

Strategic Performance Management
Prof. K. B. L. Srivastava
Department of Humanities and Social Sciences
Indian Institute of Technology, Kharagpur

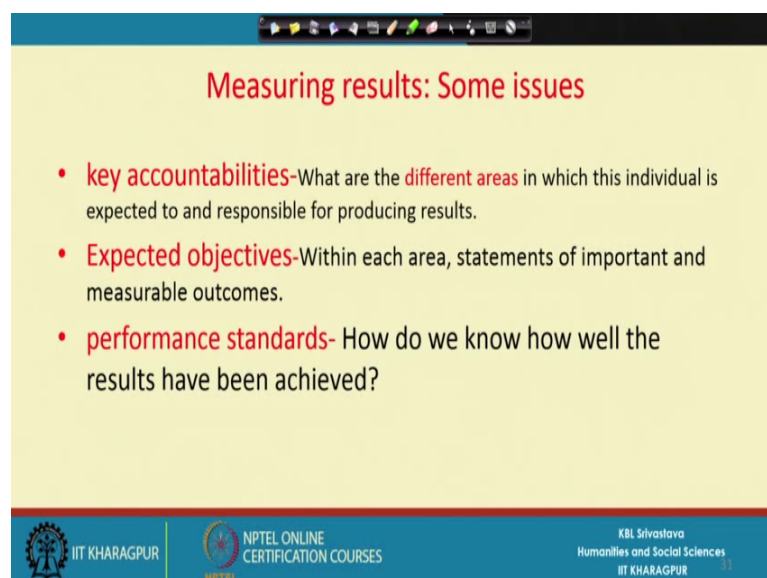
Lecture – 13
Measuring Behavior and results

So, welcome to lecture 13. You remember, we talked about the different approaches to measure performance that was behavior approach, result approach, trait approach. We are not going to discuss trait approach, before sometimes it is considered as a part of the behavior especially your traits, your characteristics, your personality, which could be considered as a part of your behavior, which might lead to better performance right, but it is not a direct measure of performance. So, we are excluding that.

So, are basically focusing on these two things that is behavior in results. So, in this section or in this lecture you can say, we are going to focus on these two aspects that, how we are going to measure behavior and results, because it is very important when it comes to measuring performance, because in order to measure performance you have to see that what are the different kind of systems that you use to measure performance right. So, in this case you have to say that how we are going to measure performance and results both.

So, we will start with results that.

(Refer Slide Time: 01:14)



Measuring results: Some issues

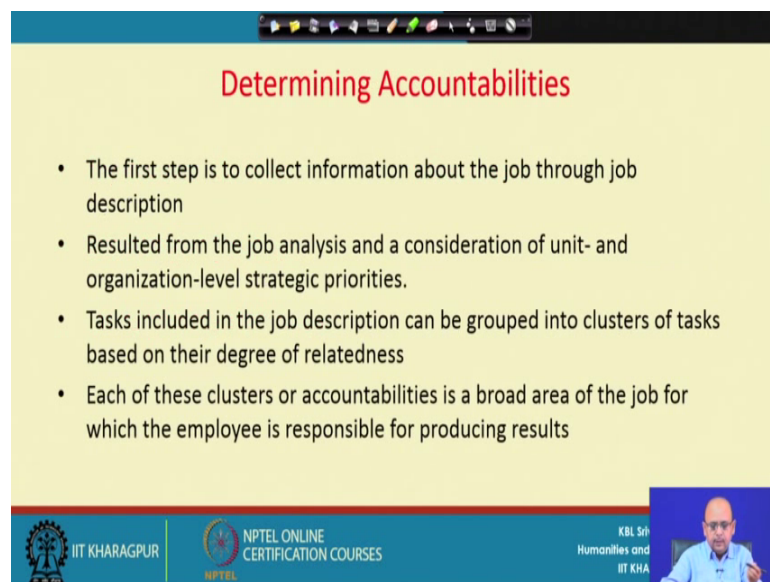
- **key accountabilities**-What are the **different areas** in which this individual is expected to and responsible for producing results.
- **Expected objectives**-Within each area, statements of important and measurable outcomes.
- **performance standards**- How do we know how well the results have been achieved?

IIT KHARAGPUR | NPTEL ONLINE CERTIFICATION COURSES | KBL Srivastava
Humanities and Social Sciences
IIT KHARAGPUR 31

How we are going to measure results? Now, when it comes to measuring results and we say that it is the performance standards are the targets that person has to meet right. Now, once this performance criteria that is established, you are going to measure the individual performance against the same performance criteria and there are three factors which are very important. So, at the first stage what you do? You identified the different areas are what you know is key accountability area, a key performance areas are the key result areas.

Then in each area what you do? You try to find out what are the specific objectives that you have and for each specific area you also identify the kind of standards that you want to achieve right. So, let us take an example, when it comes to measuring results.

(Refer Slide Time: 02:24)

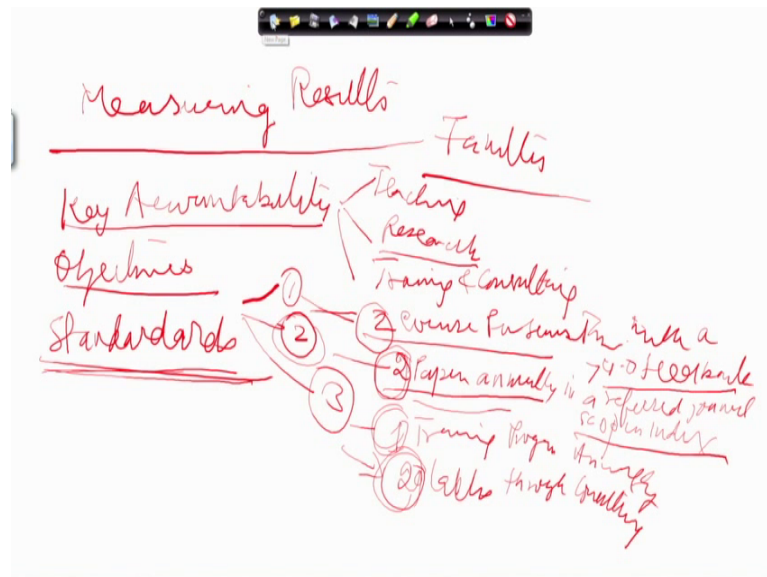


Determining Accountabilities

- The first step is to collect information about the job through job description
- Resulted from the job analysis and a consideration of unit- and organization-level strategic priorities.
- Tasks included in the job description can be grouped into clusters of tasks based on their degree of relatedness
- Each of these clusters or accountabilities is a broad area of the job for which the employee is responsible for producing results

