

**IMPLEMENTATION OF COMPETENCY BASED HUMAN RESOURCE
MANAGEMENT IN HIGHER EDUCATION**

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Implementation of Competency Based Human Resources Management (CBHRM) in Higher Education Organization.

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Abstract

The University Organization need to build a professional and Competence Human Resources according to its needs requirement, to make them become central of sustainable competitive advantage and at the same time as a competition tool to entering the globalization. There is time when education adjust to its society and there is time education bring changes in the society. Each staff in the top and reliable university organization, need step, this individual competition will effect the performance, can be used to predict someone's performance.

Concept of Competency Based Human Resource Management (CBHRM):

A Competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation. So that competency indicate ways of behaving or thinking, generalizing across situation, and enduring for a reasonably long period of time (Spencer & Spencer, 1993). Based on their study (behavioral event Interview studies of the distinguish characteristics of superior performers in a job) are generally consisting of six groups of competencies, indicates: Achievement and Action, Helping and Human Service, Impact and Influence Cluster, Managerial, Cognitive and Personal Effectiveness. Each group contains two to five competencies. Each competencies has narrative definition and behavioral indicators, or specific behavioral ways of demonstrating the competency in the job.

Competency Based Human Resource Management can be defined as a process of planning, organizing, implementation, and controlling of staff activities, starting from the recruitment until retirement, where by the process of decision making based on the information of job competency requirements and individual competency to achieve the organization target. Its different with the conventional management. The activities and decisions in the Competency based Human Resources Management is more transparent and without race, age, sex, or demographic bias scientifically reliable and racial discrimination.

With referring to the job competency requirements and individual competency, a system of human resources management can built, based on the integrated competencies based on Human Resource Management in human resource function, which produce variation of reports which is required for integrated human resource services.

Information provided, always refer to the job competency requirements and structural individual competency. With CBHRM the functions of Human Resources management become more practical and easier for implementation, such as staff carrier path planned, job family, recruitment, performance appraisal, selection, compensation system, training for promotion, staffing information system.

From the experience the implementation of CBHRM in University organization, the stage that can be carried out: 1) Having sense of vision, mission, culture, values in organization 2) Comprehending and reviewing the university policy with employee, lecturer 3) Identifying organization competencies to reach the vision 4) Identifying job task and develop a Competency model for job requirements, with Expert Panel, Surveys – 360 ° ratings, Behavioral Event Interviews (BEI method) 5) Validating the competency model 6) Competency Assessment for employee or lecturer 7) Preparing Applications in human resources function like selection training, professional development, performance appraisal, evaluation of training, professional development programs.

Key word: competency, performance, sustainable competitive advantage

Introduction

Global competition is not rule only in industry and trade but also in education. The challenge for higher education in Indonesia is the level of competition with foreign higher education, which is obviously getting higher and producing qualified graduates, the School and the user of the graduates knowledgeable, skillful and competence based graduates. A higher education institution depends totally on the unity of the internal instruments. Vlas Mellander said in his book "The Power of Learns" that there must be a change in global transformation into "Learning Organization" which is supported with 2 basic factors:

1. Education leaders, as commander and controller the function is changed from macho into maestro, from autocrat into coaches.
2. Self adjusting participation which is mastered by the participants.

It is, therefore, a higher education organization needs to improve the professionalism of the human resource and the competency referred to the change of global market, all the participants must be composed as required by their job. Competency based human resource management is a group of decisions to manage the function of human resource management such as recruitment, selection, job description, maintaining, developing and termination by implementing the competency requirement information in a job and individual competency integrate to achieve the organization target.

Competency based human resource management concept is the reflection of the need of competency in an organization into the job competency requirement and individual competency by implementing this approach, the function of human resource management such as recruitment, placement, selection, development and career path and of course, they can be arranged based on the level of competency need. Job and individual competency level.

Competency Based Human Resource In The Future (Spencer & Spencer, 1993)

Most observers that the future business environment requiring highly skilled knowledge workers. These trends will create will create a tight labor market for the most needed knowledge workers. Organization include education organization will need respond to these change by innovating more rapidly, continually improving service, quality and motivating diverse kind of people. Much work will be done by empowered knowledge workers in temporary multidisciplinary, teams.

Spencer (1993), was approach these Competencies increasingly important for executives, manager, and employees of these organizations of the future, include:

For Executives: Strategic Thinking, Change Leadership, Relationship Management

For Managers: Flexibility, Change Implementation, Interpersonal Understanding, Entrepreneurial Innovation, Empowering, Team Facilitation, Portability

For Employees : Flexibility, Information Seeking and ability to Learn, Achievement Motivation, Work Motivation Under Time Pressure, Collaborative ness, Customer Service Orientation.

The function of human resource management is advantages when it can support to achieve better individual and organizational performance than before. Individual performance from the facts, is influenced by the competencies they have, and it is inevitable to integrate the concept of competency into an institutional human resource management.

Literature Review

Concept of Competency

In 1973, David C McClelland published a paper "Testing for competence rather than intelligence". Explaining the back ground and the concept of competency in psychology. It reviewed previous researcher and concluded the traditional psychology test and academic science / knowledge was not accurate to predict job performance and the success in social life. It was found as social economy based. This would cause new implement "Competency" to predict the success at work and in a better social life and economy classification.

