Occupational Competency Models: Taking Infant/Toddler Caregiving to The Next Level

January 2017

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Objectives

• Distinguishing between traditional occupational analysis and competency modeling.
• Raising awareness of the value of competency models as an occupational advancement tool.
• Providing examples of how competency models can improve occupational performance.
An occupation is... 

An entity that exists separately from the individual performing it, and that needs to be observed and described, so that it can be measured.

Traditional Occupational Analysis

An occupation = “physical sciences” object
Occupations are observed and described so that they can be measured

Profile of CEO Occupation

- Personality
- Knowledge
- Skills
Applicants are also assessed to measure their Knowledge Skills and Abilities...
So that one can determine occupation-applicant fit...
TRADITIONAL OCCUPATIONAL ANALYSIS APPROACH

Matching people to occupation
TRADITIONAL OCCUPATIONAL ANALYSIS APPROACH:

Occupation = “external” object

DISAGREEMENT = ERROR
**Occupational enacting:** the process of interpreting and enacting the experience of work. This is a two-way process, because reinterpretations are not only cognitive adjustments, but change how one performs the occupation.
To some extent, people take a different approach to their occupation, and some approaches are better than others...

DISAGREEMENT = ENRICHES OUR UNDERSTANDING OF THE OCCUPATION
Focuses on loosely coupled behavioral themes that characterize maximal performance - excellence beyond basic job mastery.

Focuses on minimum requirements for typical performance (most helpful in identifying new entrant requirements).
It’s primarily descriptive: and past-oriented: it provides an account of how people have performed their occupation to date (in-role, transactional contract).

- It’s primarily prescriptive: signals the “themes” that inform excellent performance (extra-role, relational and transformational contract) in the future.
COMPETENCIES: DEFINITIONAL NIGHTMARE?

Competency models refer to collections of knowledge, skills, abilities, and other characteristics (KSAOs) that are needed for effective performance in the jobs in question (Campion et al, 2011, Personnel Psy.)

OR

Sets of behaviors that are instrumental in the delivery of desired results or outcomes (Bartram, 2005, Journal of Applied Psychology)

OR

Behavioral themes (i.e., loosely coupled patterns of behavior) that are thought to drive performance excellence (Sanchez & Levine, 2009, Human Resource Management Review).
Types of Occupational Analysis Data

- Worker Attributes
- Work Context
- Work Activities

Competencies best defined through
NEED TO DISTINGUISH BETWEEN...

Competencies

Enablers

Performance Excellence

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DISTINGUISHING AMONG COMPETENCIES (CO), ENABLERS (EN), RESULTS (RE)

SURVEY SAYS...

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<thead>
<tr>
<th>Measure</th>
<th>CO</th>
<th>RE</th>
<th>EN</th>
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<tbody>
<tr>
<td>Cost per hire</td>
<td></td>
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<td>Trouble shooting</td>
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<td>Risk-taking culture</td>
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<td>Revenue from repeat customers</td>
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Water cooler-friendly: Understandable—not “psycho-bubble”

Capitalize on industry jargon-popular-catch on quickly

The Best Competencies are...

Situated-behaviorally specific

Unique-capture competitive advantage
Example One:
A multinational firm focused on renewable energy....
Energizing Leaders

Build a Global Community

Show Passion for the Future

Drive Excellence

Grow Our Talent

Think Commercially

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**Grow Our Talent**

**Grow others**
Create opportunities for people to build skill & capability

**Be a great coach**
Help people to be successful by flexing your style to meet their needs

**Develop talent generously**
Take pride in attracting, growing, and sharing talent around ________

**Build self-awareness**
Take responsibility for your own growth & development

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Example Two:
The U.S. Veteran Administration...
A New Behavioral Script for the U.S. Veteran Administration...

VHA is a hospital system • The VHA is a healthcare system

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<th>Competency</th>
<th>Definition</th>
<th>Sample Behavior</th>
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<td>SystemsThinking</td>
<td>Understands and appreciates the consequences of actions on other parts of the system; looks at the big picture; “connecting the dots.”</td>
<td>Considers the impact on others before changing work processes</td>
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**Expectations of life-long employment**

- Expectation of life-long employability

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<td>Personal Mastery (PM)</td>
<td>Dealing with oneself and managing one’s own career</td>
<td>Confronts interpersonal conflicts blocking achievement of goals</td>
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METHODOLOGICAL DECISIONS AHEAD…

Type of data: work, worker, context

Data collection: interview, survey, observation

Level of detail

Source of data: incumbents, supervisor, prior occupational descriptions

Occupational Analysis Methodology
References:


Bio sketch

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- Approximately 100 articles in refereed journals; over 6,300 Google Scholar citations.
- Former JOOP associate editor and consulting editor of the JAP, Personnel Psy., Group and Organization Management, Journal of Int’l Business, among others
- He earned his Master’s and Ph.D. in Organizational Psychology and Management from the University of South Florida, Tampa.
- Elected member of the Academy of Management's Human Resource Division Executive Committee; Fellow of the Society for Industrial and Organizational Psychology and the American Psychological Association.
- Advisory board member, HRMC, SuperCV, and SkillsNet.
- Public Member of the U.S. State Department’s Board of Examiners of the Foreign Service, Special Government Employee of the Social Security Administration, three-time panelist of the National Academy of Sciences.
- Vice-President at Large, Greater Miami Society for HRM.