

## PPC 20 – PEOPLE PERFORMANCE COMPETENCY

### ASSESSMENT – AN OBJECTIVE PSYCHOMETRIC MEASURE

TAY CHINYI HELENA, SREENIDHI S K & SHOBA ABY JOHN

Oscar Murphy Life Strategies Pvt. Ltd, Ashok Nagar, Bengaluru, Karnataka, India

#### ABSTRACT

One of the core driving factors of any organization is the competency level of its employees. Competencies are important to organization as they focus on people's unique skills, knowledge and attitudes which are more than measuring only the technical skills of people. For the success of any organization it is important to measure the skills, attitudes and knowledge of people that leads to success.

Competencies are more durable than job tasks. Competencies are part of people, not the work they do. The unique characteristics has been overlooked or poorly identified in most traditional job descriptions, which typically have a brief list that may cover only technical skills.

People Performance Competency 20 is a psychometric assessment that measures the competencies based on knowledge, skills and attitudes. It has multiple benefits like it helps in understanding the strengths, weaknesses, opportunities and threats for individuals, it also helps in identifying the gaps in the existing skill level and requisite skill level demanded by the job, identifying right person for the right job etc. Using these assessment organizations will be in a better position to recruit, select, develop, reward, and promote the most successful people. Hence, competencies are an important tool, much like a compass, to find direction in attracting, developing, retaining, and positioning the best, most productive and promotable people. Measuring it with the appropriate psychometric tools like PPC 20 will bring effective results in mapping individual competencies.

**KEYWORDS:** (Competency, Competency-Based Approaches, Core Competency, People Performance Competency 20, Managing Change, Planning and Organizing, Interpersonal Dynamics, Result Orientation and Leadership)

#### INTRODUCTION



Figure 1

A competency is defined as a behaviour or set of behaviours that describes excellent performance in the given work context.

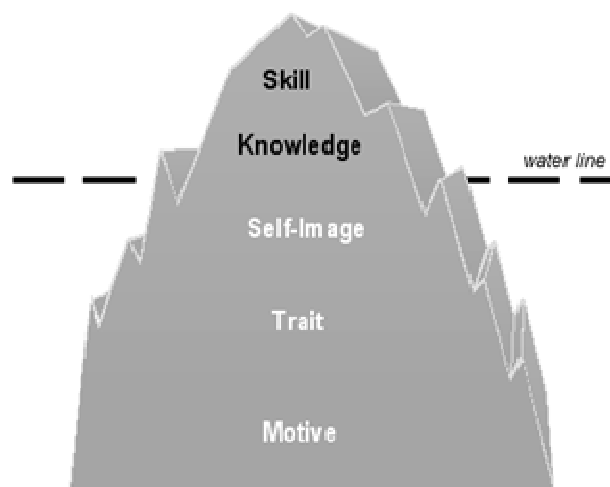
A competency is an underlying characteristic of a person which enables him/her to deliver superior performance in the given job, role or situation. They consist of clusters of knowledge, skills and personal attributes that affect an individual's ability to perform.

**Hayes (1979)** says that competencies are generic knowledge, motive, trait, social role or a skill of a person linked to superior performance on the job.

**Albanese (1989)** says that competencies are personal characteristic that contribute to effective managerial performance.

### COMPETENCY ICEBERG MODEL

It can be helpful to think of competencies in terms of an iceberg. Technical competencies are at the tip - the portion above the waterline that is clearly visible (and therefore easier to assess). Behavioral competencies are below the waterline - they are more difficult to assess, and often harder to develop. We thus require highly sophisticated assessment tools to accurately bring out a true picture of an individual's behavioural competencies. Behavioral competencies can be understood as manifestations of how a person views him or herself (self-image), how he or she typically behaves (traits), or motives him or her (motives).



