Need for Competency Mapping Scale to Map the Competencies of University Teaching Personnel

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ABSTRACT

Competency is a cross-functional integration and coordination of capabilities (Javidan, 1998) in a way to accomplish the respective job effectively and efficiently. Teaching at the university level is not just following a monotonous set of practices. It requires a higher level of pedagogical skills, behavioral control and teaching philosophy apart from the strong subject knowledge. Thus, there is a requirement of a scale to measure competencies of university teaching personnel. This scale will not only help the institutions by providing "Blue print" for the individual's entire behavioral scope, but also, it will make available a guide for the development of university teaching personnel.

Keywords: Competency, Competency Mapping, University Teaching, Teaching Competency, University Teaching Personnel Development

INTRODUCTION

Every profession has to identify its responsibilities and get committed to it. Every individual inherits some resources from their own like domain knowledge, attitude and skills for the accomplishment of his/her job roles. He/she has to add himself with these to make a potent combination and experiment with the different combinations of these for the sake of producing competent results. The development of employees (university teaching professionals) focuses on enhancing their competencies rather than preparing them for moving to the profession.

Competency mapping scale not only help the institutions by providing "Blue print" for the individual's entire behavioral scope that fabricate excellent performance but also can provide an important and useful tool to guide university teaching personnel development.

The role of competencies is "to enable organizations to build their competitive advantage by providing a framework for the human resource function to focus its efforts in developing the capacity of employees" (Munro & Andrews, 1994). The competencies can be seen as a range from personal-related competencies to work-role-related competencies (Rifkin *et. al.*, 1999). Core competency rooted from the individual level and well connected with institutional competitiveness (Lathi, 1999). Its concept, factors and contexts affect the employee selection and development, institutional development and competency management function.

Professional competency consists in being able to combine personal resources (Knowledge, abilities, experiences, emotions, attitude, etc.) in order to produce competent action (Lustri *et.al*, 2007).

Competency – Meaning, Definitions and Roles

Dictionary refers competency as "the quality or state of being competent". Competency is a behavioral characteristic of an individual. Competency is a combination of causal abilities with subjective knowledge and applied skills that produces an effective performance. David McClelland (1973), proposed the idea of competency as a term used to challenge traditional criteria of assessment which had emphasized intelligence evaluation. The contextual use of required competency and institutional requirement both reflects the meaning of terminology.

Mansfield (2004) has presented a broader view of competency with words – "competent people were those who followed rules and procedures without question – competency meant compliance" that stressed over the need for personnel to take more responsibility and adoptability. He also acknowledged three different usages of competency:

1. Use to describe what people need to be able to do with employment;
2. Use to describe what currently happens;
3. Use to describe what people are like.

Many scholars have presented competency in different ways. Some of are:

Unido (2002): "A Competency is a set of skills, related knowledge and attributes that allow an individual to successfully perform a task or an activity within a specific function or job. Competencies emphasize on required attributes and activities for an institution to be successful."

Javidan (1998): "A cross-functional integration and co-ordination of capabilities."

Woodruffe (1993): Competency as "the set of behavior patterns that the incumbent needs to bring to a position in order to perform its tasks and functions with competence".

Hayes (1979): "Competencies are generic knowledge, motive, trait, social role or a skill of a person linked to superior performance on the job."

Therefore, competency is integrated with performance and selection, development, and assessment of candidate/employee. Competencies are knowledge, skills, capabilities, attitudes or behavior that characterizes excellent performance within a specific context (Anna & Judith). Thus, personal characteristics may be mental/ intellectual/ cognitive, social/ emotional/ attitudinal, and physical/ psychometric attributes necessary to perform the job (Lucia & Lepsinger, 1999). These become performance standard to support an institution's vision, mission, strategies and goals by adding considerable values to it. In reality the term competency varies due to underlying use of epistemological assumptions. By and large two approaches are evident in the literature:

1. Behaviorist (Rationalist)
2. Constructivist (Subjectivist) (Boon and Van der Klink, 2001)

According to the rationalist perspective, competency is a specific set of attributes used in performing a job (Sandberg, 2000); where competence has been defined in two ways: Work Oriented Approach and Task Oriented Approach (Ellstrom, 1997; Robotham & Jubb, 1996; Raven, 1984). And the subjectivist approach is based on subjective epistemology, which considers the worker and work as one entity through the lived experience of work. This focuses on the interaction between the individual and job.

Competency Mapping
Competency mapping is the way of identifying key competencies in persons for an institution or profession, required for effective performance. The individual's level of competency in each skill is measured against a performance standard established by the concerned institution. Competency mapping can be accurately considered as identifying the profession and an individual's behavioral competencies for or in an institution.

