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# Competence Development in Organisations



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## Background of the study

- population: ETV members
- voluntary participation
- first round: beginning 2005
- second round: middle 2005
- total response: about 1,300
- education and other organizations
- data cleaning

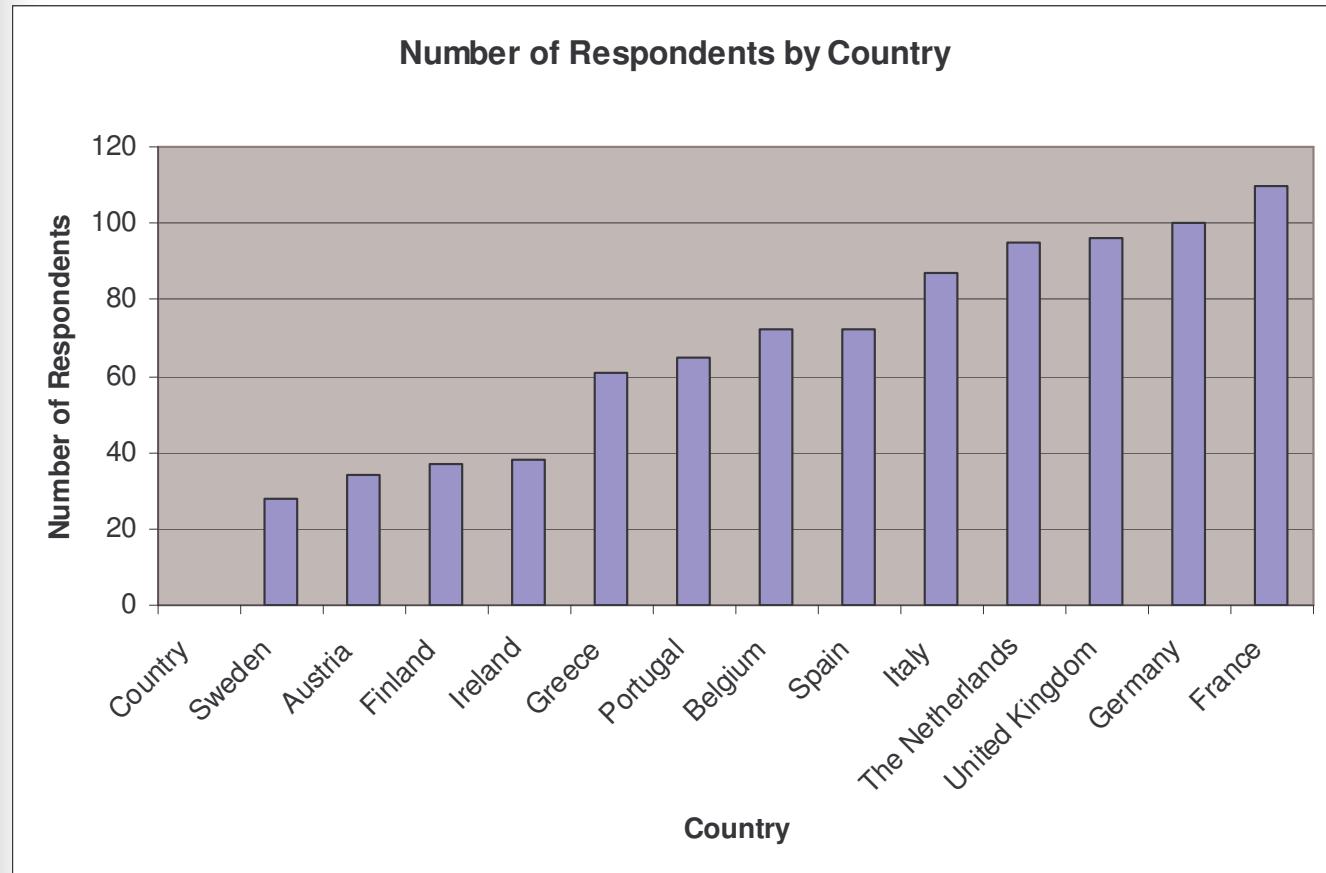


## Focus of the Study

- collecting experiences with working with competence instruments
- as a follow-up of an earlier national study in NL
- more variety in organizational size
- selection of countries  $n > 20$
- selection of cases who work with competence instruments
- this group of cases is between 600 and 700
- 13 countries in the final group