**Figure 2**

**Skill:** A person's ability to do something well. For example, is great at using Microsoft Word.

**Knowledge:** Information that a person uses in an area. For example, this might differentiate the outstanding waiter or waitress who speaks many languages from his or her average counterpart in a restaurant with an international clientele.

**Self-image:** A person's view of him or herself, identity, personality and worth. For example, seeing oneself as a leader, or as a developer of people.

**Trait:** A typical aspect of a person's behavior. For example, being a good listener.

**Motive:** What drives someone's behavior in an area (an underlying need for achievement, affiliation or power).

Reasons why competencies are needed:

The best way to understand performance is to observe what people do to be successful rather than relying on assumptions pertaining to trait and intelligence.

- The best way to measure and predict performance is to assess whether people have key competencies.
- Competencies can be learnt and developed.
- They should be made visible/accessible
- They should be linked to meaningful life outcomes that describe how people should perform in the real world

## REVIEW OF LITERATURE

The concept of competence as a formal field of research has undergone many evolutions and has inspired a wide range of approaches. Literature around the globe has since the early 1960s presented competencies as a behavioural form of pedagogy, a means to structure work, a basis for organizations achieving competitiveness or the foundations for national vocational education and training systems.

In the late 1970s and early 1980s many writers explored the concept of competence as a basis for improving human and management performance.

Research shows that competency-based approaches to training, assessment and human resource activities (i.e. recruitment, selection, etc.) have been in evidence within organisations since the early 1970s. In the 1990s the emergence of formal, national strategies to implement competency-based systems began to have a profound influence on the field of research.

Boyatzis proposed a model of management training, education and development based on competency. He stated competencies would make clear:... what sort of person will be effective in our organisation in specific jobs... a template for decisions such as selection, promotion, firing and design of and assignment to management development activities... interpret responsibility for success or failure with respect to accomplishment of performance objectives... communicate to all managers how they should act and what they should be doing... basis for the design of management jobs and the organisational systems, policies, procedures and programs (Boyatzis, 1982:13).

### Boyatzis's Model for Competencies and Effective Performance

In very simple terms Boyatzis saw effective performance as requiring a consistent attainment of three factors: job demands, organisational environment and individual competence (Boyatzis, 1982:13). Other dimensions were added by later literature to expand upon these three aspects of effective performance.



**Figure 3**

Job demands were being formed around roles in planning, organising, controlling, motivating and coordinating (Boyatzis, 1982:17).

The organisational environment was almost exclusively seen as being formed around a study of climate and culture with a heavy emphasis on theorists and concepts associated with identifying the role/function and characteristics of management in a given organisational environment. This was consistent with ideas advanced by such theorists as Mintzberg (1973) and Drucker (1973).

**Boyatzis found common or core management clusters** could be determined by examining the **groupings of specific sets of competencies under different functions**. This is an important factor as Boyatzis was focusing on developing functional management competencies. He stated that the list of specific competencies in a discrete or highly specialised function 'is not as important to this analysis as the predictive accuracy of the entire set' (Boyatzis, 1982:203).

Contemporary research and literature still indicate competence-based approaches at an organisational level will vary (Hodkinson & Issitt, 1995; Barrie & Pace, 1997). Spencer and Spencer suggested competencies have four defining features (1993:15):

- A competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job situation.
- Underlying characteristic means the competency is a fairly deep and enduring part of a person's personality and can predict behaviour in a wide variety of situations and job tasks.
- Causally related means that a competency causes or predicts behaviour and performance.
- Criterion-referenced means the competency predicts who does something well or poorly, as measured on a specific criterion or standard.

Other authors stress the **role of competencies** as the core technical skills, knowledge and technologies that **enable organisations to maintain unique productive capacity**. Such approaches reinforce the need for competencies to be specific to the organisation and unique components of the overall competitive capabilities held by an organisation and its workforce (Prahalad & Hamel, 1990:79; Sanchez & Heene, 1997:5-6; Allee, 1997:21).