McClelland (1973) Viewed that the standard was not sufficient to predict job performance of someone. He later suggested that one:

1. Select samples from those who succeed and fail and identify the factors (use of criterion sample) the sample is adopted from the respondent with superior performance and the sample with low and middle performance.
2. Use BEI (Behavioral Event Interview), developed by daily (1972). BEI is implemented by interviewing to identify the success reached before and identify successful failure factors. BEI avoids something in detail, it only includes briefly three important success and failure factors. BEI is suggested that identify superior and average performance to find different characteristic from both samples. The differences, later on, are translated into definition of scale object. BEI transcript is then scored with the definition used.
3. Validate the competency model by 2 ways :
 - ❖ Identifying new sample from superior and count the score to determine the level of minimum competence level demanded
 - ❖ Testing the new one by measuring competency measuring empathy and social sensitivity, for instance, by using profile non verbal sensitivity (PONS). This test show the emotional condition in a certain circumstance. Superior employees shows their highly PONS quality. Because they tend to express their personal feeling. PONS score is not racial discrimination, sex, and education background.

The progress of job competency measuring has enabled practitioners and human resource manager to place the right man on the right job. Psychologists firstly identified the activity at work, tested to measure the ability needed by the job, analyzed performance score factors after convincing that competency score which had already been developed was reliable and proven by the achievement at work.

In competence based human resource management approach, the analysis begins from the job holder without any characteristic assumption a determines disclose attitude which is related to the success at work.

Competency method focuses on criterion validity, what the factors of superior performance at work is not on the factor of individual characteristic, in the hope that they will mostly be related with job performance. The selection of competence based will be able to predict job performance without racial discrimination, age, sex and demography factor.

What is Competency?

According to Spencer and Spencer (1993), in his book *Competence at work* definition of competency is an *underlying characteristic of an individual that causally related to criterion referenced effective and/or superior performance in a job or situation*

Five types of competency characteristics:

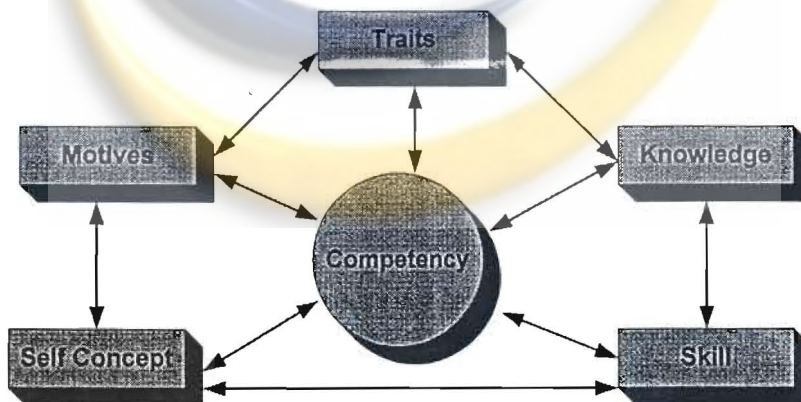


Figure 1
Competency Individual Concepts
(Adopted: Spencer and Spencer 1993)

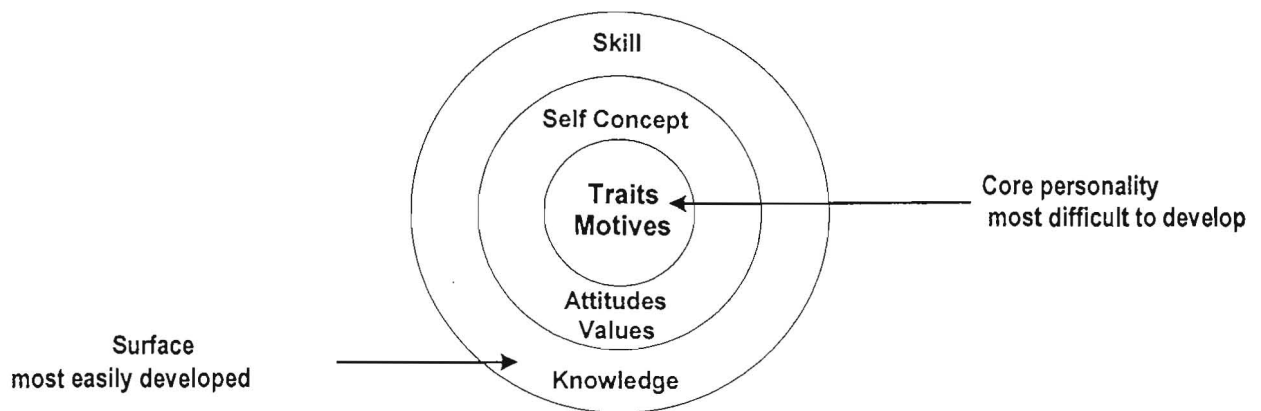


Figure 2
Central and Surface Competencies
(Adopted: Spencer & Spencer 1993)

- (1) **Motives.** The things a person consistently think about or wants that cause action. Motives drive, direct and select behavior toward certain actions or goals and away from others
- (2) **Traits.** Physical characteristics and consistent responses to situations or information.
- (3) **Self concept.** A person's belief that he or she can be effective in almost any situation is part of that person's concept of self. Example : self confidence a person's belief that he or she can be effective in almost any situation is part of that person's concept of self
- (4) **Knowledge .** Information a person has in specific content areas
- (5) **Skill.** The ability to perform a certain physical or mental task

Competency, skill and knowledge are visible from surface, both types of characteristic are relatively easy to be developed by training and experience, but characteristic, motives, and self concept are individual and personal which is difficult to be developed as it is time consuming.