# Countries Involved

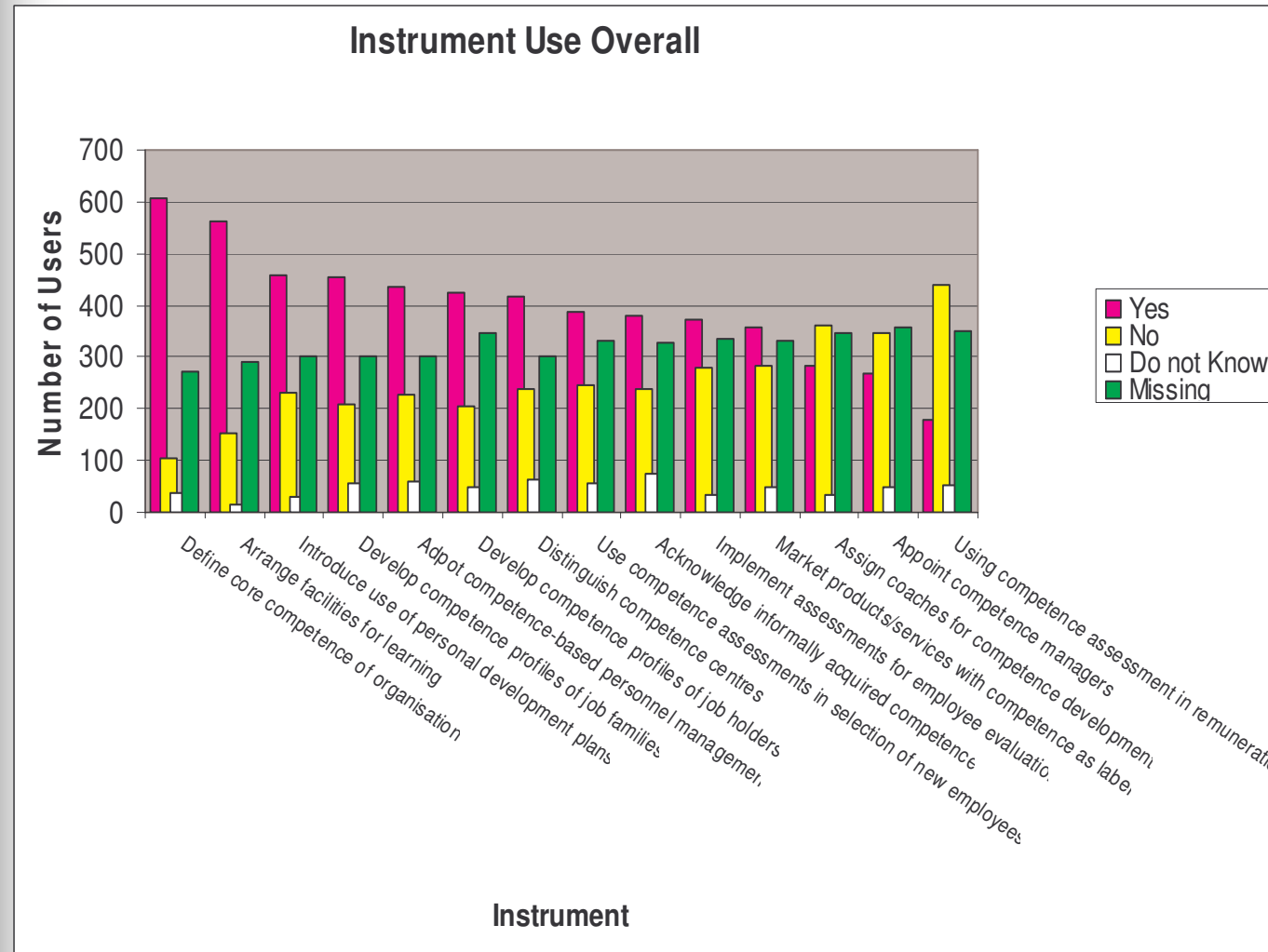


# Countries Involved

Country	Number of Respondents
Austria	34
Belgium	72
Finland	37
France	110
Germany	100
Greece	61
Ireland	38
Italy	87
Portugal	65
Spain	72
Sweden	28
The Netherlands	95
United Kingdom	96
<b>Total</b>	<b>895</b>
<b>Missing</b>	<b>127</b>
<b>Total</b>	<b>1022</b>



# Instrument Use-Overall



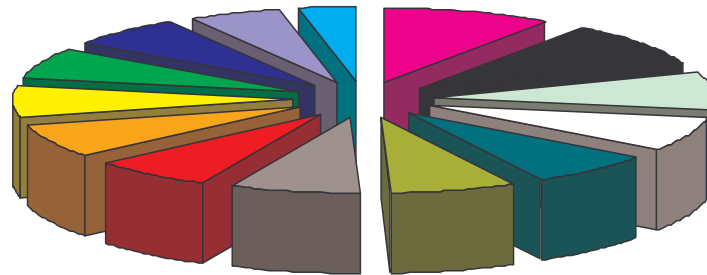
# Instrument Use-Overall

Instrument	Yes	No	Do not Know	Missing	Totals
Define core competence of organisation	608	104	39	271	1022
Arrange facilities for learning	562	152	16	292	1022
Introduce use of personal development plans	459	231	31	301	1022
Develop competence profiles of job families	454	210	55	303	1022
Adopt competence-based personnel management	435	228	58	301	1022
Develop competence profiles of job holders	423	204	50	345	1022
Distinguish competence centres	418	238	63	303	1022
Use competence assessments in selection of new employees	388	245	56	333	1022
Acknowledge informally acquired competence	381	239	74	328	1022
Implement assessments for employee evaluation	374	281	32	335	1022
Market products/services with competence as label	358	283	50	331	1022
Assign coaches for competence development	284	361	32	345	1022
Appoint competence managers	267	348	48	359	1022
Using competence assessment in remuneration	177	441	53	351	1022

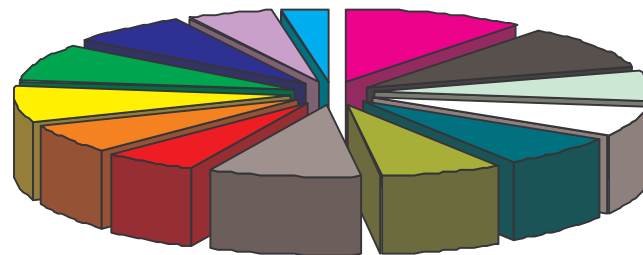


# Business Sectors

Education Sector



Other sectors



- defining the core competence of the organisation
- arranging facilities for learning
- introducing the use of personal development plans
- using competence-assessments in the selection of new employees
- appointing competence managers
- adopting competency based personnel management
- developing competence profiles of job holders
- marketing competence on the label of our products/services
- acknowledging informally acquired competence
- developing competence profiles of job families
- distinguishing competence centres
- implementing competence-assessments for employee evaluation
- assigning coaches to employees for competence development
- using competence assessment in remuneration

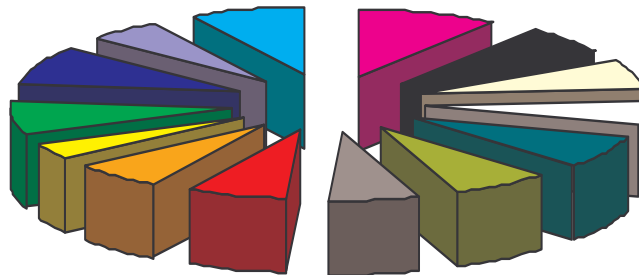




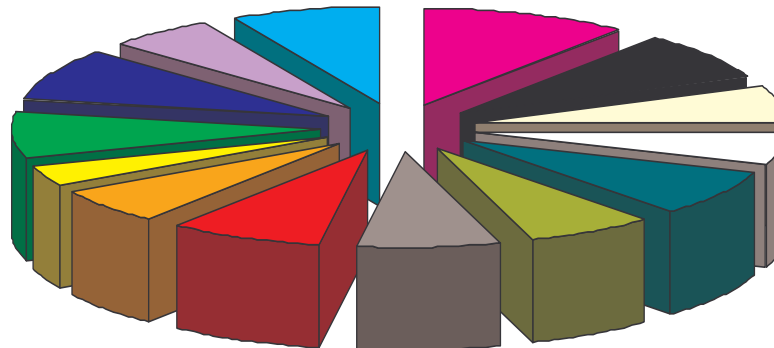
Business Sector				
Instrument	Public Sector	Education	Other	Total
Define core competence of organisation	156	199	170	525
Arrange facilities for learning	136	196	156	488
Introduce use of personal development plans	94	164	145	403
Market products/services with competence as label	73	147	97	317
Adopt competence-based personnel management	97	143	134	374
Develop competence profiles of job holders	103	142	124	369
Acknowledge informally acquired competence	80	142	105	327
Develop competence profiles of job families	109	139	147	395
Distinguish competence centres	119	138	113	370
Use competence assessments in selection of new employees	83	138	112	333
Implement assessments for employee evaluation	82	122	117	321
Assign coaches for competence development	64	99	87	250
Appoint competence managers	53	95	80	228
Using competence assessment in remuneration	34	55	56	145