These types of models may be able to accommodate national approaches to competency frameworks but ultimately these approaches recognise competitiveness cannot be generated from the same skill and knowledge available to anyone in the marketplace.

It is important to know that core competencies would remain the same in any managerial position across organizations and across countries. However, environmental differences (organizational or cultural) would be taken into consideration during the interpretation stage of the assessment.

Boyatzis identified management clusters that included:

- Goal and action
- Leadership
- Human resources management
- Directing subordinates
- Focus on others and
- Specialized knowledge.

Another management theorist Frenchman Henri Fayol considers management to consist of seven functions:

- Planning
- Organizing
- Leading
- Co-ordinating
- Controlling
- Staffing
- Motivating

Numerous researches have shown the significance of the above-mentioned competencies in various fields. This shows the importance of these competencies in managerial roles. Since 1982, research in competency theory and assessment have come a long way. Extensive research in this field to added to our understanding of managerial competencies. These competencies have been analyzed and brought together to provide us with a more elaborate understanding of competencies.

### **People Performance Competency (PPC) 20 Assessment**

PPC 20 is an effective tool in enabling people of their performance competency and comprehensively covers the Big 5 – Managing Change, Planning & Organizing, Interpersonal Relations, Result Orientation and Leadership.

The PPC 20 Assessment has five major competency dimensions which are further subdivided as follows:

**Managing Change**

- Initiative
- Risk Taking
- Innovation
- Flexibility/Adaptability

**Planning and Organising**

- Analytical Thinking
- Decision Making
- Planning
- Quality Focus

**Interpersonal Skills**

- Oral Communication
- Sensitivity
- Relationships
- Teamwork

**Results Orientation**

- Achievement
- Customer Focus
- Business Awareness
- Learning Orientation

**Leadership**

- Authority/Presence
- Motivating Others
- Developing People
- Resilience

**Initiative for Managing Change**

This competence measures the ability to originate an activity, task, or managerial action. According to Boyatzis, a manager with this trait has a self-image of being “in control of what happens to him or her”.

Initiators are inclined to take action to achieve things. They are prepared to do whatever it takes. They are adventurous, do what they say, often take the first step, have a hands-on style, like to take the lead, act independently when needed, and are quick to take advantage of opportunities

### **Risk Taking For Managing Change**

This assesses how far managers are prepared to bend rules and take risks in order to make things better. Risk Taking is a central feature of Kirton's Adaptation / Innovation model of creativity and problem solving.

They question custom and tradition, are prepared to bend the rules, are willing to take risks, willing to break with the past and question the way things are done, challenges rules and procedures. They thrive on change and cut through red tape.

### **Innovation for Managing Change**

It is about a general concern for making things better. It measures the ability to generate ideas and put these into practice. Innovation is the focus of Kirton's work on creativity and problem-solving style, and is central feature in Boyatzis (Efficiency Orientation), Mintzberg (Entrepreneur), and Pedler et al (Creativity).

They make things happen. They are creative, originate change, think laterally, tinker with, and improve things. They need the stimulation of change, generate fresh approaches and try out new ideas

### **Flexibility/Adaptability for Managing Change**

This measures an individual's ability to respond flexibly to different people and situations. Flexibility /adaptability are a feature in Boyatzis (Stamina and Adaptability), Pedler et al (Sensitivity to Events, and Schroder (conceptual Flexibility).

They handle change with an open mind, give a little when necessary, adapt quickly to new situations and are flexible. They are prepared to give a little, prepared to go along with what others want to do. They compromise to get agreement and modify plans if necessary.

### **Analytical Thinking for Planning and Organising**

It is the ability to think systematically, logically, and scientifically.

They zero in on the key issues, think things through, break problems down, analyse things before acting. They make logical and rational decisions, display confidence in their own judgement. They analyse facts rigorously and evaluate and consider options carefully.

### **Decision Making for Planning and Organising**

It is the ability to make effective decisions.