According to Thomas O Davenport (1999) said that competence is capacity for action. The capacity of someone at work, and to get human investment, according to him, is formed as :



Figure 3
(Adopted: Davenport Thomas, 1999)

Causal Relationships

Motives, trait, and self concept competencies predict skill behavior actions, which in turn predict job performance outcome. As in the motive/trait > behavior > outcome causal flow model shown as figure.

Competencies always include an intent, which is the motives or trait force that causes action toward and outcome. Behavior without intent doesn't define competency. An example is "management by walking around". Without knowing why a manager is walking around, you can't know which, if any, competency is being demonstrated. The manager's intent could be boredom, leg cramps, the monitoring of work to see if quality is high, or a desire to be visible to the troops.

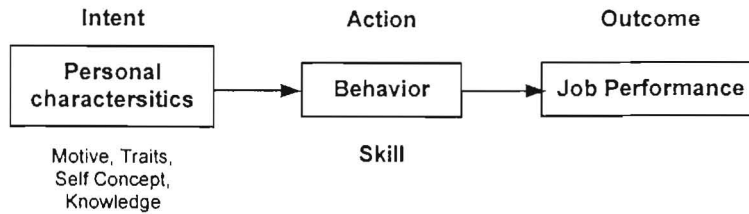


Figure 4
Competency Causal Flow Model
(Spencer & Spencer 93)

Criterion Reference for Competency studies

The criteria most frequently used in competency studies are :

- ❑ **Superior Performance.** This is defined statistically as one standard deviation above average performance which reason:
 1. Many studies shown that economic value performance concerning to organization.
 2. To increase the performance, the organization must use superior performance characteristic as a basic to selection and performance burgeoning. Failing to enforcement caused failing in ascription organization average performance level.
- ❑ **Effective Performance.** This usually really means a minimally acceptable level of work, the lower cut off point below which an employee would not be considered competent to do the job.

Categorizing Competencies

Competencies can be divided in two categories, according to the job performance as follow:

- **Threshold Competencies.** These are essential characteristics that everyone in a job needs to be minimally effective but that do not distinguish superior from average performers.
- **Differentiating Competencies.** These factors distinguish superior from average performers.

Designing Dictionary Competency

1981, Boyatzis reanalyzed BIE transcript data which had been done effort to develop competency scale. The scale was actually conceptual and not proven. It was generic that researchers were motivated to involve 200 types of different job such generic competency was separated / divided into groups. Each consists of to 2 to 5 competencies, each competency consists of 3 of 6 behavioral indicator as specific behavior to show the level of job competency at work.

Competency Dimension

There must be an indicator of competency behavior from the lowest until the highest scale. There are certain types of dimension in competency:

- ❖ **Intensity of completeness of action.** This dimension is main scale of competency to show plan intensity and the realization of the plan. This dimension is symbolized with scale A.
- ❖ **Size of impact.** Shows how far it can impact the others and how far the other reacts. This is coded with scale B.
The size of the work and the level of organization are influential to this dimension. It will be more valuable to compare the job than to compare the persons at the same job.
- ❖ **Complexity:** Dimension of complexity is the main and the most important scale in complexity is the main and the most important scale in competency, mainly thinking complexity.
- ❖ **Amount of Effort.** This dimension explains how far an extra has been supplied and how long the extra time has been spent in relation to the first competency.
- ❖ **Unique Dimension.** There is a unique specific dimension at certain competencies which is not mentioned and included in the previous 4 competencies and this is used separated.

Each competency has generally more than one dimension some of the competencies have two or more dimensions achievement orientation for instance, has there dimensions: intensity complexity of action which motivate the achievement, achievement impact and the degree of innovation. Type and level of competency has practical application on human resource plan.

Competency Classification

Several competencies which positively influential to job performance are classified based on intention in the most abstract individual level and based on visible behavior. Competencies are generally divided into 6 different groups (Spencer 1993); Achievement and action, helping and human service, the impact and influence, managerial, cognitive, and personal effectiveness.

❖ Achievement and Action include the following competencies :

1. Achievement orientation-(ACH) is a concern for working well or for competing against a standard of excellence.
2. Concern for Order-(CO) reflects an underlying drive to reduce uncertainty in the surrounding environment.
3. Initiative-(INT) is a preference for taking action. Initiative is doing more than is required or expected in the job, doing things that no one has requested, which will improve or enhance job results and avoid problems, or finding or creating new opportunities.
4. Information Seeking-(INFO) is an underlying curiosity, a desire to know more about things, people, or issues drives Information Seeking.

❖ Helping and Human Service involves the following competencies:

5. Interpersonal understanding (IU) implies wanting to understand other people.
6. Customer Service Orientation (CSO) implies a desire to help or serve others, to meet their needs.

❖ The Impact and Influence Cluster

7. Impact and Influence-(IMP) expresses an intention to persuade, convince, influence, or impress others, in order to get them to support the speaker's agenda, or the desire to have a specific impact or effect on others.
8. Organizational Awareness-(OA) refers to the individual's ability to understand the power relationships in his or her own organization.
9. Relationship Building-(RB) is working to build or maintain friendly, warm relationships or networks of contacts with people who are, or might someday be, useful in achieving work-related goals.

