. • Formulation of talent development plans. • Formulation of a talent inventory at the departmental level.		• Design of strategy for converting talent into performance. • Formulation of a talent inventory at the organizational level. • Calculation and communication of talent related metrics to decision makers. • Monitoring execution of talent development plans.
1.3.2 Assessment and Development Centre	• Objectives for setting up an assessment centre / development centre. • Components of an assessment and development centre. • Metrics of an assessment and development centre. • Stakeholders in an assessment and development centre. • Tools for assessment of competency		• Parameters of an effective assessment and development centre. • Deployment of an assessment and development centre for a niche employee segment. • Competency assessment process. • Competency development process. • Development and application of tools for competency assessment		• Design of assessment system for different employee segments. • Facilitation of the formulation of competency development plans. • Selection of tools for competency assessment. • Selection and training of assessors. • Collection, review and communication of metrics to key stakeholders. • Ascertaining validity and reliability of assessment systems.
1.3.3 Coaching and Counseling	• Coaching process. • Parameters of an effective coach. • Parameters for selecting coachees. • Elements of a coaching plan.		• Coaching skills. • Identification of coaches. • Identification of coachees. • Forming coach-coachee pairs. • Facilitation of the formulation of coaching plans by each coach. • Deployment of the counseling process.		• Collation of coaching metrics. • Broadcasting of coaching metrics to decision makers and stakeholders. • Reviewing the progress and performance of coach-coachee pairs and taking corrective action. • Facilitation of learning sessions among coaches. • Facilitation of learning sessions among coachees.

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2. BEHAVIORAL COMPETENCIES					
2.1 THRESHOLD BEHAVIORAL COMPETENCIES					
2.1.1 Coordination & Planning	• Makes self available • Follows systems and procedures • Executes when directed/ when asked to do		• Prepares oneself& others • Coordinates with others • Prioritizes and schedule multiple task for self and others • Does advance planning • Timely Delivery (J)		• Tracks the work progress, senses problems, sustains focus • Foresightedness, Ready with the team (M, S)
2.1.2 Analytical Thinking	• Aware of the organization • Aware of rules & policies • Collects Data and facts (Past view)		• Understands the problem, need, analysis of pros & cons • Takes Decision (Present View) • Separates facts from perception; • Brings in new ideas (J)	(M)	• Analysis of trends/projections • Strategizes and translates into action (Future View) • Able to assess the risk • Appreciates creativity and encourages new ideas (S)
2.1.3 Team Work	• Generally works by himself • Just listens to the ideas of others (Team Worker)		• Involves others • Support ideas of others • Learns from others • Shares information • Resolves conflicts (Team Player) (J)		• Collaborates, leads, develops, engages team members • Engages team, motivates (Team Leader) • Creates a feeling of belongingness in the team, shares wins and successes (M, S)
2.1.4 Presentation Skills	• Just presents information as gathered without ownership		• Understands the issue, presents with conviction, uses variety of methods to support the views • Builds reputation by designing and delivery • Focuses on image building (J)		• Articulates outcomes effectively • Owns responsibility • Translates organizations vision into various initiatives • Focuses on brand building (M, S)
2.1.5 Learning Orientation	• Aware of news and views	(J)	• Shares trends, stays abreast • Learns from others • Sees into the merit of ideas of others • Promotes the learning environment	(M)	• Resilience, appreciates learning from the past and takes action, translates and builds system and procedures • Emerges as change agent (S)
2.2 DIFFERENTIATING BEHAVIORAL COMPETENCIES					
2.2.1 Openness	• Is approachable • Listens to others • Shows warmth	(J)	• Empathizes, transparent • Does counseling • Assesses strength & weakness of others, motivate others	(M)	• Sensitive to the needs of others and organization, demonstrates coaching skills, develops others • Has long term perspective (S)
2.2.2 Influencing Skills	• Establishes internal and external contacts • Communicates and sells ideas	(J)	• Initiates, negotiates, asserts persuades • wins consensus and builds trust and is enthusiastic		• Is proactive, creates impact on merit • Influences others, has good sense of timing • Builds credibility, focused on brand building (M, S)

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Functional/Technical Competencies:

Competency / Seniority Level	TRAINING / LEARNING							ORGANIZATIONAL DEVELOPMENT					CAREER DEVELOPMENT		
	T NA	Training Design	Instruction Design	Training delivery	Training evaluation	e-Learning	HRD Metrics	Organization Survey	Mentoring	Competency Mapping	Knowledge Management	Employer branding	Coaching and Counselling	Assessment Centre	Talent Management
Senior Level *(experience >15years)*	4	4	4	4	4	4	4	4	4	4	3	3	4	4	3
Middle Level *(experience 5-15 years)*	3	3	3	3	3	3	3	3	3	3	2	2	3	3	2
Junior level *(experience <5 years)*	1	1	2	2	2	1	1	2	1	2	1	1	1	2	1

Scale:

Level 1: Knowledge

Level 2: Understanding

Level 3: Application

Level 4: Analysis

Level 5: Proficiency

Behavioural Competencies:

Competency / Seniority Level	Threshold Behavioural Competencies					Differentiating Behavioural Competencies	
	Coordination & Planning	Analytical Thinking	Team Work	Presentation Skills	Learning Orientation	Openness	Influencing Skills
Senior Level *(experience >15years)*	5	5	5	5	5	5	5
Middle Level *(experience 5-15 years)*	5	4	5	5	4	4	5
Junior level *(experience <5 years)*	3	3	3	3	2	2	2

Scale:

Level 1: Knowledge

Level 2: Understanding

Level 3: Application

Level 4: Analysis

Level 5: Proficiency