# Organisation Size

Micro



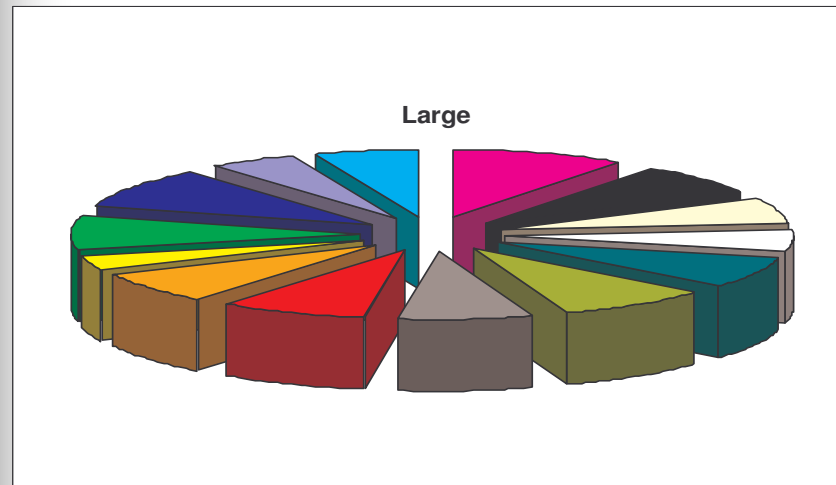
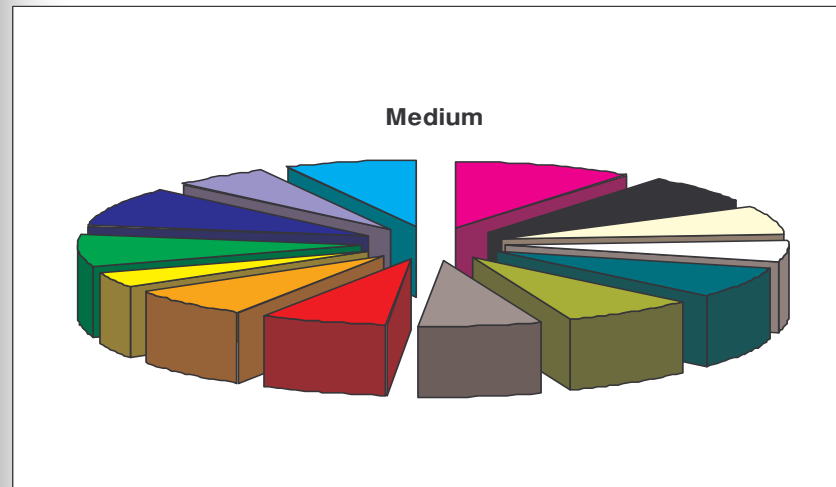
Small



- defining the core competence of the organisation
- distinguishing competence centres
- marketing competence on the label of our products/services
- appointing competence managers
- adopting competency based personnel management
- developing competence profiles of job families
- using competence-assessments in the selection of new employees
- developing competence profiles of job holders
- implementing competence-assessments for employee evaluation
- using competence assessment in remuneration
- introducing the use of personal development plans
- arranging facilities for learning
- assigning coaches to employees for competence development
- acknowledging informally acquired competence



# Organisation Size



- defining the core competence of the organisation
- distinguishing competence centres
- marketing competence on the label of our products/services
- appointing competence managers
- adopting competency based personnel management
- developing competence profiles of job families
- using competence-assessments in the selection of new employees
- developing competence profiles of job holders
- implementing competence-assessments for employee evaluation
- using competence assessment in remuneration
- introducing the use of personal development plans
- arranging facilities for learning
- assigning coaches to employees for competence development
- acknowledging informally acquired competence







Organisational Size					
Instrument	Micro	Small	Medium	Large	Total
Define core competence of organisation	100	111	129	260	600
Arrange facilities for learning	83	94	118	258	553
Develop competence profiles of job families	63	64	96	226	449
Introduce use of personal development plans	65	74	94	219	452
Develop competence profiles of job holders	64	74	76	205	419
Distinguish competence centres	64	77	82	192	415
Adopt competence-based personnel management	74	75	90	191	430
Implement assessments for employee evaluation	55	54	76	183	368
Use competence assessments in selection of new employees	57	68	76	182	383
Market products/services with competence as label	63	57	77	155	352
Acknowledge informally acquired competence	71	75	86	144	376
Assign coaches for competence development	48	52	60	122	282
Appoint competence managers	46	45	55	118	264
Using competence assessment in remuneration	32	26	42	75	175