❖ Managerial

10. Developing Others-(Dev) is a special version of impact and influence, in which the intent is to teach or to foster the development of one or several other people.
11. Directive ness: Assertiveness and Use of Positional-(DIR) expresses the individual's intent to make others comply with his or her wishes. Directive behavior has a theme or tone of telling people what to do.
12. Teamwork and Cooperation-(TW) implies a genuine intention to work cooperatively with others, to be part of a team, to work together as opposed to working separately or competitively.
13. Team Leadership-(TL) is the intention to take a role as leader of a team or other group.

❖ Cognitive

14. Analytical Thinking-(AT) is understanding a situation by breaking it apart into smaller pieces, or tracing the implications of a situation in a step-by-step causal way.
15. Conceptual Thinking-(CT) is understanding a situation or problem by putting the pieces together, seeing the large picture.
16. Technical/Professional/Managerial Expertise-(EXP) includes both the mastery of a body of job-related knowledge (which can be technical, professional, or managerial), and also the motivation to expand, use, and distribute work-related knowledge to others.

❖ Personal Effectiveness

17. Self Control-(SCT) is the ability to keep emotions under control and to restrain negative actions when temped, when faced with opposition or hostility from others, or when working under conditions of stress.
18. Self Confidence-(SCF) is a person's belief in his or her own capability to accomplish a task.
19. Flexibility-(FLX) is the ability to adapt to and work effectively with a variety of situations, individuals, or groups.

20. Organizational Commitment-(OC) is the individual's ability and willingness to align his or her own behavior with the needs, priorities, and goals of the organization.

With the result that 20 competency used as a basic to measure occupation competency or individual competency.

Designing Competency Studies

This is the same as business designing competency in higher education organization by using the following steps:

Classic competency studies includes six steps:

1. Define performance effectiveness criteria

The first and most important step in a competency study is to identify the criteria or measures that define superior or effective performance in the job to be studied. Ideal criteria are "hard" outcome measures.

If hard criteria aren't available, nominations or ratings by bosses, peers, subordinates, and/or customers and clients can be used. Research indicates that peer ratings have high criterion validity. They do predict hard job performance outcomes. Studies consistently show that the subordinates of superior managers report higher morale, as measured by organizational climate or job satisfaction surveys.

Defining effectiveness criteria and the right effectiveness criteria for a job is extremely important. A competency model based on superior performers cannot be any better than the criteria on which these people were selected. If the wrong criteria are used (for example, personal popularity instead of performance), the model will identify the wrong competencies.

2. Identify a Criterion Sample

The job effectiveness criteria or ratings developed in step 1 are used to identify a clear group of superstars and comparison group of average performers.

The hard criteria and nominations and ratings gathered in step 1 are invaluable in identifying a good criterion sample. Nominations all but force identification of two or three top people. The best way absolutely sure you have identified the best superstars is to use several criteria and select only those people who are rated highly on all the criteria.

3. Collect Data

Data collection methods vary according to which style of competency model is being used. Six data collection sources and methods are used to develop classic competency models: (a) behavioral event interviews, (b) expert panels, (c) survey, (d) competency model database "expert system", (e) job function/task analysis, and (f) direct observation.

a. Behavioral Event Interviews.

Superior and average performers are interviewed using the in-depth "behavioral event interview (BEI)" technique developed by David C. McClelland, a professor of psychology at Harvard University, and colleagues at McBer and Company.

Advantages of the BEI Method

- *Empirical Identification of Competencies Beyond or Different from Those Generated by Other Data Collection Methods.* BEI data are by far the most valuable for validating competency hypotheses generated by other methods and for discovering new competencies.
- *Precision about How Competencies Are Expressed.* This refers not only to the "use of influence" but to how influence is used to deal with specific situation in a specific organization's political climate.
- *Identification of Algorithms.* BEI data can show exactly how superior performers handle specific job tasks or problems.
- *Freedom from racial, gender, and cultural bias.* The BEI approach has been adopted by many organizations because it is predict valid without being biased against minority candidates.
- *Generation of Data for Assessment, Training, and Career Path.* Behavioral event interviews provide very specific descriptions of effective and ineffective job behaviors that can show and teach others what to do and what not to do on the job. A significant by product of these interviews is a wealth of lively short stories about job situations and problems that can be used to develop relevant case studies, simulations, and role

plays for training. Interviewees career paths can be mapped and some estimate made of when, where, and how they acquired key competencies.

Disadvantages of the BEI Method

- *Time and Expense.* A properly conducted BEI effectively takes a person-day to conduct and analyze: one-and-a-half to two hours to conduct, plus three to analyze.
- *Expertise Requirements.* Interviewers must be trained and “calibrated” and receive quality control feedback to get good data.
- *Missed Job Tasks.* Because the BEI focuses on critical job incidents, BEI data may miss less important but still relevant aspects of a job.
- *Impractical for Analysis of Many Jobs.* Labor time, expense, and expertise requirements make BEI studies impractical for analyzing a large number of jobs.

b. Expert Panels

A panel of experts is asked to brainstorm personal characteristics employees need to perform the job at an adequate (minimally acceptable, or threshold, level) and a superior level.

These experts can be supervisors for the positions being studied, superstar performers in the job, or outside experts, perhaps human resource professionals who know the job well.

Advantages of Expert Panels

- Quick and efficient collection of a great deal of valuable data
- Panel members become knowledgeable in competency concepts, assessment methods, and variables; and their involvement can develop consensus about and support for study findings.