IIT KHARAGPUR | NPTEL ONLINE CERTIFICATION COURSES | KBI. Sri Humanities and IIT KHA

(Refer Slide Time: 02:33)



So, what we will do? Will take up an example to explain how we are going to measure results. So, when it comes to measuring results, we talked about three things key accountability right, then we have talked about objectives and then we talked about standards.

Now, let us discuss in a particular case, say a faculty, this example I am giving, because you can better understand this. So, first of all we are going to identify say, three important accountability areas which contribute maximum to the performance right. So, this could be for example, teaching, research training and consulting right. Now, the key accountability areas have been identified, this is what we also know as key result area or key performance indicators right.

Now, once we have been able to identify these key accountability areas, the next task is that you are going to identify the objectives right. So, you are going to set objectives, which is going to be very specific in all the three cases. So, say for example, in first case that is teaching, second case that is what you call research and the third case that is what we know as training and consulting right. So, how a specific objectives means two courses per semester and with a good feedback, because feedback that could be say greater than 4.0 right. So, this is a specific objectives that we are going to teach two courses effectively. So, that you get a good feedback about these courses right. This is relate to the first ones who have established a specific objective, in this case second is standards sorry, second objective that is relate to the research ok.

So, you say that you are going to publish at least two papers, annually in a referred journals which is what is a Scopus index? So, this become a very specific objective, the quality is maintained here, you are teaching two courses and you expect to publish two papers annually that is going to be very specific objectives right. Now, third is training in consulting. So, conducting at least one training program trying frame is important annually then not only one conducting, one training program, but also generating revenue at least 20 lakhs through consulting activities.

Now, what happens you have identified both the things objectives and you have also defined these standards here right. So, that when you say two courses it means you have specified the objectives against future performances to evaluated publishing two papers, that is the performance standards one training program and 20 lakh memory generation, that is another standard trading to training in consulting.

So, what you need to identify when it comes to measuring results and all this is very objective right. So, the performance, teaching performance is measured through feedback course. Performance are the sorry, publications is measured, is specifically to see that it is published in a Scopus index journal and when you are looking at the standards, to make sure that you are meeting these performances standards, which I have mentioned here right.

So, we talked about three things, key accountability objectives and standards. So, standards are performing standards against future performance is going to be evaluated.

(Refer Slide Time: 07:26)

The slide is titled "Determining Accountabilities" in red text. It contains a bulleted list of four points. At the bottom, there are logos for IIT Kharagpur, NPTEL Online Certification Courses, and the presenter's name and affiliation: KBL Srivastava, Humanities and Social Sciences, IIT Kharagpur.

- The first step is to collect information about the job through job description
- Resulted from the job analysis and a consideration of unit- and organization-level strategic priorities.
- Tasks included in the job description can be grouped into clusters of tasks based on their degree of relatedness
- Each of these clusters or accountabilities is a broad area of the job for which the employee is responsible for producing results

Now, getting back to the earlier one. Now, you say we have been talking about these kind of things, key accountabilities right. So, when it comes to determining key accountabilities. What are the things that we need to do though? Remember, we talked about accountabilities and objectives and standards. So, when it comes to determining accountabilities what actually happens; you are going to collect data through job description right. So, when I am talking about job description is a specifically, it talks about what the tasks duties and responsibilities and also job specifications that knowledge in the skill, that is required by the individual to perform the job right.

So, the first step in collecting information about the job is to job description. So, we have identified this for a faculty, that is teaching research training and consulting right and this comes from what this comes from the job analysis of the faculty right. This has to be aligned with the departments goal and also the organization, because organization has a goal that we are going to publish say 100 papers and if you have 50 faculty. So, each faculty is going to contribute 2 papers. If we are going to generate say 10 [FL] rupees to every faculty is to generate to 20 lakh rupees.

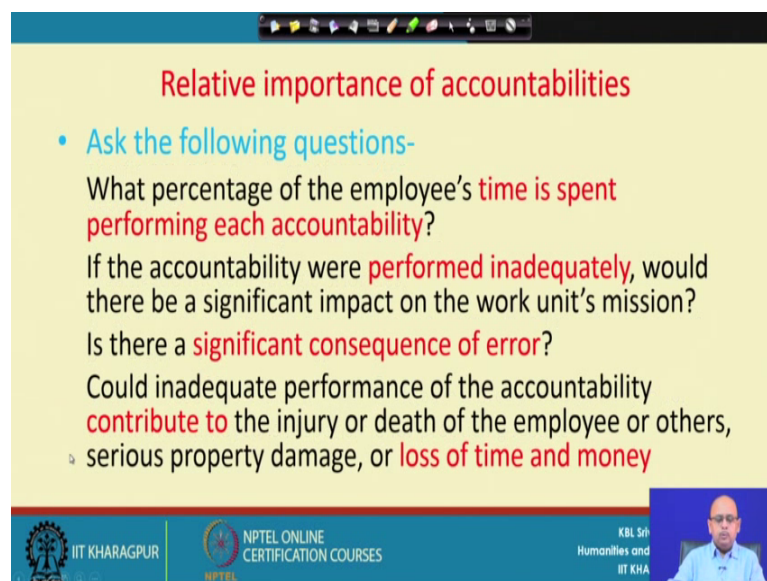
So, your objective is aligned with the organization goals and objectives and your performance standards also decided. So, the depending upon key accountability areas, you are going to contribute to the performance right. So, once this job analysis is done

and it is sure, it is ensured that yes a organizational strategy priorities are met through this, you are going to perform the job right.