They make decisions carefully and without hesitating. They are quick to act, take responsibility for their decisions and are prepared to make difficult decisions. They deal with problems quickly, don't worry about their decisions and make sound decisions under pressure

**Planning for Management Development**

It is the ability to plan and organise resources efficiently.

They work in a neat and organised way, never leave things to the last minute. They prioritise their work activities, tackle tasks systematically, organise their time effectively. They draw up detailed plans; also plan how deadlines are going to be met and are always ready and prepared.

**Quality Focus for Planning and Organising**

This measures an individual's attention to quality and detail.

They never leave problems behind them and are not satisfied with average performance but believe in finishing jobs. They get the details correct and deliver on schedule. They come across as systematic and methodical, get involved in the details and have very high standards.

**Oral Communication for Interpersonal Skills**

It measures a person's influencing and verbal presentation skills

They are excellent communicators; assert themselves and are good at selling ideas. They are good with words, make effective presentations and are skilled at public speaking. They express themselves clearly and concisely and are assertive and forceful.

**SENSITIVITY for Interpersonal Skills**

Interpersonal sensitivity measures the ability to respond sensitively to other people's needs. Boyatzis calls this having a positive regard for others - that is, the ability to manage people in a way that results in people feeling valued.

They consider the views of others and involve people in decisions. They explain their decisions to other people respond to people in a helpful way and consider other people's problems and concerns. They make time to listen to people, ask other people as to what they think and are sensitive to people's needs and feelings.

**Relationships for Interpersonal Skills**

The Relationships scale measures whether a person gets along well with other people.

They relate well to people and get to know people quickly. They enjoy being surrounded by people, are outgoing in nature and are lively and enthusiastic they have a wide range of contacts and have many friends.

**Teamwork for Interpersonal Skills**

It is the ability to work effectively in a team. Teamwork is an important competence in organisational frameworks, reflecting such things as the importance of self-performing teams.

They are easy to work with and are strong team players. They work best in a team and enjoy being part of a team. They are group-oriented and are helpful and supportive.

**Achievement for Results Orientation**

It is an individual's motivation and career commitment.



They want to win, take action to achieve things, are ambitious and competitive and act as if work is the most important thing. They focus on getting the job done and have the drive and determination to get to the top. They try again and again and want to “make their mark”

### **Customer Focus for Results Orientation**

It is a person’s commitment to customer service and customer relations and customer benefits.

They are patient with customers and are committed to quality. They apply internal customer concepts, try to improve the service to the customer, respond quickly to customer complaints and strive for excellence in service delivery. They know about their customer’s needs and are courteous to colleagues.

### **Business Awareness for Results Orientation**

It is about one’s business orientation. Business awareness is being increasingly incorporated into organisational frameworks.

They focus on performance, use resources carefully and set tough business targets. They keep up with business news, watch costs closely and manage money carefully. They think about how to get more for less and keep abreast of the competition.

### **Learning Orientation for Results**

It is your commitment to improving yourself through development & learning. It is a key to acquiring all other competencies.

They address their weaknesses, seek ways to test themselves and ask for feedback. They enjoy learning new ways of doing things, learn from their mistakes and know their own strengths and weaknesses. They have specific learning goals and take charge of their own learning and development.

### **AUTHORITY / PRESENCE for Leadership**

It is about self-confidence and self-presentation skills

They pitch in and lead by example, are charismatic and have self-confidence. They have presence and authority, are dynamic, inspire confidence and enjoy being in charge.

### **Motivating Others for Leadership**

It is the ability to manage a team through delegation and empowerment.

They trust people to do the right thing, don’t meddle or deal with trivia and delegate tasks effectively. They listen to what the team wants to do, are prepared to let others lead, empower team members and use persuasion and expertise to motivate people.

### **Developing People for Leadership**

It is your ability to help team members diagnose and develop their skills.