Disadvantages of Expert Panels

- *Possible Identification of Folklore or Motherhood Items.* Such items sound good and reflect the traditions of the organization but do not predict competent performance.
- *Omission of Critical Competency Factors for Which Panel Members Lack Psychological or Technical Vocabulary.* For example, superior furniture salespeople have a competency called “eliciting visual and tactile imagery” which means they think in terms of color and textures.

Experience indicates that experts hypotheses about the competencies needed to do a job are about 50 percent accurate, when compared with BEI data.

c. Surveys

Expert panel members and other in the organization rate competency items (competencies or behavioral indicators) according to importance in effective job performance, how frequently the competency is required, and the like:

1. *How much the skill distinguishes superior from average performers.* For example, since achievement orientation distinguishes superstar from average salespeople, this would be an important competency to select for or teach potential salespeople.
2. *Whether failure is likely if employees don't have the skill.* For example honesty and basic numeric are important competencies for basic tellers.
3. *How reasonable it is to expect new hires to have this characteristic.* For example, specific product knowledge might be essential for a high tech salesperson, but it is not realistic to expect many applicants to have this proprietary knowledge.
4. *Whether the skill can be developed.* Achievement Orientation and initiative are hard to develop, for example, while specific product knowledge is easier to teach.

Analysis of the ratings of performance characteristics statistically provides a numerical ranking of skills according to importance in superior performance and to the like hood that they will be priorities for human resource selection, training or job design efforts.

Guidelines for Developing Competency Survey Items

- Identify behaviors or characteristics of jobholder, not job tasks.

- Provide short, simple descriptions; no more than 100
- Respondents should be managers of people doing the job, superior performance in the job, and outside experts who know the job well.

Advantages of Surveys

- This method facilitates quick and cheap collection of sufficient data for statistical analyses. Large numbers of jobs can be studied efficiently and at different times to identify trends in competency requirements.
- Filling out a survey permits many employees to have an input and builds consensus for study findings.

Disadvantages of Surveys

- Data are limited to items and concepts included in the survey and therefore often miss competencies not included by those who constructed the survey. Survey cannot identify new competencies or provide detailed information about the nuances of competency expressed by people in different parts of the organization.
- The method can be inefficient. Surveys often ask the same 100 questions of every one from the CEO to the janitor, when only a subset of items is relevant to the job being studied.

d. Computer Based “Expert” System

A computerized expert system can pose questions to researchers, managers, or other experts. These questions are keyed to an extensive knowledge base of competencies identified by previous studies. The expert system manages the analysis process and provides a detailed description of competencies required for adequate and superior job performance.

Advantages of Expert Systems

- *Access to Data.* Access to several hundred competency studies in the data base can provide comparison data for reality-testing competencies suggested by other data collection methods.
- *Efficiency.* Serving as “smart” questionnaires, expert systems quickly narrow questions to those relevant to the job being analyzed, rather than eliciting answers on all questions from all respondents as surveys do.
- *Productivity.* Expert systems analyses can provide in a hour what other competency study methods require days or weeks to produce. Expert systems do not require highly trained experts, saving labor time and expense.

Disadvantages of Expert Systems

- Data depend on the accuracy of responses to questions. This is also true of panels, surveys, and other data sources, but the computerized expert system may be more vulnerable when used in an unsupervised setting.
- The method may overlook specialized competencies not in the data base. Like questionnaires, expert systems can find only those competencies that have been programmed in.
- Costs of system hardware and software may be prohibitive (although with personal computers, these costs rarely exceed three days of specialist consultant time).

e. Job Task/Function Analysis

Employees or observers list in great detail each task, function, or action the jobholder performs in a given period of time. Data are collected using written questionnaires, time logs, individual or panel interviews, or direct observation.

Advantages of Job Task/Function Analysis

- Produce very complete job descriptions useful for job design, compensation analysis, and by inference, some competency analysis. For example, specification of the technical tasks required in a job can be used to deduce the cognitive skills needed for the job.
- Provides data to meet uniform guidelines on employee selection procedures regulations, which some interpret to require survey information on the frequency and importance of job tasks.

- Can validate or elaborate on data collected by other methods. Job task/function analysis can serve as a useful check of evidence from BEI.

Disadvantages of Job Task/Function Analysis

- Provides characteristics of the job rather than those of the people who do the job well.
- Task lists tend to be too detailed (e.g., 3,002 motions needed to drive a car) to be practical and do not separate the truly important tasks from the routine activities.

f. Direct Observation.

Employees are directly observed performing (critical) job tasks, and their behaviors are coded for competencies.

Advantage of Direct Observation

A good way to identify or check competencies suggested by panel, survey, and behavioral event interview data. For example, survey data suggested that military leaders who permitted "lower-level influence" had better performing units. The following direct observation of a live critical incident might support lower-level influence as a needed competency for combat leaders.

Disadvantages of Direct Observation

It is expensive and inefficient. Most people experience only a few critical incidents a year on their jobs. It will take a lot of observer time to have a chance of seeing something important. Like job task analysis, observation risks sweeping up a lot of routine "chaff" to find a few grains of competency "wheat".

4. Analyze Data and Develop a Competency Model

In this step, data from all sources and methods are analyzed to identify the personality and skill competencies that distinguish superior from average performers. This process is called hypothesis generation, thematic analysis, or concept formation.