# Not Working with Competence



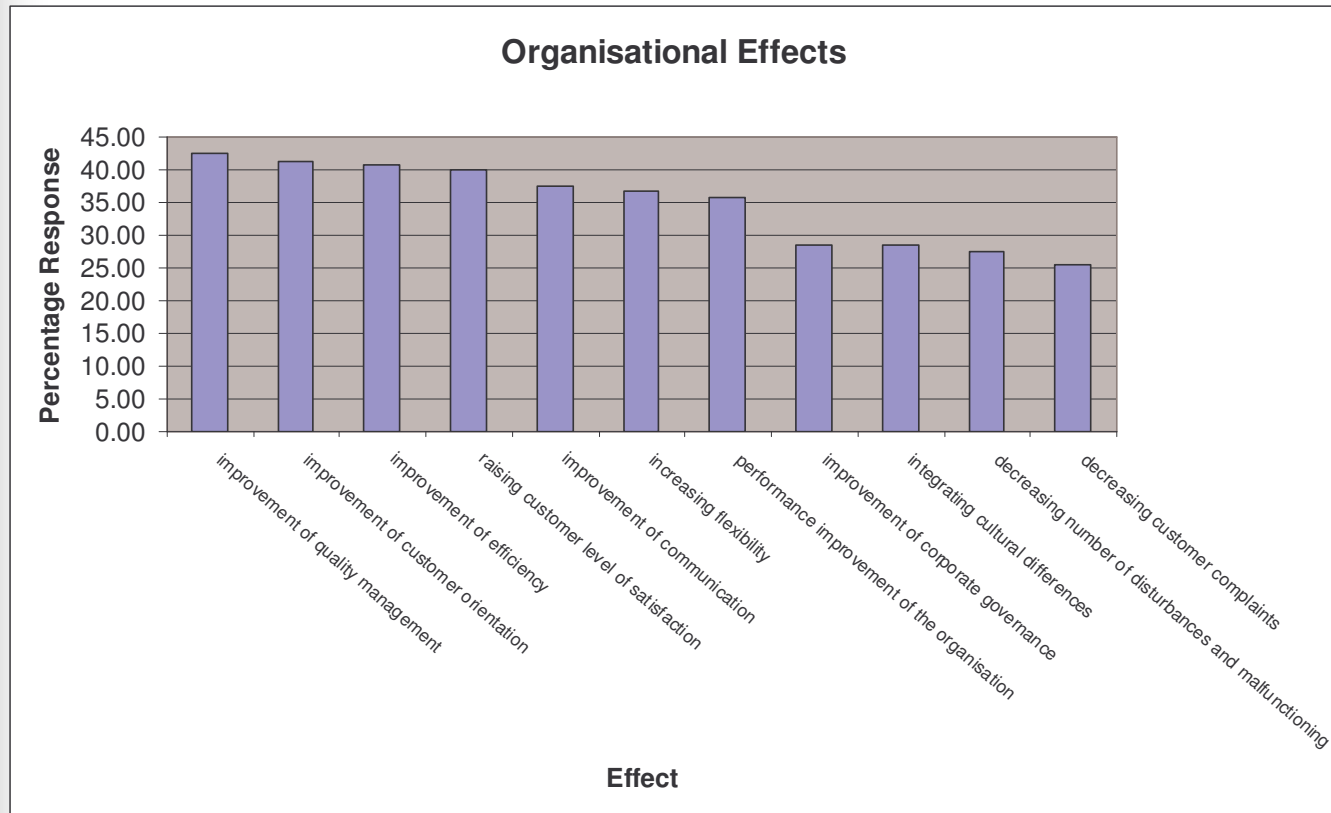


# Not Working with Competence

Reason	Yes	No	Do not know	Total
Other	21	13	19	53
Do not expect enough from it	66	139	58	263
Lack of time	99	102	52	253
Not familiar with concept	120	155	35	310
Decided not to	154	106	36	296



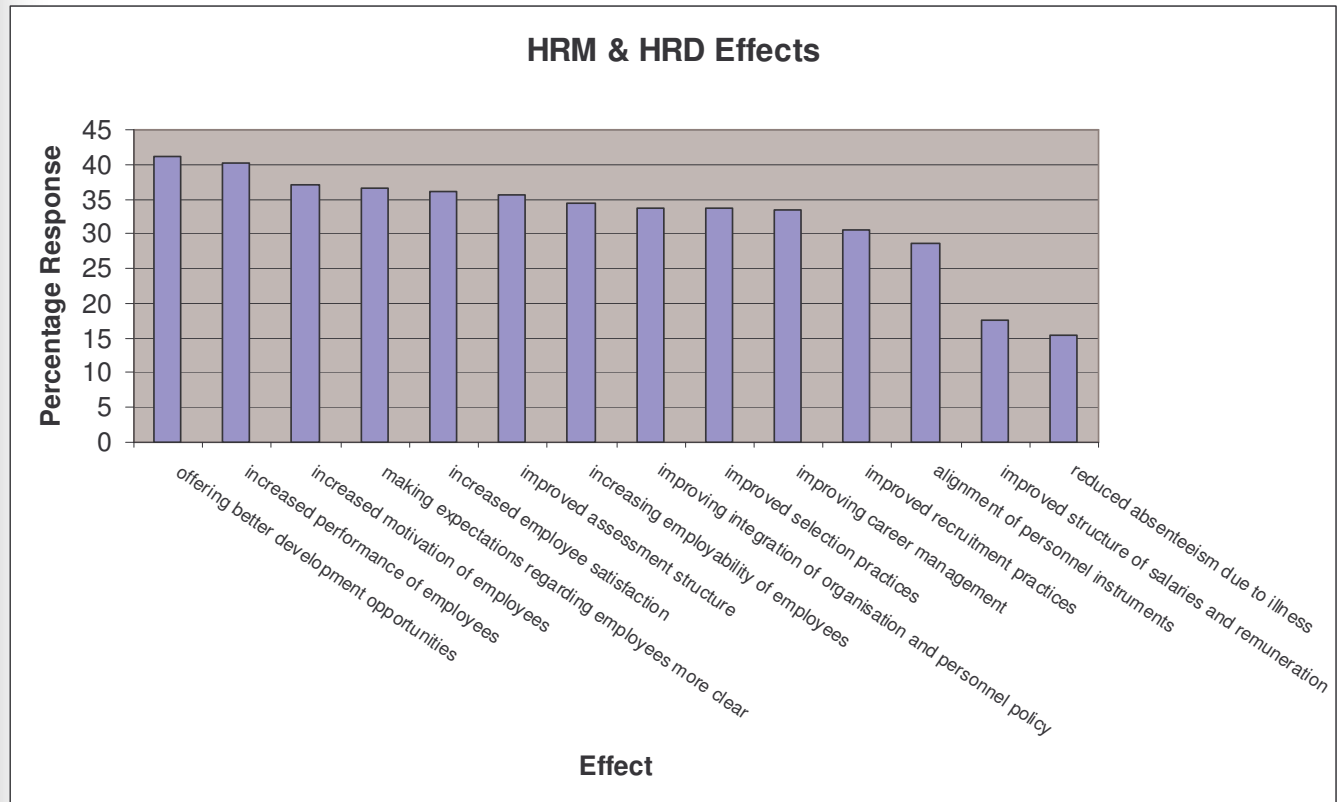
# The Effects of the Use of Competence Instruments



# The Effects of the Use of Competence Instruments

Level of Agreement	None	Weak	Moderate	Considerable	Strong	Do not know	Missing	Total
<b>Organisational Effect</b>								
Performance improvement of the organisation	69	124	231	213	102	141	142	1022
Improvement of communication	69	145	225	222	103	115	143	1022
Improvement of corporate governance	110	145	204	167	76	171	149	1022
Improvement of efficiency	78	115	210	241	103	127	148	1022
Improvement of customer orientation	65	108	205	229	130	127	158	1022
Raising customer level of satisfaction	74	107	193	219	128	151	150	1022
Improving quality management	77	105	176	242	134	139	149	1022
Increasing flexibility	88	135	192	211	104	137	155	1022
Integrating cultural differences	119	165	183	137	102	159	157	1022
Decreasing customer complaints	111	125	203	154	66	200	163	1022
Decreasing number of disturbances and malfunctioning	101	144	189	165	67	194	162	1022

