

ITPMG



Implementing a Skills and Competency Management Program

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How Does Skills Management Fit into an Overall Human Resource Program?



What Is Skills Management?

- A series of programs that are tied together by job/role-based skills
- A process to manage and leverage organizational talent

Value Proposition

- Improves Communication between Employee and Supervisor Regarding Performance, Career Development and Training
- Provides More Focused Career Development Choices
- Establishes Skills Standards by Job/Role
- Contributes to More Efficient Workforce Recruitment, Planning and Development
- Facilitates Skills-Based Talent Searches
- Permits the Establishment of Resource Pooling Approaches
- Identifies Strategic Organizational Training Requirements and Data for Effective Curriculum Design

Skill vs. Competency

Skill – the ability to apply a learned function, process or tool. Expertise and proficiency relating to a specific area of knowledge that can be demonstrated, measured and verified.

Competency – behavior, attitude or aptitude that is exhibited through action and performance. Often relates to a role and the way the incumbents conduct themselves in that role.

Skill Characteristics

- Definable
- Measurable
- Verifiable
- Trainable
- Demonstrable
- Substantial
- Discussible

Skills Library

- Houses the Organization's Skills Architecture
 - Skill Groups
 - Job Titles
 - Proficiency Standards
 - Skill Definitions
- Contains the Skills Content by Job Family & Role
- Generates Skills Profiles for Employees
- Collects New Organizational Skills

Job Family Components

Skill Group For Applications Development

A - Programmer **B** - Senior Programmer **C** - Software Engineer
D - Software Consultant **E** - Development Technologist **F** - Chief Development Technologist
G - Project Leader, Development **H** - Manager, Development **I** - Director, Development

Skill Name	A	B	C	D	E	F	G	H	I
Applications Architecture	2	3	3	4	5	5	4	3	2
Applications Knowledge	2	3	3	4	4	5	4	2	2
Corporate Systems Architecture	1	2	3	4	4	5	4	3	3
Programming	1	2	3	4	4	5	3	1	1
Software Quality Assurance	1	2	2	3	4	5	4	3	3
System Analysis	1	2	3	3	4	4	4	4	2
System Design	1	2	3	3	4	5	4	3	2
System Development Methodology	2	3	3	4	4	4	4	4	3
System Maint/Enhancement	2	3	3	4	4	5	4	2	2
Systems Integration	1	2	3	3	4	5	4	3	2
Testing-System	2	3	3	4	4	5	4	4	2

Proficiency Levels

1. Training/Light Experience
2. Basic Proficiency
3. Mastery
4. Company Expert/Functional Leadership
5. Industry Expert/Strategic Leadership

Sample Skill Description

Glossary

Business Analysis

Reviewing quantitative or conceptual problems and situations, and drawing appropriate and valid conclusions from data presented, sifting through data to determine the most significant elements. Identifying common elements and themes in situations and actions; recognizing cause and effect relationships.

Skill levels

1. **Training/Light Experience**

Demonstrates the ability to grasp and apply basic analysis concepts within the context of job assignments. Able to break a problem down into fundamental parts and arrive at reasonable conclusions. Understands how to synthesize information and develop concepts for basic analysis tasks. Can design simple screens and reports.

2. **Basic Proficiency**

Capable of reducing quantitative and conceptual problems and situations to basic elements and parts, then classifying, evaluating, and drawing conclusions. Demonstrates the ability to sift through data to determine its most significant elements. Able to turn discrete data into meaningful and valuable information which contributes to the successful completion of job assignments. Clearly recognizes cause and effect relationships. Takes basic business concepts and turns them into meaningful requirements.

3. **Mastery**

Demonstrates the ability to grasp and apply advanced analysis concepts to solving problems of a difficult nature. Designs screens and reports for advanced business systems. Can synthesize disparate and complex information, organizing it in a way which permits the development of effective and efficient databases and presentations. Displays soundness of decisions as reflected in results. Capable of identifying and verifying themes and patterns imbedded within quantitative data, in a set of user requirements, and/or in a problem situation; then drawing conclusions through rational judgment, and recommending solutions and approaches. Displays ingenuity and imagination in problem resolution. Able to eliminate subjective and emotional elements not critical to the problem when conducting analysis. Knows when a timely "guestimate" is preferable to more thorough analysis.

4. **Organizational Expert/Functional Leadership**

Demonstrates the ability to reach sound decisions using insufficient data or best available information, in an ambiguous situation, under pressure, and/or quickly. Capable of recognizing obscure cause and effect relationships. Accurately integrates the impact of non-objective factors, such as behavior, when conducting analysis.

5. **Industry Expert/Strategic Leadership**

Is recognized as an expert or authority in solving analytical problems regardless of technical area and often sought by senior management to take on assignments which are of a critical nature to the company.

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Sample Library Content

Human Resources

Compensation
Human Resources Management
Organizational Development
Payroll (Admin)
Recruitment
Training & Education
Workforce Planning

Engineering

Aeronautical Engineering
Automotive Engineering & Design
Ceramic Engineering
Chemical Engineering
Civil Engineering
Electrical Engineering
Environmental Engineering
Geological Engineering
Industrial Engineering
Marine Engineering
Mechanical Engineering
Metallurgical Engineering
Nuclear Engineering
Petroleum Engineering
Process Engineering
Structural Engineering
Surveying

Utilities

Crew Capabilities
Electric Utility
Fleet Management/Maintenance
Gas Utility
Transmission Engineering
Trucking
Waste Management
Water Utility

Finance, Accounting & Insurance

Accounting
Auditing
Corporate Banking
Corporate Finance
Economics
Financial Analysis
Insurance Actuarial
Insurance Claims
Insurance Liability
Insurance Underwriting
Investment Banking
Lending and Credit
Payroll
Retail Banking
Securities and Brokerage