Two or more trained analysts start by laying data about superior and average performers side by side. Then they search for differences – motives, skills, or other competencies that superior people show and average performers do not or vice versa. The search is done in two ways. First, any motive, thought, or behavior that matches a definition in the competency dictionary is coded.

5. Validate the Competency Model

The competency model derived in Step 4 can be validated in three ways.

First, the researcher can collect BEI data on a second criterion sample of superstar and average performers. BEI stories from the second sample are then scored to see if the competency model based on the first study predicts the superior and average performers in the second sample.

Second, tests can be developed to measure the competencies described by the competency model and used to test people in a second criterion sample of superior and average performers. Alternatively, managers and other knowledgeable observers can be asked to rate and rank members of the second criterion sample on competencies using rating forms or Q-sorts. If the competency model and the tests or rating forms are valid, superstars in the second sample should get higher scores on these tests and rating forms.

The third and most powerful way to validate a competency model is to select (using tests or data from BEI) or train people using the competencies and see if these people actually perform better in the future.

6. Prepare Applications of the Competency Model

Once validated, a competency model can be used in a variety of ways. In Part V, "Applications," we show how competency data can be used to design selection interviews, tests, and assessment centers for selection, career path, performance management, succession planning, training and development, compensation, and management information systems.

A competency that (a) few new hires can be expected to have, (b) is likely to cause trouble if an employee lacks it, and (c) is easy to develop (e.g., specific product knowledge for a salesperson) is a priority for entry-level training.

A Short Competency Model Process Based On Expert Panels

A short job competency assessment (JCA) process using primarily data from an expert panel consists of these steps:

1. Convene Expert Panels

For each target or job family, knowledge human resource specialists, managers, and superior job incumbents identify:

- a. *Key Accountabilities*: The most important duties, responsibilities, and product or service outcomes.
- b. *Results Measures* for these accountabilities that can be used to identify superior performers in the job. Ideal criteria are hard outcome measures such as productivity data. In the absence of such criteria, supervisor, peer (if peers have an opportunity to observe one another's performance), subordinate (e.g., organizational climate survey) and/or customer ratings can be used. Even if a criterion sample is not identified, these data are useful for designing performance management systems and in focusing the panel on the key results output of the job when identifying characteristics that predict getting these results.
- c. (Optional) *Career paths* that typically lead to the job.
- d. *Competencies* employees need to perform the job at
 - (i) a base line or 'threshold' level, and
 - (ii) a superior level

Expert panel members may also:

- e. Complete a *Competency Requirements Questionnaire (CRQ)*, a survey that assesses competencies required for threshold and superior performance in the job.
- f. Respond as a group to questions posed by the *computer-based 'expert system.'*

2. (Optional) Conduct Behavioral Event Interviews (BEIs)

If possible, a few superior incumbents are interviewed to confirm and provide narrative examples of competencies identified by the expert panel. BEIs are most valuable in identifying the nuances of how competencies are expressed in an organization's unique culture and context. For example, a panel, survey, or expert system can identify "Uses Influence Strategies" as a competency, but not *how*, *when*, or *what* an effective influence strategy looks like in this particular organizations. Even one BEI can provide the richness of detail to make competencies identified "come alive" in sufficient detail to be useful for selection or training applications.

3. Analyze Data and Develop a Competency Model

Data from the expert panels, surveys, expert system, and BEIs are content analyzed to identify behavior and personality characteristics that (a) distinguish superior from average job incumbents, or (b) are demonstrated by all incumbents adequately performing the job.

4. Validate the Competency Model

A competency model can be quickly validated by rating or ranking a criterion sample of superior and average performers on the competencies identified in Step 3 and confirming that superior performers are ranked higher than averages on the competencies.

Outputs of a Short JCA

The outputs of a short JCA are one or more job description "Competency Models" that include:

- a. *Purpose and Content of the job/job family*: Tasks, responsibilities, and performance measures for the job rated as to level, frequency, and importance in a form that can be used to compare the job's content with other jobs.
- b. (Optional) *Career paths* for the job, with some estimate of when, where, and how key competencies for the job are developed.
- c. *Competency Requirements*. The skills and characteristics required for adequate and superior performance in the job.

The short competency model process (without BEIs) can be completed in a day. Panel, survey, and expert system data are collected in the morning, analyzed in the afternoon, and a job description/competency model report prepared by the end of the day. Such models lack the richness and validation of the full job competency assessment with Behavioral Event Interviews but can provide valuable information in a short time.

Studying Future Jobs or Single-Incumbent Jobs

Special challenges are posed in determining the competency requirements for *future jobs* and *single incumbent jobs* where there may be only one incumbent or the job being defined does not yet exist. How can competencies for these jobs be determined?

Future Jobs

Three approaches for studying future jobs (in inverse order of desirability) are (a) expert panel "guesstimates," (b) extrapolation from job elements with known competency correlates, and (c) sampling employees doing analogous jobs now.

Expert Panels.

An expert panel analysis of future jobs is similar to that described for the Short Competency Model Process. Experts first list the accountabilities, results measures and competencies of the most similar current job(s) in the organization, then identify accountabilities and competencies likely to be required by the *future job(s)*. Experts can even construct critical incident scenarios for future jobs by imagining typical situations a person in the future job might face then identifying competencies needed to deal with these situations effectively.

Extrapolation from Known Job Element ↔ Competency Correlates.