# The Effects of the Use of Competence Instruments





# The Effects of the Use of Competence Instruments

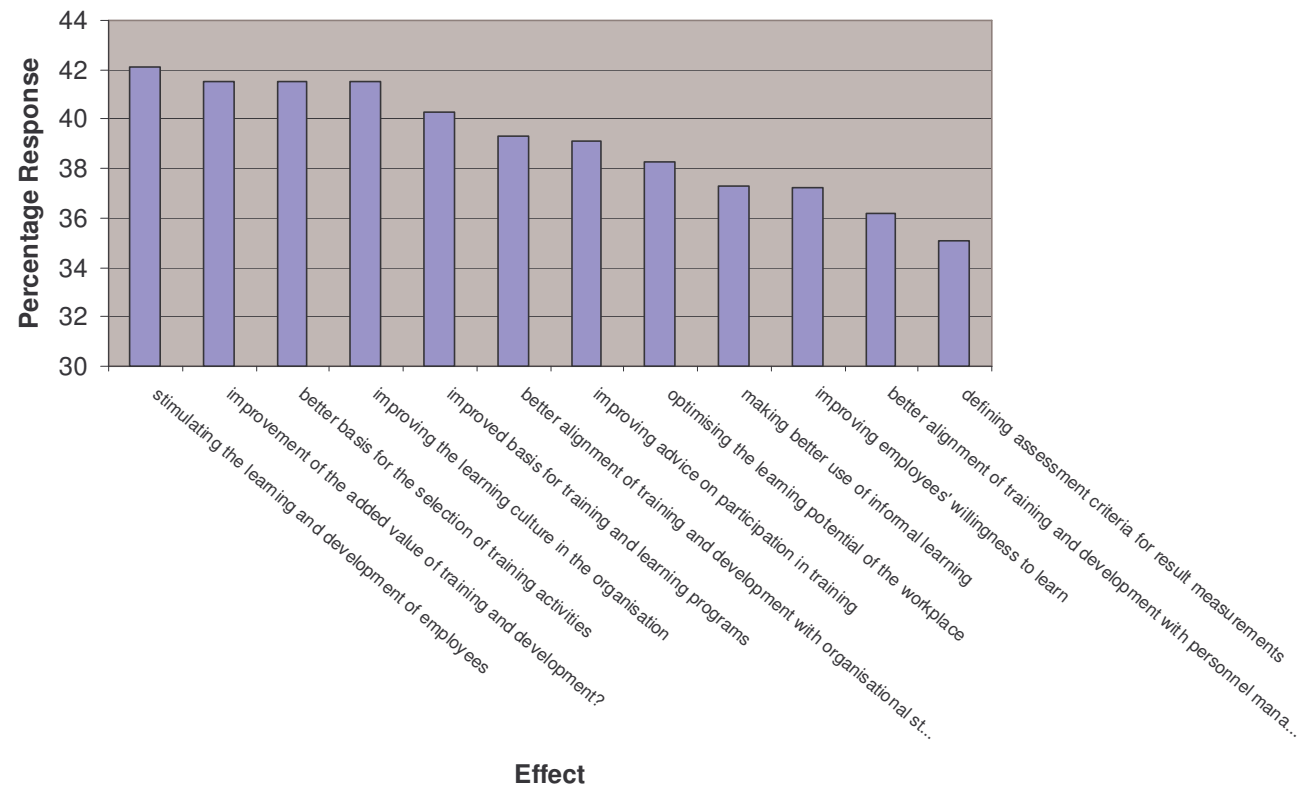
Level of Agreement	None	Weak	Moderate	Considerable	Strong	Do not know	Missing	Total
<b>HRM &amp; HRD Effect</b>								
Improved recruitment practices	118	131	207	204	71	149	142	1022
Improved selection practices	115	120	199	216	81	139	152	1022
Increased motivation of employees	95	133	215	206	115	113	145	1022
Increased performance of employees	78	108	223	226	123	123	141	1022
Increased employee satisfaction	101	134	205	197	116	121	148	1022
Improved assessment structure	100	131	186	213	103	137	152	1022
Improved structure of salaries and remuneration	261	186	153	111	35	125	151	1022
Reduced absenteeism due to illness	201	173	153	98	36	207	154	1022
Making expectations regarding employees more clear	120	132	181	193	119	119	158	1022
Offering better development opportunities	96	118	207	220	129	100	152	1022
Improving career management	135	159	178	178	99	115	158	1022
increasing employability of employees	108	121	206	199	96	138	154	1022
Improving integration of organisation and personnel policy	117	140	172	191	92	147	163	1022
Alignment of personnel instruments	120	146	183	169	75	166	163	1022



# The Effects of the Use of Competence Instruments



Training & Development Effects



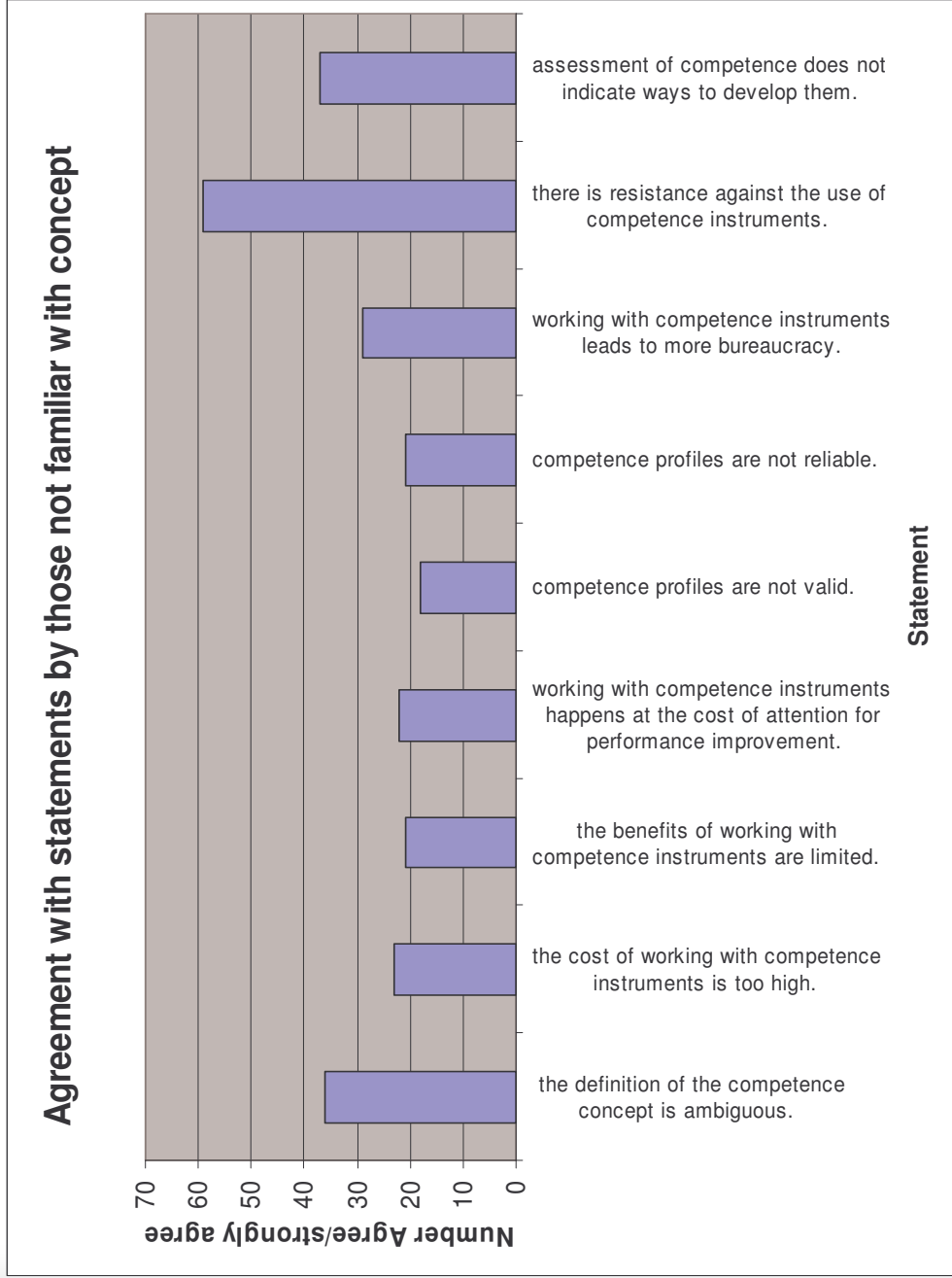
# The Effects of the Use of Competence Instruments