The objective of competency mapping is to understand the competencies required to fulfill the job role requirements and institutional performance. Competency mapping is followed by competency diagnosis for assessing the existing competency profile of the institution with respect to required competencies (Devkar, 2013). Marcus Buckingham (2001) states, competency mapping is a practice through which one assesses and determines one's strengths as an individual worker and in some cases, as part of an institution. Competency mapping usually examines emotional

intelligence, and individual's strengths in areas of team structure, leadership, decision-making and the likes. By and large mapping is frequently used as a process of activities in institutions to identify domains of knowledge, skills and abilities that represent the persons of a respective body. Institutions are using the guidelines to map the competencies (Kaul Associates, 2001; Lyons, 2002). The mapping processes may assist the institution attain a more complete understanding of transferability of skills from job activity to job activity (Gunner, 2001).

Need for Competency Mapping Scale for University Teaching Personnel
Every job/profession needs concerned subject knowledge as well as other various behavioral skills which clearly contribute to the profession. University teaching is not just following a cluster of practices. Fundamentally, teaching is the course of delivering knowledge, skills, values and attitude. In present time, academics usually have struggled with the overlapping and sometimes competing demands of the real world, teaching students in a way that develop a range of competencies, managing courses, generating funds and providing a pastoral care to students. Teachers have a responsibility to reconcile and meet the demands of key constituencies even as at the same time driving advanced domain knowledge and understanding where acquisition of knowledge is not the major concern of education, but the utility of acquired knowledge is prior.

In the present context, understanding the human side of university teaching, the relationship dynamics at work place and channelizing the talent towards the achievement of profession's objectives is very challenging. As study has found, competency mapping is the foremost activity for answering the said challenges in the direction of professional development of university teaching personnel. A university teaching competency mapping scale enables the institutions to manage and develop skills and attitude in their teaching personnel, recruitment of most appropriate candidate and effectual succession planning.

To develop a competency mapping scale for university teaching personnel, needs to examine the issues of competencies related to university teaching profession, possible types of competency required for university teaching, and factors affecting these competencies. And after this study, we will be able to ascertain and map the competencies and suggest the methodologies to develop requisite competencies for university teaching profession. Since, the success of every profession lies in the efficacy of human resource. Thus, the competency mapping scale for university teaching profession should develop.

Significance of University Teaching Competency Mapping Scale

Competence-based selection aimed to identify individuals having a psycho-social attributes associated with superior performance (McClelland, 1973). These enduring attributes influence both work performance and the capacity to acquire knowledge and skills required for effective work performance.

1. Competency Mapping provide discovery of subjective knowledge & skills, behavior, and capabilities required to attain present and future workforce selection as per institutional priorities aligning the changes.
2. The study can help to chalk out the workforce development plans to eliminate the existing gap between competencies needed for job role or institution.
3. If competencies are defined than an institution can be evaluate proper training program.
4. Key performance areas can be improved by understanding work domain where there any gap found between actual and expected outcome.
5. The mapping of employee or organizational skill gap analysis with the appropriate learning objects is crucial in order to develop the correct learning paths and consequently the appropriate competencies of employees or organizations (Draganidis *et. al.*, 2008).
6. Competency Mapping and subsequent gap identification process equip the institution with tools that allow them to concentrate over particular knowledge areas and competencies which requiring instant attention.
7. Help in developing competencies during the career planning phase.

Applications of Research

1. Competency mapping is an HRD/OD function. This research can be helped in personnel selection, development, and appraise performance in the university teaching profession.
2. Research will help in developing a competency management system that can be suggested to institutions and universities.
3. UGC, NAAC and IQAC continually work for improving institutional standards and quality of education and educators both. This study can be suggested for the same.
4. The developed competency mapping scale will be a very useful tool and it can be useful in the following way:

-   Candidate assessment for recruitment
-   Employee potential appraises for promotion
-   Employee training need identification
-   Employee's performance diagnostics
-   Employee's self-development initiatives

CONCLUSION

The competency scale for university teaching personnel will help to know the impact of competency mapping over the performance of institutions and for the same, need to understand the competency mapping is crucial by itself. Every institution wants to become a leader in their functional domain; in the same way an institution should have individual's defined job roles and competencies needed for doing the job effectively. University Teaching Competency mapping scale will make an institution able to discover individual's strengths and deficiencies in order to help stakeholders of the university teaching profession to understand them better and to draw development plans for the same.

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