Elements or accountabilities for some future jobs may include competencies already identified by previous competency research. Competency models for a future job can be assembled from these elements. For example, a US telecommunications firm needed a model for senior marketing representative capable of winning European government and community official approval for telecommunication equipment to be sold in the European Common Market. With no overseas personnel or experiences, the firm had no superior or average performers to study.

Analysis of Analogous Present Jobs.

The best way to identify competency requirements for future jobs is to (a) study superior performers in similar jobs now, then (b) use labor economics studies to extrapolate how many people will be employed in these jobs, hence need the requisite competencies, at future points in time.

Even if an organization lacks people with the competencies needed to do a future job, people may be doing the job in another organization.

Competency Study in Education and Business Organization and Governmental Organizations.

In Indonesia for the last 4 year there have been a lot of companies in implementing CBHRIJ in business and higher education organization, and the government organization.

This is because of the Compton and the government regulation relates to retirement that must recruit and select human resonance carefully. Competency study from some organization has set up the steps:

1. Learn the phenomenon of human resource management in organization such as recruitment, job performance retirement, and select new employees. How could an organization cope with such phenomenon?
2. Interaction and awareness of CBHRM to the leaders of the organization to support the CBHRM and the advantage is? Why does an organization need to imply CBHRM? What is needed for the implementation? let them know what, the employees dissatisfaction? what is the weakness of human resource management in this organization? how could CBHRM salve the problem.
3. Human resource management of the organization begin to prepare and propose the work plan to implement CBHRM to the top leader to agree with. It needs to write the requirement of organization competency, measurement priority. Job competency and individual competency (the employees would be measured entirely bay the need not the job) and also the other methods to measure the competency. Socialization plan and the need CBHRM to be implement in human resource.
4. Set up a team work to implement, the team work is to develop CBHRM coupes in that organization and coordinate and also prepare the work plan implementation of CBHRM. As the team work much knows condition and the weather of the organization, this team would develop CBHRM concept easily and implement only make the organization. The external party could only make uncertainty when involved.

5. Socialize it by (socializing CBHRM throughout the whole organization members / participant will know what CBHRM is it must in valve top leader to socialize this program to explain the advantages and show then the result from other organization which has run this program.
6. In CBHRM implementation, a profit organization / company firstly needs to review the policy of human resource management would be the asset in organization (a lecturer in university).
 - 6.1 Comprehending vision and mission as well as the strategy to obtain vision and mission of the organization.
 - 6.2 Comprehending organization structure and the number of jobs .
 - 6.3 Identify and review the organization business process already made and the one will be made. Business process in university like academic function: lecture, examination etc. research function is like research process such as the process of students joining extracurricular scholarship ext. organization business process is basically divided into entirely job which later will have clear responsibility and accountability.
 - 6.4 The next step is job analysis and job description this determines the format which at least consists of name, position, job and content, job accountabilities, performance standard, job competency requirement, performance standard, job competency requirement.
 - 6.5 The process of competency requirement measurement of organization, competency requirement with selected methodology is allowed to use subjective method, expert panel, and questionnaire with interview. It also determines measurement methodology for employees.
 - 6.6 Job person matching is a matching process and individual report submission to occupy a job position.
 - 6.7 Development advice, the result of job matching can be the reference to determine, the individual future development.
 - 6.8 Training needs assessment is based on the goal of competency between the requirement and employee competency which can be analyzed for training requirement.
 - 6.9 They use of job competency requirement and individual competency assessment result implements the function of human resource management like development career path, performance appraisal, compensation the information.

Conclusion

From competency study and CBRHM implementation experience in Indonesia, CBRHM is suggested to be implemented in higher education organization especially ISO 9001 certified quality standard university. Human resource management requirement is inevitable and perpetual improvement is inevitable and perpetual improvement. With CBHRM implementation in a company human resource management is arranged based on job competency requirement and the level of individual competency so that by preparing best human resource for the best job (the right man on the right seat) enable them to empower optimally higher education human resource by keeping developing referred to the job requirement and the change at the higher education.

Human resources management adds value when it helps individuals and organizations do better than their present level of performance. The competency approach is fairer, freer, and more effective. Competencies provide a common language and method that can integrate all human resources function and services selection, performance appraisal, career and succession planning, training development, and compensation to help people, firms, and even societies be more productive in challenging years a head.

Recommendation

University organization could keep responding the change innovation perpetually to produce qualified service by developing the CBRHM system this will let competences individual become soft intangible asset for university organization. Later on this would also impact the organization to be competitive, profitable, durable, innovative and more productive.

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THIRD ANNUAL SEAIR CONFERENCE
15 - 17 OCTOBER 2003
BANGKOK
THAILAND

**INSTITUTIONAL RESEARCH AND
QUALITY DEVELOPMENT IN
HIGHER EDUCATION**



Welcome Message from the SEAAIR President



It is with pleasure that I extend warm greetings to you.

This is the 3rd Annual Conference of the South East Asian Association for Institutional Research to be held in the South East Asian region. The first two events were held in Kuching (2001) and Kuala Lumpur (2002), respectively. These two Conferences attracted academics from the various disciplines in many institutions.

Based on past experiences, the SEAAIR Executive Committee and the Local Organizing Committee believe that your participation in the Conference will prove a rewarding and professionally enriching experience, enhancing your own perspectives on institutional research activities, and adding to your overall understanding of planning and management issues in tertiary education.

This forum offers an opportunity within South East Asia for interested individuals to take part in a conference devoted entirely to topics in institutional research.