They go out of their way to help people develop, teach people new skills and create a challenging climate to work

in. They try to act as a role model, give people opportunities to show what they can do, coach people, help people learn from their mistakes and give people regular feedback.

### **Resilience for Leadership**

It is your physical and mental toughness and self-control.

They are relaxed, are tough and cope well with stress. They deal with difficult situations calmly, handle criticism positively, deal with setbacks effectively and have a lot of self-control.

## **RESEARCH METHODOLOGY**

### **Purpose**

The aim of the assessment is to measure an individual's performance competencies.

### **Test Audience**

The PPC20 assessment is **applicable** and used by **individuals who are working**. It can be applied to a variety of backgrounds.

### **Applicability of the Assessment**

The PPC20 has a vast range of applicability widely used across various fields to gain a better understanding of self and others including **individual development, enhancing interpersonal relations, improving communication skills, team building, better decision making, risk taking ability, leadership training**, etc.

### **Quality of the test items and the test manual**

The quality of the test is enhanced as it's an **easy to use** personality test with the items catering to a wide range of audiences. The items do not include any **racial** or **gender stereotyped comments**, while the **interpretation** and **scoring** of the test is simple and **easily comprehensible**. The derived test score is reliable, as the test is administered under standardized settings and **extraneous variables** such as test instructions and the test administrator have a **minimal influence** on the variation in test scores as these are standardized across situations. The test also meets **requisite practical aspects** as it includes the following considerations:

- The items are formulated in simple layman English
- The test is legible (can be easily understood)
- The test material is durable (does not change across time)

### **Nature of the Items**

All the items in the questionnaire **belong to the content domain** which facilitate in assessing an individual's performance competencies. The 160 items are characteristic of the various competencies being assessed. These items present situations in which the assessed competencies are demonstrated. The items are standardized as they are the same for every respondent with respect to the **content, form and order**.

### **Assessment Administrator Qualifications**

The user needs to an average of 2 years work experience in managing people, or a PG in Psychology/Sociology or an MBA.

### **Comparison with Other Assessments**

Firo-B looks only at three interpersonal 'need areas', which again gives a very limited picture about the individual. FIRO-B analyses the individual on factors of inclusion, control and affection, which are basically indicators of social behaviour and how test taker gets along in groups.

PPC 20 comparatively gives a wholesome picture about the individual, which assesses various behavioural factors affecting performance at work.

The Occupational Personality Questionnaire 32 (OPQ32) dimensions are grouped into only three areas: relationship with people, thinking styles, and feelings and emotions.

PPC 20 has twenty competencies, which gives a detailed understanding that makes the strengths of the individual conspicuous and helps identify capability of the candidate in meeting the challenges thrown open by the job

### **Instructions for the Test Administrator (for Paper Pencil Format)**

- Make sure the subject is seated comfortably in a well-lit and ventilated room
- Build rapport with the subject, make him feel at ease
- Educate the subject on the confidentiality element of the test
- Give instructions of the test (as specified below)
- Clear doubts if any
- After test completion give instructions on the scoring methodology
- Interpret the scores and clear doubts that may arise

### **Instructions for Test Takers (for Paper Pencil Format)**

- There are 160 items based on various competencies which have five options.
- There is no right, ideal or wrong response for any of the items.
- Please choose which alternative is most applicable to you
- SA is for Strongly Agree
- A is for Agree
- N is for Neutral
- D is for Disagree

- SD is for Strongly Disagree
- Mark your answer with a check (✓) in the appropriate box, that is either SA, A, N, D or SD. If you make a mistake, cross it out and check another box

### Sample Item

I completely trust people with the work I give them.

sa	a✓	n	d	sd
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- Kindly be as honest as possible and do not guess or look for a response that may seem right as there is no right or wrong response
- Do not leave any items unanswered
- Do not take too much time or ponder over an item, answer as quickly as you can
- There are no time limits observed but the tests take 15-20 minutes for completion

The results of the test will be kept confidential and may be used for research/ career development purposes only.