So, the task that is included in your job description. So, you identify the clusters of task like; number of tasks and duties that you are going to perform and how they are related right. So, the teaching research training consulting everything is related with each other and that is going to form the accountability. So, the accountability are the key accountability or the key performance of areas of a individual comes from, where it comes the job description and these key accountability areas contribute maximum to your performance.

So, if you know what your key accountability areas are, you know; what are the objectives of each of these key accountability areas what the standards against, which your performance will be measure against key. Each key, result areas then you will be able to produce better results. Now, once you are able to determine key accountabilities.

(Refer Slide Time: 10:29)



Relative importance of accountabilities

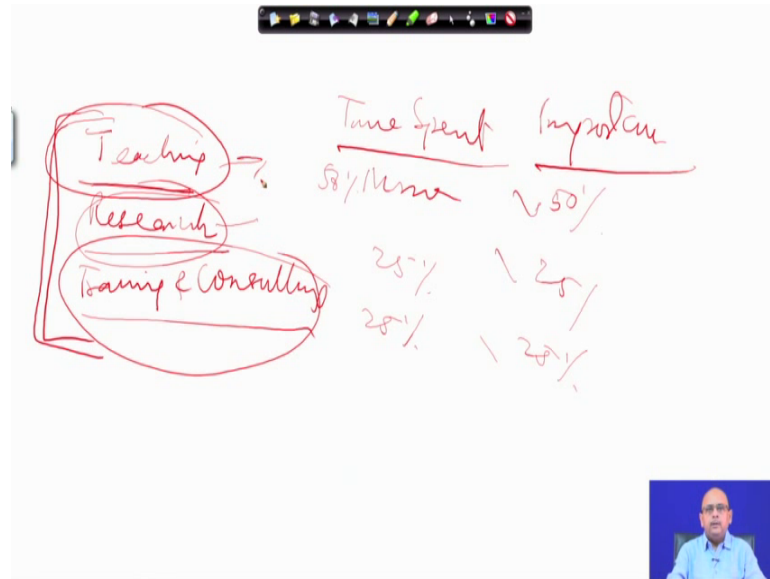
- Ask the following questions-
 - What percentage of the employee's **time is spent performing each accountability?**
 - If the accountability were **performed inadequately**, would there be a significant impact on the work unit's mission?
 - Is there a **significant consequence of error?**
 - Could inadequate performance of the accountability **contribute to** the injury or death of the employee or others, **serious property damage, or loss of time and money**

IIT KHARAGPUR | NPTEL ONLINE CERTIFICATION COURSES | KBL Sri Humanities and IIT KHA

Then you have to see that how much importance you are giving to each of these key accountabilities right.

Now, when you are going to give relative importance, you have to see whether are you going to spend equal amount all these three activities say for example, we talked about three performance areas, teaching research and training and consulting.

(Refer Slide Time: 10:50)



Now, how much time we are going to spend on these activities, how much important these it is in terms of you need to also said priority for each of these areas right. So, as a faculty you are measure job is teaching. So, you are going to spend more time, it is 50 percent weight is right with, because that is your primary job. Next two could be, you are going to spend say 25 percent here, if you are going to spend 50 percent of your times, 25 percent of your time 25 percent of your time and this could be 25 percent important right.

So, what do you have done here that you have identified key accountability areas and you see that how much time I am going to spend on each are areas, how much weight is relative weight is you have given to each, because they accordingly you are going to measure his performance right. So, for a teacher teaching feedback is the most important thing. Next is, what are these publications and research and then how much training and consulting activities engage in here, because this is relative revenue generation right. This is related to brand recognition right and also the employee recognition and this is related to is own teaching related to the feedback.

So, what I am trying to tell you here is that we will going to identify the relative importance of this you need to look at it that how much your time are going to spend on each accountability areas right. So, and how each of these accountability areas are

contributing to your job performance. So, whether it is having a significant impact or not that is one thing and what is the difference if there is any error or not.

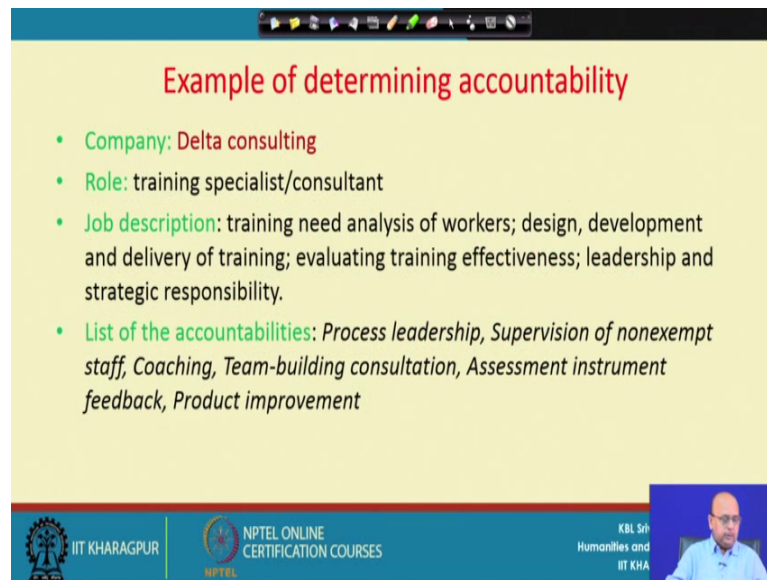
For example, you are the quality control manager and one of your concerns is to ensure that rejection rate is 10 percent, 1 percent, not 1 more than 1 percent. So, in case a quality control manager, if the rejection rate is assumed to be one percent it means that if rejection rate is more than 1 percent, you are making an error. So, if you are making, say 5 percent rejection error, it means there is a significant consequence or error, because the product cost will go up, because though those products are going to be rejected and it is going to be a cost to average right.

So, it is very important to ensure that all key accountability areas are identified well, they are prioritized you, the employee should know that the extent to which it is important to them. So, they could give go for giving relative importance weightage to each of the key accountability areas and in order to perform the job, they also need to see that how this will affect the employees that is also important in terms of loss of time or money and these kind of things.