Level of Agreement	None	Weak	Moderate	Considerable	Strong	Do not know	Missing	Total
<b>Training and Development Effect</b>								
Better alignment of training and development with personnel management	83	153	194	209	98	120	165	1022
Better alignment of training and development with organisational strategy	80	146	186	227	109	114	160	1022
Improvement of the added value of training and development	75	121	191	224	128	119	164	1022
Improving advice on participation in training	87	127	190	222	108	125	163	1022
Improved basis for training and learning programs	76	128	201	228	113	112	164	1022
Optimising the learning potential of the workplace	82	144	199	219	98	112	168	1022
Defining assessment criteria for result measurements	120	129	179	186	102	132	174	1022
Improving employee willingness to learn	77	151	198	194	106	129	167	1022
Better basis for the selection of training activities	96	115	177	231	119	110	174	1022
Improving the learning culture of the organisation	78	139	177	214	132	112	170	1022
Stimulating the learning and development of employees	78	131	182	220	129	110	172	1022
Making better use of informal learning	93	134	176	201	108	132	178	1022

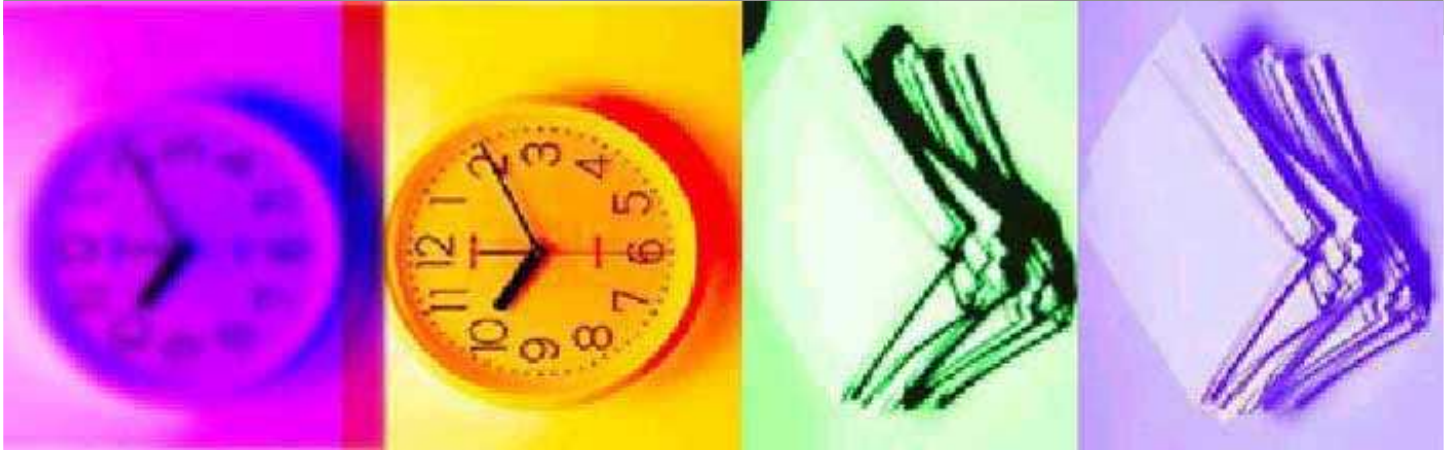
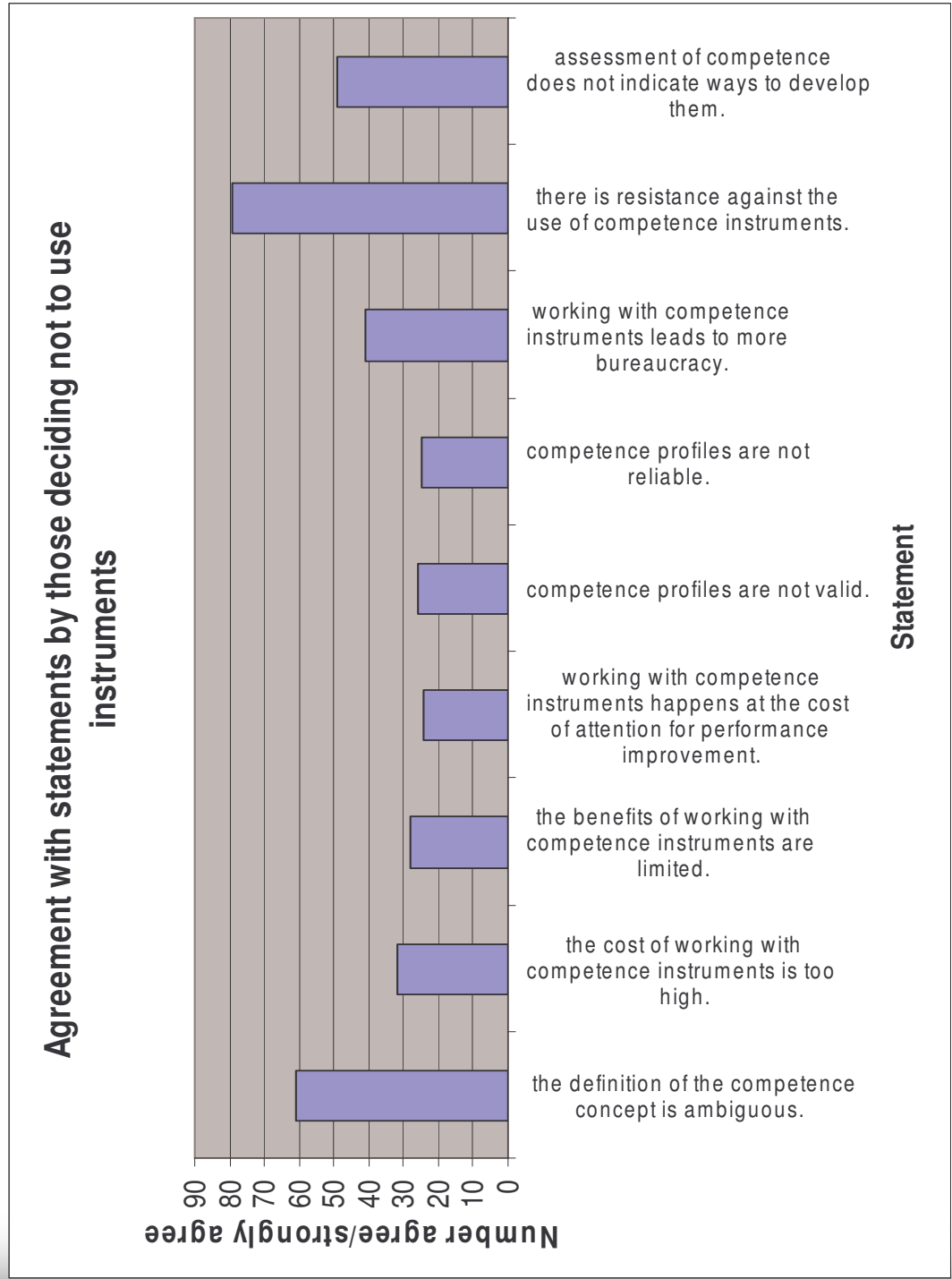