**Scoring of the test:** (for paper - pencil formats only, as the online scoring is auto generated)

The **scoring system of the test is objective** as any qualified person involved in scoring the test items will give **same scores for same answers** (depending on the responses marked by the individual)

Step 1: Enter the checked item from the answer sheet to corresponding box in the scoring sheet.

### Sample item

Answer sheet:

sa	a✓	n	d	sd
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Score sheet:

1	2✓	3	4	5
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Step 2: Once all the boxes are checked, add the total for each row and enter the sum in the box given. This is the Raw Score (R)

Step 3: Enter the raw score into the Profile Chart sheet.

Step 4: Convert the raw score into Sten Score (S) using the conversion table provided and enter the scores in the Profile Chart sheet.

Step 5: Plot the Profile chart as per the sten scores.

**Note: The assessment will not be given in the paper-pencil format at any given time. It will only be an**

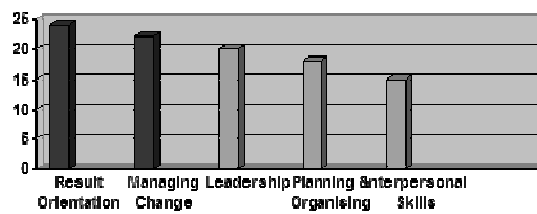
online test. The above information is given for knowledge of the instructions and how the scoring is done.

**ANALYSIS AND FINDINGS**

**Sample Report** (to help the test user with the interpretation of the test scores)

***People Performance Competency 20 (PPC 20)***

**People Performance Competency 20 (PPC 20)** - questionnaire assesses 5 Meta Performance Competencies namely; **Managing Change, Planning and Organizing, Interpersonal Dynamics, Result Orientation and Leadership**, which are further subdivided into 20 core competencies, on a ten-point scale.



**Figure 4**

Each of the 5 competencies mentioned above are assessed through 4 parameters, on a scale of ten points each, as mentioned in the tables below. These scores are discussed in order, from highest to the lowest and are also being graded in terms of their, being over strength, good, moderate or low.

**Result Orientation (Score-24)**

**Table 1**

Competency	Achievement	Customer Focus	Business Awareness	Learning Orientation
Score	5- Moderate	4- Moderate	7- Good	8- Over strength

Being fairly achievement driven, the person is focused on getting the job done. These traits, however, do not make you overly anxious, to achieve targets. On the Customer front, s/he may set standards to provide good services to them. However, the person may not be very anxious to please your customers in terms of catering to their special demands and concerns. Having good scores on Business Awareness, s/he can manage money effectively, thinking of ways to maximize profits. The person possesses a penchant for keeping yourself updated and hence put in efforts towards self-development. There are chances that s/he may lose interest in the job you are doing and would be more intrigued to learn and improve your knowledge.

**Managing Change (Score-22)**

**Table 2**

Competency	Initiative	Risk Taking	Innovation	Flexibility
Score	7- Good	6- Good	7- Good	2- Low

The person is likely to act independently while handling difficult situations. S/he usually will not wait for instructions, instead taking the initiative to solve problems. S/he seem to be good at creating business and self development opportunities by creating options which may be atypical or which have never been applied before. His/her ability to take

risk helps him/her face change in a positive manner being ready to handle uneven and fluctuation situations. The person does possess the ability to perceive things differently and come up with different solutions and methods which would not only bring about positive results but would also generate a lot of interest among people. Having a very low score on Flexibility/Adaptability, the person may be unyielding in many situations which /might need cooperation. S/he may not give in easily, defending his/her position rather strongly.