For example, if you are not engaging in teaching, well probably that is going to contribute much to your performance right, because you are engaging more in research and these kind of things, but you are not doing your primary job that is one important. So, what I mean to say is that you are losing time, money, everything, but you are not doing your job very well.

So, ensure that you are focusing on your account, key accountability areas and more over make sure that you relative, you go for relative priority, see that which is one is more important, which contributes more to spend more time, make sure that you are doing your job effectively. So, making less error, because it is going to be not cost effective right. So, these are the issues related to accountabilities.

(Refer Slide Time: 14:50)



Example of determining accountability

- **Company:** Delta consulting
- **Role:** training specialist/consultant
- **Job description:** training need analysis of workers; design, development and delivery of training; evaluating training effectiveness; leadership and strategic responsibility.
- **List of the accountabilities:** *Process leadership, Supervision of nonexempt staff, Coaching, Team-building consultation, Assessment instrument feedback, Product improvement*

IIT KHARAGPUR | NPTEL ONLINE CERTIFICATION COURSES | KBL Sir Humanities and IT KHA

Now, I am taking one example here to explain how we go about determining accountability. So, this is the, this is an HR role and the company is known as data consulting. So, you can see the data consulting, this specific role like training specialist or consultant, its job description is given. So, job description of a trainer, training specialist is what identifying the training need analysis of the worker designing developing and delivery of training, evaluating training providing leadership and also taking strategic responsibility for the growth and development of the employees right.

So, this is the job description which suggest and based on this you can identify the key accountabilities process, leadership supervision of nonexempt staff coaching, team building assessment, instruments feedback product improvements. So, whatever training is provided. So, based on all this training, you can identify what are the key accountability areas right. Once we have been able to identify key accountability areas your next job is what to look at the priority, which one is more important providing leadership to the team is more important or team building activities more important of assessment of the employees in terms of ensuring the performance is more important or the kind of training that is being offered to see that, with the training, because training is a product here.

So, how it can be made more effective by getting feedback from the employees and to see that it is going to be effective right. So, when I am giving this example of data

consulting the idea, here is to ensure that you are able to look at the job description to start with and then you are able to identify the key accountability areas right.

(Refer Slide Time: 16:40)

Determining Objectives

- Statements of an important and measurable outcome if accomplished ensure success for the accountability.
- Identify a limited number of highly important results having dramatic impact on the overall success.
- feedback on their progress toward attaining the objective
- Rewards allocation if objectives are reached

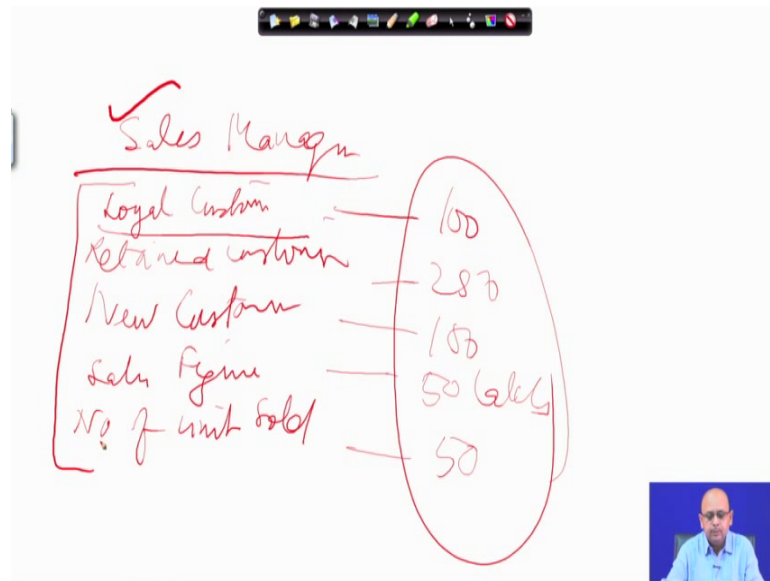
IIT KHARAGPUR | NPTEL ONLINE CERTIFICATION COURSES | KBL Srivastava, Humanities and IT KHA

Now, after identifying the accountability areas, you the next thing is that you able to determine the objectives and when it comes to determining the objective, you have to ensure that it is measurable right.

So, say for example, the case that I had given here earlier like in case of a salesman you say that these are the targets, that he needs to meet like number of customers added number of deals, closed number of a sales that he is made right. Number of customers retained by the employees right. So, this is the objective, but here you are going to be very very specific how many customers is retain? How many deals is going to close? How many sales that he has achieved right.

So, what you are going to do here is that objectives are nothing else, but statements of important and measure measurable outcomes. So, in different case it could be different right. So, you need to identify key result area and for each key result areas you see that what are the results right, which will have a dramatic impact or significant impact on the success of the employees. For example, if you look at the same case say a sales manager right.

(Refer Slide Time: 17:57)



So, a sales manager basically responsible for what having loyal customers, retained customers, new customers, sales figures, number of unit sold right. Suppose, you say that these are the result areas.

So, when you are going to a specify objective, in this case you are going to identify, how many right, I am just giving a hypothetical examples right. So, what does this show? Did this shows a specific figures related to a sales managers. So, you are going to not only identify the key result areas, but what each key result areas you are going to specify the objectives, which a person has to achieved right.

Now, this objective is measured against what the performance standard right. So, when it comes to determining objectives, you have to see that once you are able to specify objectives, you will be able to provide feedback and you also see that what are the things that is required by the individual in terms of support right and also if he is able to do it how it is linked with the reward right. So, when it comes to determining objective, try to be a specific to ensure that person knows and it is communicated and it is dependent upon what we call? What is supposed to achieved?

(Refer Slide Time: 19:55)

The slide is titled "Characteristics of a good objective" in red text. It lists eight characteristics in a bulleted format, each with a red key term followed by a description. The background is light yellow. At the bottom, there is a blue footer with logos for IIT Kharagpur, NPTEL Online Certification Courses, and a small video inset of a speaker.