# Perceptions of Competence



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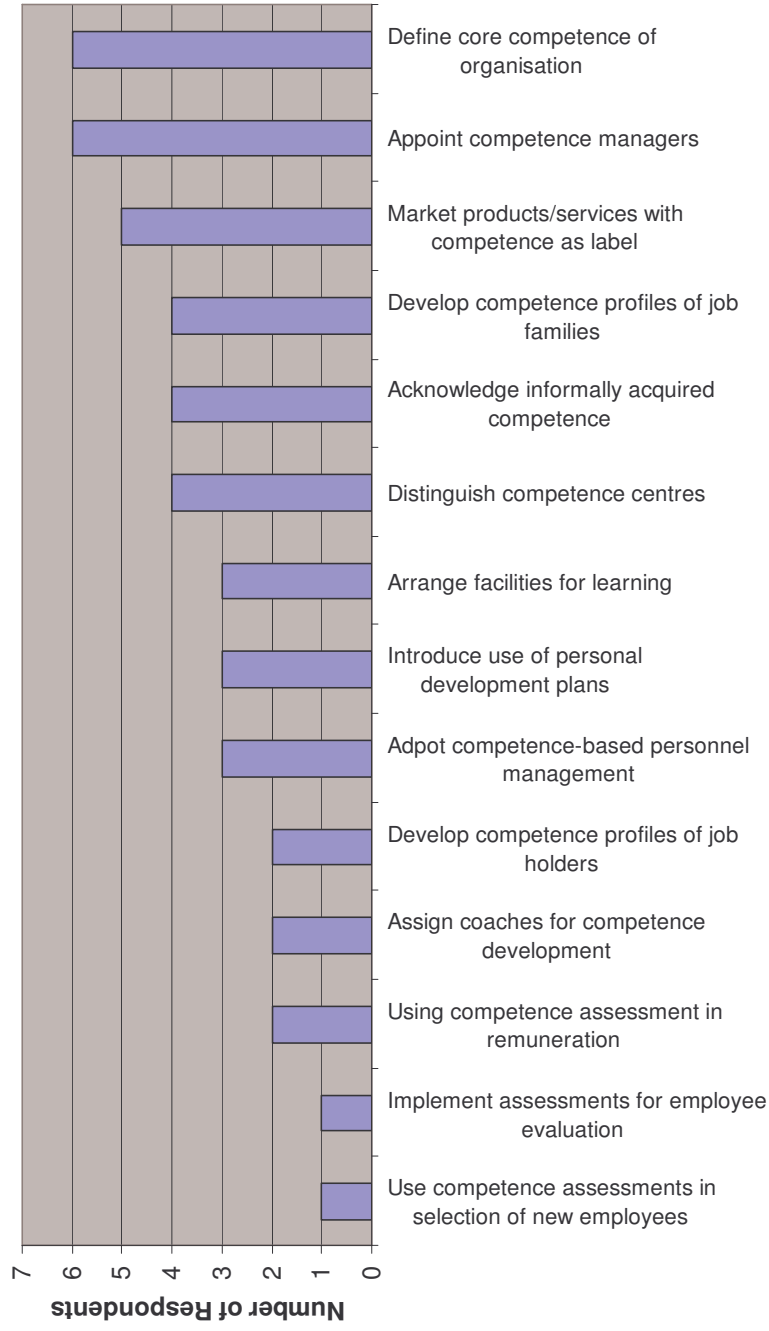


# Perceptions of Competence

<i>Reason (number)</i>	Not familiar with concept	Decided not to	Do not expect enough from it	Lack of time	Other
<i>Statement (agree + strongly agree)</i>					
the definition of the competence concept is ambiguous.	36	61	33	84	7
the cost of working with competence instruments is too high.	23	32	22	25	4
the benefits of working with competence instruments are limited.	21	28	18	14	0
working with competence instruments happens at the cost of attention for performance improvement.	22	24	13	19	1
competence profiles are not valid.	18	26	13	17	4
competence profiles are not reliable.	21	25	15	12	2
working with competence instruments leads to more bureaucracy.	29	41	30	28	5
there is resistance against the use of competence instruments.	59	79	32	49	9
assessment of competence does not indicate ways to develop them.	37	49	29	35	10

# Levels of Training & Development

Use of instruments by those with no promotion of employee training and development