#### Leadership (Score-20)

Table 3

Competency	Authority	Motivating Others	Developing Others	Resilience
Score	5- Moderate	6- Good	6- Good	3- Low

Moderate scores in authority indicate that the person possess the sense of leadership to assume responsibility in certain situations. However, s/he may prefer to remain inconspicuous under other circumstances. S/he has good scores in the area of motivating others. This means that the person exhibit faith in the potential of his/her team members and utilize their strengths optimally. Being good at developing people, the person takes the effort to create a challenging climate which provides others with learning opportunities. S/he has low scores in the area of resilience indicating that the person has the tendency to bog down under pressure in challenging situations.

#### Planning and Organizing (Score-18)

Table 4

Competency	Analytical Thinking	Decision Making	Planning	Quality Focus
Score	5- Moderate	1- Low	7- Good	5- Moderate

Being fairly analytical in his/her approach, the person tends to absorb a large amount of information, analyse and synthesize it and come to a logical conclusion. At times, the person will also rely on his/her instincts and intuition as well. S/he is a slow decision-maker seen as prudent and careful. Thus, the person may hold things for too long, being perceived as rigid and indecisive. At times, the person may also become uncertain about the decisions s/he has taken causing uncertainty. Being good at planning and prioritizing, s/he work in systematic and procedural manner and are rather well prepared before entering new projects, tasks and meetings. The person's quality focus results show that s/he may strive to do his/her job well, not being satisfied with average performance. However, the person may at times tend to ignore minute details, focusing more on the big picture.

#### Interpersonal Skills (Score-15)

Table 5

Competency	Oral Communication	Sensitivity	Relationships	Team Work
Score	6- Good	5- Moderate	2- Low	2- Low

Possessing a Good score in this area, the person can convey his/her thoughts in a powerful manner, being eloquent and influential. Being moderate on sensitivity, s/he might consider others' perspective and thoughts but might finally decide on what s/he wants. Often the person prefers his/her space, not actively seeking close bonds or personal relationships. The score on team work being low, the person tends to be strong individual performer, not being very team oriented.

## FAQ's

- What is a Competency?
- What is a competency model?
- How do competencies differ from skills and knowledge?
- How are competency models developed?
- Can a competency model be tailored to a specific need?
- How can performance management work in a competency-based system?
- What are the benefits of implementing a competency-based approach to developing professionals?
- How do you gain management commitment to support a competency-based system?
- How can competencies be used in a coaching/self-assessment process and tool?
- Can competencies be tied to compensation (e.g., base pay or incentive pay)?

## Norms

Norms are **standard models** or **patterns** regarded as being typical. A norm of one type or the other is a basic requirement of all tests. A **norm-referenced test / NRT** is a type of test, assessment, or evaluation which yields an estimate of the position of the tested individual in a predefined population, with respect to the trait being measured. This estimate is derived from the analysis of test scores and possibly other relevant data from a sample drawn from the population. In the case of BPA, a sample of 9,234 was taken and the test was administered. The sample ranged from entry level managers to senior level management from various sectors such as IT, Manufacturing, Retail, Engineering, Research & Development, Apparel, Textile & Fashion and Travel & Tourism.

## Reliability

Reliability refers to the **consistency of a test**, or the degree to which the test produces approximately the **same results over time** under similar conditions. Ultimately, reliability is a measure of a test's precision. Number of different methods for estimating reliability can be used, depending on the types of items on the test, the characteristics a test is intended to measure, and the test user's needs. The most commonly used methods to assess reliability are the **Test-retest** and **Split half methods**.

**Test- Retest Reliability** – This method looks at the **stability of the test scores over time** by **administering the same test** to the **same people** after a reasonable time interval. The PPC 20 assessment is purely based on environmental factors that influence a person. Therefore, if an individual takes a test after a period there is bound to be a minimal amount of change in the scores based on the environments the individual is exposed to.

In a controlled environment where there is no environmental input, an 86% accuracy ratio was recorded when a comparison of the test scores on both the tests was drawn.