- **Specific and clear**- cut cost by 20%
- **Challenging**- stretchable to reach
- **Agreed upon**- result from an agreement between the manager and the employee
- **Significant**- must be important and contribute to success
- **Prioritized**- set priority and handle one by one
- **Bound by time**-deadlines and mileposts
- **Achievable**- doable
- **Fully communicated**- Making aware

Now, when it comes to identifying objectives. You now, also need to look like what is the characteristics of a good objective. It has to be specific clear. For example, you are saying that you are need to cut cost by 20 percent, is very specific, it has to be challenging, depending upon the requirement. You can stretch it, reduce it, or you can increase it, also make sure that it is agreed upon by everybody between the managers supervisors, that this is the object that you want to achieve, make sure that it is significantly contributing to the performance and success of the employees right and you also go for prioritizing your objectives.

For example, in case of teaching, I said teaching is the most important priority right and make sure that it is bound by time, because you have deadlines and mileposts within which you are going to achieve these goals and objectives and make sure that it is achievable. So, whatever objectives are going to said, you need to ensure that could be achieved within a given time frame and people should be communicated that is, this is what we need to achieve. So, if you are going to follow, this probably you will be able to set very good objective, which going to provide a better communication to the employees.

(Refer Slide Time: 21:02)

The slide is titled "Determining Performance Standards" in red text. It contains three bullet points: "Yardsticks designed to help people understand to what extent the objective has been achieved", "Provide raters with information about what to look for to determine the level of performance that has been achieved", and "refer to various aspects of a specific objective, including quality, quantity, and time". At the bottom, there are logos for IIT KHARAGPUR, NPTEL ONLINE CERTIFICATION COURSES, and a video inset of a man speaking.

- Yardsticks designed to help people understand to what extent the objective has been achieved
- Provide raters with information about what to look for to determine the level of performance that has been achieved
- refer to various aspects of a specific objective, including quality, quantity, and time

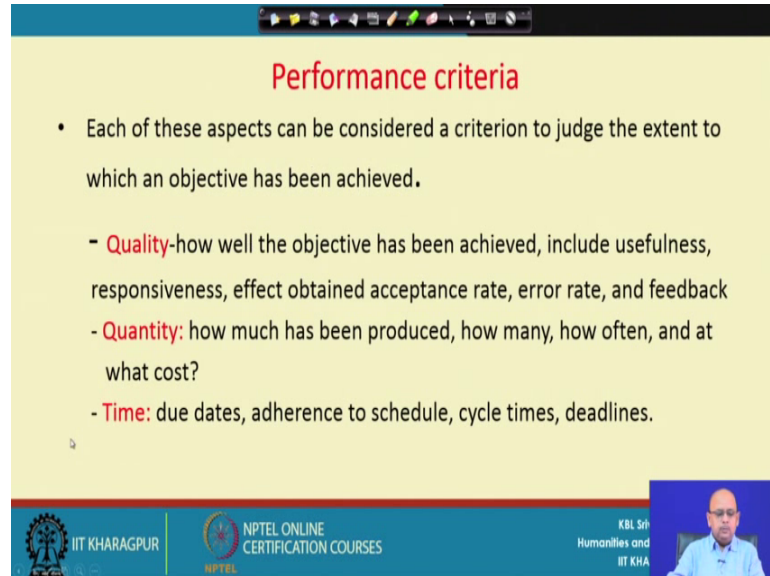
Coming to the entire point, determining performance standards and when I am asking both the performance standards. You have to see that performance standards are what they are the criteria against which the performance is to be evaluated right.

For example, the number of sales figures shows that he is able to sell 50 units, but they standard say 100 unit, it means that he is only able to reach 50 percent of his performance targets right. If the sales figures shows that he is able to generate 50 lakh rupees while the target shows that he is supposed to achieve 75 lakh rupees. What does it mean, it means that he has not been able to reach the target and that is right, for each of the objectives you need to set standards and then his performance is compared against their standard. So, these standards are designed to understand that ok.

What you are need to achieve and those, who are going to evaluate performance, they would, they also know that these their standard against which the performance of the people is to achieve and what is the level of performance that the person has see got right. So, it is related to specific objectives, including quality, quantity and time for example, how many, what kind of product was sale and within which period right. So, suppose it is financial year and you expect a sales man to sell a number of products. So, it is if you are talking about quality within a time frame say 6 months that you are talking time and what kind of product you are selling right. So, the quality. So, everything is to

be covered when you are talking about a specific objectives right and that is how we go about determining performance standards.

(Refer Slide Time: 22:47)



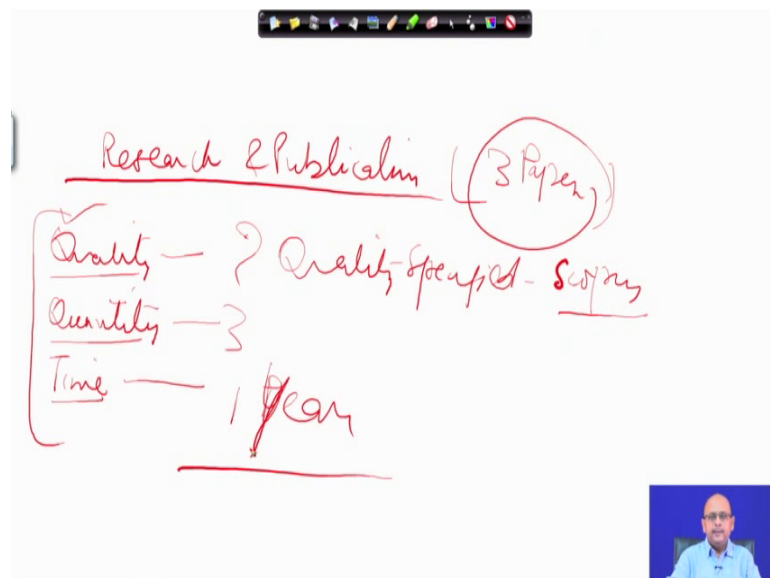
Performance criteria

- Each of these aspects can be considered a criterion to judge the extent to which an objective has been achieved.
 - **Quality**-how well the objective has been achieved, include usefulness, responsiveness, effect obtained acceptance rate, error rate, and feedback
 - **Quantity**: how much has been produced, how many, how often, and at what cost?
 - **Time**: due dates, adherence to schedule, cycle times, deadlines.