Manufacturing & Supply Chain

Asset Management
Asset Protection
Lean Manufacturing
Manufacturing Engineering and Design
Manufacturing Finishing
Manufacturing Operations
Manufacturing Packaging
Manufacturing Production
Manufacturing Quality Control
Purchasing & Supply Mgmt
Six Sigma
Supply Chain
Transportation
Warehousing

Marketing & Sales

Advertising
Brand Management
Business Development
Customer Relationship Mgmt
E-Commerce
Market Research
Marketing Strategies
Marketing
Public Relations
Sales
Sales Support
Website Analytics

Healthcare & Life Sciences

Administration
Life Sciences (12 groups)
Nursing (33 groups)
Physical Therapy
Speech Pathology

Management

Leadership Skills
Management Skills
OutSource Management
Plant Management
Portfolio Management
Productivity Management
Project Coordination
Project Management
Quality Management
Relationship Management
Supervision
Vendor Management

Information Technology

90 IT Skill Groups
(About 2200 skills)
Core Job Families:
Applications & Websites
Data & Database
Management
Data Center Operations
eCommerce
ITIL
Network Management
Security Management
Support Services
Systems Engineering
Voice Management

Administration

Asset Protection
Asset Management
Budgeting
Call Centers
Clerical & Administrative
Contract Management
Facilities Management
Procurement

Other Categories

Business Analysis
Creative Arts
E-Learning
General Business Skills
Industry Certifications
Law
Retail
Quality Assurance
Plus Many More....

Skills-Based Talent Management



Best Practices

1. Pre-Implementation – Before the Program Starts
2. Implementation – Building the Skills-Based Management Program
3. Deployment – Rolling the Program out to the Staff
4. Post Deployment

Pre-Implementation – Before the Program Starts

- Secure and Maintain Senior Management Commitment
- Put Supporting Human Resource Policies in Place
- Identify Major Constituencies and Assure Value to Each:
 - Employees
 - Managers/Supervisors
 - Resource Managers
 - Human Resources
 - Training Management
 - Senior Management
- Plan for Effective Change Management

Implementation – Building the Skills-Based Management Program

- Establish a Skills Advisory Team
- Build Effective Skills Architecture
- Transfer Knowledge – Skills Management Enablement
- Incorporate Behavioral Competencies
- Management, Leadership, Team & Project Management Skills

Development – Rolling the Program Out to the Staff

- Establish a Realistic Skills Assessment Process
- Institutionalize the Skills Management Process
- Allow for Employee Empowerment
- Distinguish Between Skills & Performance Mgmt
- Set Manager and Supervisor Accountabilities and Roles
- Align Courseware And Developmental Activities With Established Organizational Skills Models

Post Deployment

- Capitalize on Skills Data
 - Gap Analyses
 - Talent Searches
 - Training Needs
- Sustain Programs – Support, Communicate, Reward
- Maintain Skills Content – New Roles, New Skills

Selecting a Skills Tool

- Determine Objectives First
 - Full or Partial Talent Management
 - Employee Assessment
 - Talent Search, Gap Analysis, Skills Planning
- Type of System
 - Integrated Talent Management System
 - Learning Management System
 - Stand-Alone Skills Tool

Case Study: Merger

Situation: Four insurance companies from four different states merged into one.

Goals/Constraints: Identify a common set of jobs and skills, and establish a resource pool of talent.

Action Plan: Implement and deploy an on demand skills-based management initiative for identifying career paths, appropriate curriculum, talent searches, and staff strengths and weaknesses.

Result: Improved quality of talent pool, more focused career development, and more suitable employee skills acquisition.

Case Study: Manager Skills

Situation: In a major telecommunications company new managers continued to focus on developing technical skills and were not prepared for management responsibilities.

Goals/Constraints: Identify management potential and assign appropriate skills early in careers without eliminating technical responsibilities.

Action Plan: Establish skills standards by job and introduce management skills early in career paths as part of individual contributor skills requirements.

Result: Employees could demonstrate management skills along with their technical responsibilities, learn on the job, and not feel any pressure as they learned. The opportunity to revert to individual contributor role remained a viable, positive option.

Case Study: Shift Management

Situation: Management in a manufacturing company needed to administer its personnel in way that allowed them to assign resources with the right skills to various shifts, locations, and projects.

Goals/Constraints: Locating the appropriate people on short notice based on the workload.

Action Plan: Take a resource pool approach by identifying employee skills based on both current and historical skills experience and then draw on people with the proper skills. People to be placed in a virtual pool when they completed their assignments.

Result: Ability to conduct a talent search and determine availability. This solution contributed not only to effective staffing, assignments, and workload balance, but also to the early identification of recruitment needs.


Case Study: Skills-Based Training

Situation: A leading automobile manufacturer was setting up a “learning university.” It was overwhelmed with employees enrolling from all parts of the organization without determining the suitability of the enrollees for attendance. In many cases, even the managers of the employees could not adequately ascertain their developmental needs.

Goals/Constraints: Establish a procedure to validate and authorize training requirements that are tied to assignments and careers on an individual basis.

Action Plan: Take a skills-based approach to identifying individual capabilities and developmental needs where training and development were tied to individual job-related skills. Align skills with specific training available for that skill.

Result: Each person prepared a skills-based individual development plan before enrolling in classes. Upon approval by each supervisor, the university was assured that the training was appropriate. Side benefit - the university received reports that identified all of the training required in the company by skill, and could prepare accurate skills-based strategic training plans.



**To receive additional materials on
Implementing a Skills and Competency
Management Program,**

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