**Internal Consistency Reliability** - indicates the **homogeneity of the test**. If all the items of the test measure the **same function** or trait, the test is said to be homogenous. The most common method of estimating internal consistency reliability is by the **Split half method**. In this method, a **test is divided into two forms** and scores on the two forms are correlated with each other to assess the degree to which all the items are assessing the same characteristic. The PPC 20 assessment which consists of 160 items was split into two forms (even numbered pairing of 80 items each) and administered to verify if the pair contributes in assessing an individual's behaviour pattern. It was observed that PPC20 is high on split half reliability as both the forms are symbolic of an individual's competencies on various factors.

### Validity

Validity refers to the **degree to which a test measures what it claims to measure**. A test is valid to the extent that inferences made from it are **appropriate, meaningful and useful**. The different ways of obtaining validity are grouped into three categories namely **Content, Criterion-related and Construct validity**

**Content Validity:** refers to how well a test covers the characteristics it is intended to measure. Thus, items are assessed to see if they are: **tapping into the characteristic** being measured, **comprehensive in covering all relevant aspects** and **balanced** in their **coverage** of the characteristics being measured. Content validity is usually assessed by careful examination of individual test items and their relation to the whole test. The PPC 20 assessment is high on content validity as all the 160 items in the questionnaire display an individual's response in various situations through which his/her behaviour is displayed.

**Criterion – Related Validity:** deals with the extent to which test scores can **predict certain behaviour** referred to as the criterion. Criterion is defined as an **external and independent measure** of essentially the same variable that the **test claims to measure**. Concurrent and Predictive validity are two types of criterion related validity.

- Predictive validity refers to how well the scores on a test predict certain behaviours. In predictive validity a test is correlated against the criterion to be made available some time in the **future**.
- Concurrent Validity is very similar to predictive validity except that there is **no time gap in obtaining test scores**. The correlation between test scores and the criterion variable indicate the degree of criterion- related validity.

PPC 20 is an environment-driven Competency Mapping assessment that categorizes people performance competencies into five major areas, which are Managing Change, Planning and Organizing, Interpersonal Dynamics, Result Orientation and Leadership. The scores on the five areas helps predicts a wide range of competencies which include **oral communication, analytical thinking, innovation, team work, developing people**, etc (concurrent validity). PPC 20 helps identify competencies which can be used to develop the individual.

**Construct Validity:** is defined as the extent to which the **test measures a construct**. A construct is a **non observable trait** such as personality, intelligence etc which **explains our behaviour**. Construct validity deals with how well a test assesses the characteristics it is intended to assess (in this case personal effectiveness). There is no single method for assessing a test's construct validity. Drawing close parallels with content validity, PPC 20 is also high on construct validity as it classifies competencies into the five major areas, which are Managing Change, Planning and Organizing, Interpersonal Dynamics, Result Orientation and Leadership which explicitly explain **oral communication, analytical thinking, innovation, team work, developing people**, etc of the five areas of competencies.



**Face Validity:** A test has face validity if it **looks valid to the users, examiners and examinees**. It is a **matter of social acceptability and not a technical form of validity**. Though not a technical form it is needed in all types of tests. The PPC 20 is high on face validity as the 160 items in the assessment are symbolic of the various competencies and the environmental stimuli an individual is encountered with, that help serve as a valid base for a personality assessment.

## CONCLUSIONS

- PPC 20 will help in an in-depth analysis of Strengths, Weaknesses, Opportunities & Threats (SWOT) for individuals
- Such an analysis helps identify capability of the candidate in meeting the challenges thrown open by the job
- Helps gauge present level competencies for each assessed and then evaluate the individuals on the role level competencies
- Identifies gaps between requisite skills level as demanded by the role and that which is possessed by individual
- Delegate tasks based on strengths and potential of employees
- Relates the potential of an individual to the performance delivered
- Identifies “Right man for the right job”
- Helps identify skills, strengths and deficits within business units, divisions and groups
- Identifies learning priorities and development paths for everyone
- Beneficial for effective succession planning

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