IIT KHARAGPUR | NPTEL ONLINE CERTIFICATION COURSES | KBL Sr Humanites and IIT KHA

Now, when we are talking about performance standards, three factors are very important quality, quantity and time right correct. I will go an example to explain it further for example, say

(Refer Slide Time: 23:09)



Research & Publications (3 Paper)

Quality — ? Quality — Open Access — Scopus

Quantity — 3

Time — 1 Year

When I am saying the objectives related to say research and publications and you have three criteria relate to performance that is quality quantity and time right. These are the

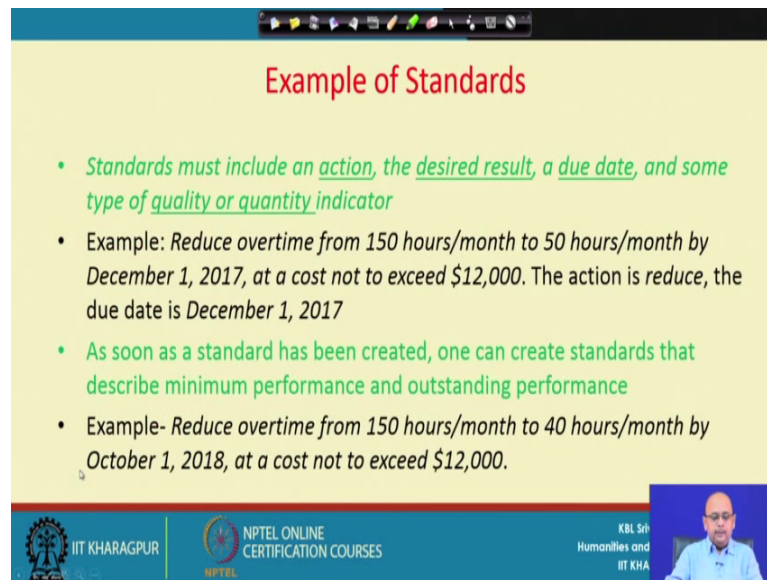
three criteria against which you are going to publish and you have a specific objectives right, that is identified.

Now, you have to see whether this outcome is meeting these performance criteria or not, in terms of quality quantity you are meeting this in terms of quality is questionable, because your publications is what kind of journals are they in quality journals. Now, this quality has to be specified like it is in Scopus index journal or not if it is Scopus index or it meet certain criteria parameters, it is referred journals then you can say that it is meeting the quality, otherwise not and say evaluation period is 1 year. So, you need to ensure that it is published within 1 year right.

So, we are talking about three things; quality quantity and time. So, for each and every objective you need to decide the performance standards, which has three dimensions; quality, quantity and time and the performance is measured against this only right. So, quality how well the objectives have been achieved right, quantity how much has been received? How much has been produced? How many right? How often? At what costs? Right. So, make sure that it is cost effective and time due dates are there, whether you have been adhere to schedules cycle times deadlines permit or not.

For example, a production person you have to say that you are going to meet the schedules of production, you are able to produce a number of items within a given timeframe which needs the quality standards right. So, you are meeting on the three criteria, quality, quantity and time.

(Refer Slide Time: 25:23)



The slide is titled "Example of Standards" in red text. It contains four bullet points in green text. The first bullet point states: "Standards must include an action, the desired result, a due date, and some type of quality or quantity indicator". The second bullet point provides an example: "Example: Reduce overtime from 150 hours/month to 50 hours/month by December 1, 2017, at a cost not to exceed \$12,000. The action is reduce, the due date is December 1, 2017". The third bullet point states: "As soon as a standard has been created, one can create standards that describe minimum performance and outstanding performance". The fourth bullet point provides another example: "Example- Reduce overtime from 150 hours/month to 40 hours/month by October 1, 2018, at a cost not to exceed \$12,000". At the bottom of the slide, there are logos for IIT KHARAGPUR, NPTEL ONLINE CERTIFICATION COURSES, and KBL Srit Humanities and IT KHA, along with a small video inset of a man speaking.

Now, moving to the next part here, I am giving two examples of standards here. So, when I am talking about the standards, it include action result, it due date and also the quality and quantity indicator. So, now, if you look at this example, which says that reduced over time from 150 hours per month, 250 hours per month, by December 1, 2017. At a cost not exceeding 12000 dolor right. What was the action that were going to take, you are going to take, reduce it, what is the due date? 2017 December right and what is expected is that quality and the quantity indicator is there that you are going to reduce overtime by 100 hours per month right. From now onwards. So, this is you are talking about a standard that you are going to achieve.

Now, once you have achieve these standards. So, as soon as the standard has been created. One can create the standards that describe minimum performance and outstanding performance. So, there are two things, when I am talking about performance, are you meeting the standard targets, are the performance targets that is minimum or you are talking about outstanding performers.

For example, then you say that you are going to reduce over times from 150 hours to 40 hours per month. It means that you are talking about something that is beyond the minimum performance right, from 50 hours to you are reducing it to 40 hours by October 1, 2018 at the same cost. It means that you are talking about outstanding performance. Now, if you look at these two examples, one talks about the minimum or standard

performance, the other talks about the outstanding performers. Now, the question here is that whether we want to achieve minimum performance or whether you want to achieve standard performance.