Instrument



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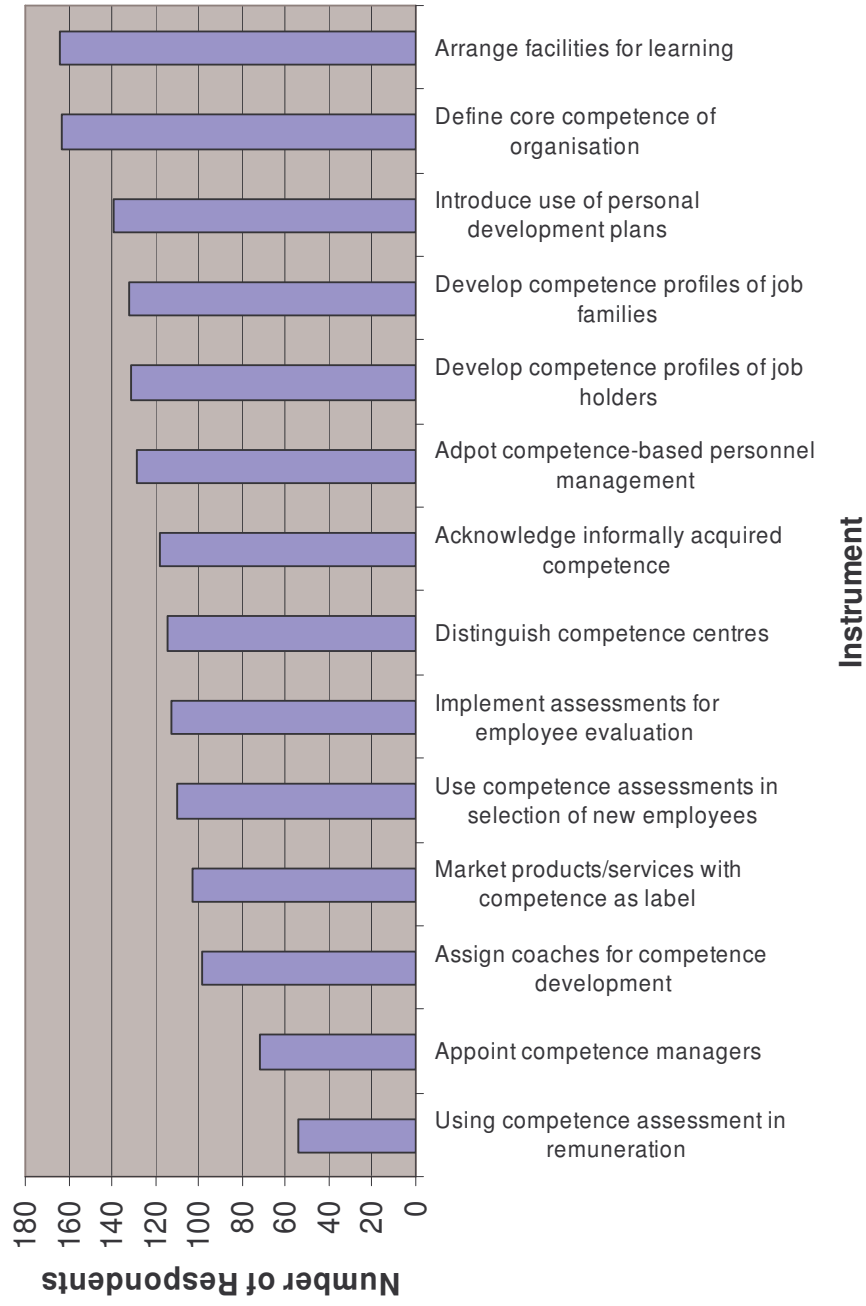


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# Levels of Training & Development

Use of Instruments by those with strong promotion of employee training and development



# Levels of Training and Development

Level of Promotion of Training and Development of Employees					
Instrument	None	Weak	Moderate	Considerable	Strong
Use competence assessments in selection of new employees	1	35	103	128	110
Implement assessments for employee evaluation	1	24	102	120	113
Using competence assessment in remuneration	2	7	49	61	54
Assign coaches for competence development	2	13	62	100	98
Develop competence profiles of job holders	2	25	99	154	131
Adopt competence-based personnel management	3	38	117	141	129
Introduce use of personal development plans	3	38	96	173	139
Arrange facilities for learning	3	46	146	189	164
Distinguish competence centres	4	42	118	127	114
Acknowledge informally acquired competence	4	27	88	134	118
Develop competence profiles of job families	4	41	111	154	132
Market products/services with competence as label	5	39	94	104	103
Appoint competence managers	6	20	76	83	72
Define core competence of organisation	6	60	172	192	163





# Conclusions 1

- Voluntary participation: the study is not meant as a representative review of use; responding organizations that work with competence instruments were selected as the basis for the further analysis of the use and added value of the use of competence development instruments.
- No inference may be made regarding the amount of use of competence instruments in organizations in the countries studied.
- Response was high.
- Large amount of educational organizations responded.



## Conclusions 2

- The instruments that are being used by over 60% of the organizations are:
  - Defining core competence
  - Providing facilities for learning
  - Using personal development plans
  - Using competence profiles
- 10 of the 13 instruments listed are being used by over 50% of the responding organizations





## Conclusions 3

- The differences in using competence instruments between the Education Sector and Other Sectors are minimal.
- The same holds for Organization Size.
- There are various reasons for not working with competence instruments; only 7% say they do not expect enough from it.



## Conclusions 4 The top three effects at organisational level

Reported by over 40% of the responding organisations

- Improving quality management
  - Improving customer orientation
  - Improvement of efficiency
- 
- *If these experiences reflect reality, the use of competence instruments at organisational level has a lot of potential.*



## Conclusions 5 The top three effects at HRM & HRD level

Reported by over 35% of the responding organisations

- Offering better development opportunities
  - Increased performance of employees
  - Increased motivation of employees
- *Also, if these experiences reflect reality, the top two effects are already sufficient to justify investments in implementing competence instruments in general.*



## Conclusions 6 The top three effects at Training & Development level

Reported by over 40% of the responding organisations

- Stimulating learning and development of employees
- Improvement of the added value of training and development
- Providing a better basis for the selection of training activities
- *And again, if these experiences reflect reality, these effects justify investments in implementing competence instruments for training and development purposes.*



## Conclusions 7

- Over 60% of those who are unfamiliar with or not using the competence concept have resistance to use: *unknown makes unloved? What are the decisions based on?*
- The next three statements they agree with are:
  - The definition is too opaque: *there indeed is no standardization yet!*
  - Assessment does not indicate development: *but repeated assessment does.*
  - It leads to more bureaucracy: *fear of paper work?*



## Conclusions 8

- There are large differences in the use of competence instruments by the strong or weak promotion of employee training and development in general, regarding:
  - Arranging facilities for learning
  - Using the concept for marketing
  - The presence of competence managers
  - The use of competence profiles for job holders
- It seems that there are two approaches: the organisational development and personnel development approach, which can be complementary.