(Refer Slide Time: 27:18)

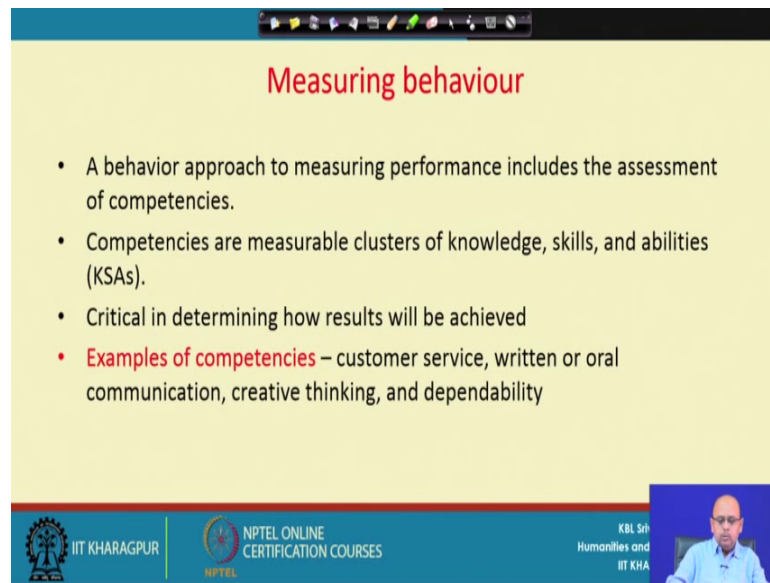
Characteristics of good performance

- *Related to the position*
- *Concrete, specific, and measurable*
- *Practical to measure*
- *Meaningful*
- *Realistic and achievable*
- *Reviewed regularly*

IIT KHARAGPUR | NPTEL ONLINE CERTIFICATION COURSES | KBI, Sr. Humanities and IIT KHA

Now, what are the characteristics of a good performance; make sure that performance is relate to the job in the person is doing, it is very concrete a specific and measurable as I told you right. Reducing over time within a time frame and how much overtime you are going to reduce, that is measurable right and it is practical to measure, it is easy to measure right and it makes sense, because you say that to go from 150 hours, you want to make it 140 hours. So, it does not make sense, because it is not significant and make sure that it is realistic and achievable, you are able to reach, achieve it, within a given time frame and when you are going to set this standard, it is set in such a way. So, that it looks just realistic, somewhat challenging, which could be achieved within a given time frame. So, make a realistic assessment of the standards and then you go for regular review to ensure that they will be able to receive it or not and what actions are required by the manager and the individual to ensure that he is able to achieve those targets right.

(Refer Slide Time: 28:25)



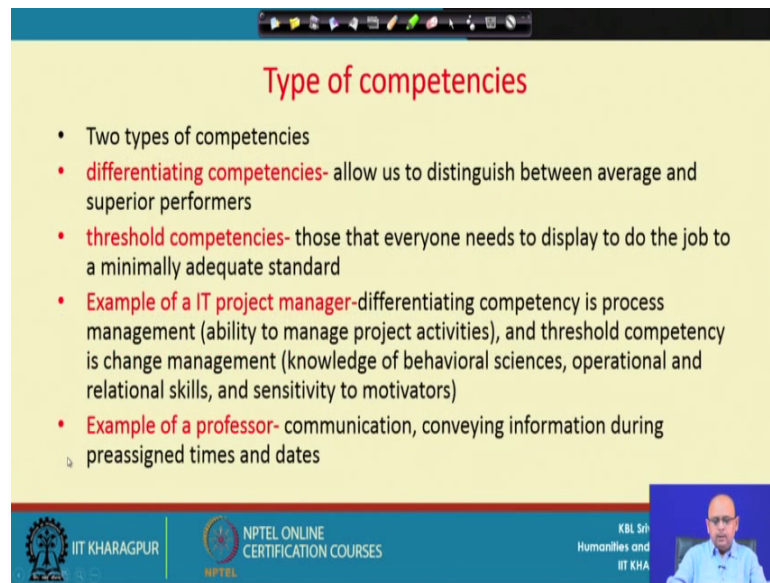
The slide is titled "Measuring behaviour" in red text. It contains a bulleted list of four points. The first three points are in black, and the fourth is in red. At the bottom of the slide, there is a blue footer with logos for IIT KHARAGPUR, NPTEL ONLINE CERTIFICATION COURSES, and NPTEL. On the right side of the footer, there is a small video inset showing a man in a light blue shirt speaking. The text next to the video inset reads "KBL Srit Humanities and IIT KHA".

- A behavior approach to measuring performance includes the assessment of competencies.
- Competencies are measurable clusters of knowledge, skills, and abilities (KSAs).
- Critical in determining how results will be achieved
- **Examples of competencies** – customer service, written or oral communication, creative thinking, and dependability

Now, we are going to talk about the next part, that is related to behavior. Now, when it comes to behavior basically, you are talking about the competencies, that is the knowledge and skill base right, which is related to knowledge skill and abilities it also contributes to performance. So, behaviors are the thing is, but competences. So, you need to assess competencies like how will you serve your customers? How? What kind of communication skills you have? What? How you take decisions? Had you creative in your thinking or whether your integrity is established, whether you are dependable or consistent in your approach? So, these are the competencies.

There are some examples, which could be related to different kind of jobs, this is not something that is specific to a given job. So, what I mean to say here is that you also need to measure competencies to ensure that you are able to do yourself well.

(Refer Slide Time: 29:18)



Type of competencies

- Two types of competencies
- **differentiating competencies**- allow us to distinguish between average and superior performers
- **threshold competencies**- those that everyone needs to display to do the job to a minimally adequate standard
- **Example of a IT project manager**-differentiating competency is process management (ability to manage project activities), and threshold competency is change management (knowledge of behavioral sciences, operational and relational skills, and sensitivity to motivators)
- **Example of a professor**- communication, conveying information during preassigned times and dates

IIT KHARAGPUR | NPTEL ONLINE CERTIFICATION COURSES | KBL Srit Humanities and IT KHA

Now, what are the different kind of competencies. Differentiating competencies and threshold competencies, threshold competencies made that, you are having the minimum standard or minimum competency knowledge, skill base, to reach to a standard performance level right and differentiating competencies means that you are ever average. So, your performance would be much better. So, those who have threshold competencies, they will be able to achieve standard performance level and those who are differentiating themselves or having high level of competencies, they would be able to reach ever average and superior performance.

For example, if you look here, I have given two examples, example of an, it project manager and example of a professor right. So, example of a, it manager see what is the differentiate competency is a process management, ability to manage project activities and what is the threshold competencies, change management knowledge of behavioral science operational skills and sensitivity to motivate right. So, this, you are able identify both. So, what kind of competencies would lead to standard performance and what kind of competencies would lead to superior performance right.

So, people need to have both kind of competencies, but if you do not have to differentiate the competencies probably, we will and able to perform well. For example, in case of professor effective communication despite, is knowledge in skill base and conveying information within a given time frame probably, one is related to the differentiating

competencies, the other one related to threshold competencies right. So, there are two different kind of competencies that we are talking about.

(Refer Slide Time: 31:03)

Indicators of Competencies

Observable behaviors and Used to measure the extent to which competencies are present or not →

Leadership competency indicators

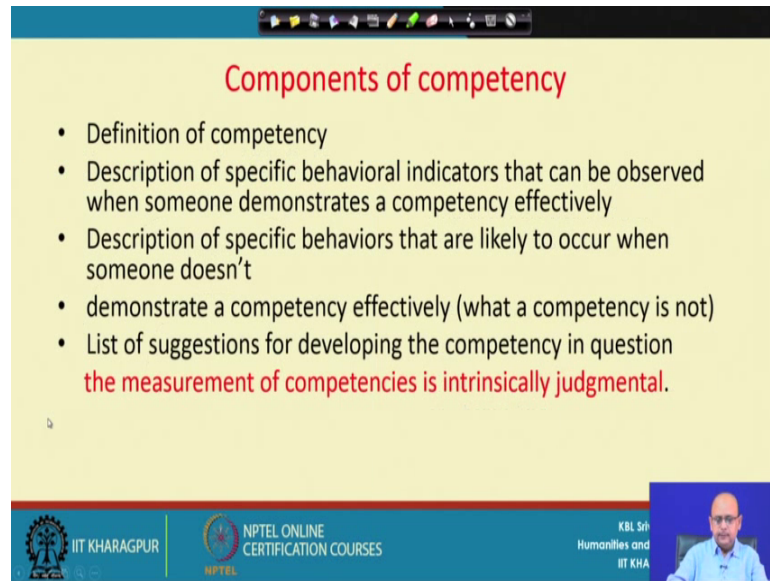
- Supports subordinates' projects
- Asks about the well-being of employees' lives outside of work
- Encourages subordinates to reach their established goals
- Gets to know employees personally
- Shows respect for employees' work and home lives

The diagram shows a large arch labeled 'Competency' supported by five smaller arches, each labeled 'Indicator'. Below the indicators are five boxes, each labeled 'Indicator'.

IIT KHARAGPUR | NPTEL ONLINE CERTIFICATION COURSES | KBL Sr Humanites and IIT KHA

Look at example here. There is one competency, that is known as leadership. So, leadership is a competency right. Now, this competency has five indicators 1 2 3 4 5 right. What are these competencies support, subordinate projects, ask about the wellbeing of the employees life, outside the work encourage subordinates to reach the establish goals, get to know employees personally. So, respect for employees. So, all if you look at all these competencies, which shows his leadership competencies, it could be at the threshold level or it could be differentiating right, depending upon the extent to which this is present right. So, that is how we are going to talk about the competencies.

(Refer Slide Time: 31:48)



Components of competency

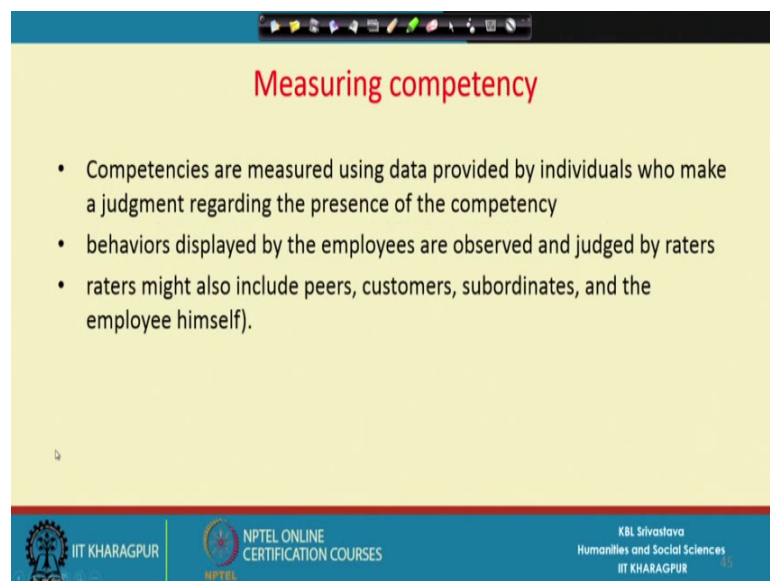
- Definition of competency
- Description of specific behavioral indicators that can be observed when someone demonstrates a competency effectively
- Description of specific behaviors that are likely to occur when someone doesn't
- demonstrate a competency effectively (what a competency is not)
- List of suggestions for developing the competency in question

the measurement of competencies is intrinsically judgmental.

IIT KHARAGPUR | NPTEL ONLINE CERTIFICATION COURSES | KBL Srit Humanities and IT KHA

Now, what are the different kind of competencies or the components of the competencies, first you have to define the competency, what do you mean by leadership right. Then you also talk about the different indicators of the competencies right. Next, what are the behaviors that you relate with each of these competencies and what level of competency is being shown by the individual, but this measurement of competencies judgmental right, judgmental depends upon the judgment of the supervisors line, manages HR managers right.

(Refer Slide Time: 32:26)



Measuring competency

- Competencies are measured using data provided by individuals who make a judgment regarding the presence of the competency
- behaviors displayed by the employees are observed and judged by raters
- raters might also include peers, customers, subordinates, and the employee himself).

IIT KHARAGPUR | NPTEL ONLINE CERTIFICATION COURSES | KBL Srivastava Humanities and Social Sciences IIT KHARAGPUR

So, based on identifying these competencies, we are going to measure the competencies right. So, this is measured, depending upon the data that is given by the individuals right. So, it is based upon the judgment, that the level of competency, that is present or not present in the individuals and how he is going to make these assessments, depending upon the behavior that is displayed by the individuals right or the raters.

Thank you very much.