We are planning for you, a varied program of plenary and small group sessions, encompassing keynote addresses, panel discussions, special interest papers and presentations, and a special purpose workshop. I trust that the discussions and debate associated with the formal program will contribute significantly to your on going professional development. The Conference is aimed at offering you the opportunity to actively participate in an informal interchange of perspectives and experiences on topics of mutual professional interest.

I look forward to welcoming you to Thailand, the Land of Smiles and in particular, to Bangkok, the City of Angels.

Best wishes,



Associate Professor Dr. Zoraini Wati Abas
President
South East Asian Association for Institutional Research

Invitation from the Chairman of the Organizing Committee



Dear distinguished colleagues and friends,

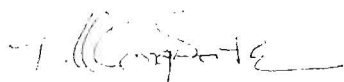
It is my great pleasure, on behalf of the SEAAIR 2003 Conference Organizing Committee, to invite you to attend the 3rd Annual Conference of the South East Asian Association for Institutional Research (SEAAIR) to be held in Bangkok, Thailand, during 15-17 October 2003.

A number of organizations that are vital players in the institutional research field are joining together to organize the SEAAIR 2003 Conference. These include SEAAIR, the Association for Institutional Research and Higher Education Development, and Sukhothai Thammathirat Open University (STOU). The co-organizers of this conference consist of the Southeast Asian Ministers of Education Organization Regional Centre for Higher Education (SEAMEO RIHED), the University of Minnesota, and the Commission on Higher Education, the Office for National Education Standards and Quality Assessment and the Office of the Education Council, Thailand. I would like to pay tribute to all these distinguished organizations for their strong commitment to ensuring the success of the SEAAIR 2003 Conference. In addition, I would also like to acknowledge the kind sponsorship of the UNESCO Asia and Pacific Regional Bureau for Education, Bangkok.

SEAAIR is a young but rapidly growing regional organization dedicated to the vital area of institutional research. In this year's event, we expect to build upon the successes of the previous SEAAIR annual conferences held in Kuching and Kuala Lumpur, thus further contributing to the enhanced planning and administration of institutions in the higher education sector. Under the main theme of 'Institutional Research and Quality Development in Higher Education', we will address a wide range of pertinent issues through a series of keynote speeches, paper presentations, and panel discussions. I would also particularly like to draw your attention to an innovative new feature this year, the concurrent workshop, which will focus on 'Practical Quality Improvement in Higher Education'. The workshop should be of great benefit to administrators and policy makers engaged in planning the operations of institutes of higher learning.

I know that we all share the goal of improving quality and efficiency in higher education for the benefit of the citizens of our respective nations. With your active support and participation, I have no doubt that the 3rd SEAAIR Annual Conference will prove to be a highly fruitful event. I very much look forward to welcoming you to Bangkok in October.

With kindest regards,



Dr. Tong-In Wongsothorn
President of Sukhothai Thammathirat Open University
Chairman of the SEAAIR 2003 Conference Organizing Committee

SEAAIR Executive Committee – 2003

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About SEAAIR

SEAAIR was established following a series of discussions between Dr Raj Sharma and senior officials of the Association for Institutional Research (AIR). In early September 2000, an international group of senior academics from the region met at the International Medical University in Kuala Lumpur to discuss the possibility of forming a regional association for institutional research. The group decided the time was appropriate for the formation of such an organisation and undertook (i) to become the Interim Management Committee (see attached list of members) for the organisation and (ii) to organise a conference in late 2001 that would herald the birth of the organisation and would attract participants from education, government and public service and industry. Dr. Zoraini Wati Abas, then Director, Centre for Medical Education & Media, International Medical University, Kuala Lumpur agreed to be the Chair of the Committee.

It was decided that the inaugural conference would be held in Kuching and Professor Ken Heskin, Deputy Vice-Chancellor and CEO of Swinburne Sarawak Institute of Technology agreed to be Conference Chair. Delegates to the conference would automatically become members of SEAAIR and the SEAAIR Executive Committee would be elected at the inaugural General Meeting to be held at the conference. At that point, the Interim Management Committee ceased to exist and was replaced by the SEAAIR Executive Committee.

The major purposes of the South East Asian Association for Institutional Research shall be to benefit, assist and advance research leading to improved understanding, planning and operations of institutions of post-secondary education in the region. Research focused on a single institution and also research that is concerned with groups of institutions shall both fall within these purposes. In keeping with the dynamic nature of institutions of post-secondary education and the rapidly changing global environment in which they operate, the Association will encourage the application of appropriate methodologies and techniques from many disciplines. It will encourage comparative research into national higher education systems in South East Asia. It will publish and exchange information with respect to institutions of post-secondary education with a view to illuminating current and developing issues of common concern and raising the standard of post-secondary educational management, planning and policy development at all levels. Its aims shall include:

- The advancement of research leading to improved understanding, planning, and operation of institutions of post-secondary education;
- The dissemination of information and interchange of ideas on problems of common interest in the field of institutional research;
- The continued professional development of individuals engaging in institutional research, institutional management and post-secondary planning and policy development;
- The fostering of unity and cooperation among persons having interests and activities related to institutional research, management, policy and planning;
- The advancement of post-secondary education and the improvement of the quality of post-secondary educational outcomes.

Since its inception in 2000, SEAAIR has organized two major Conferences, in Kuching and Kuala Lumpur, respectively. SEAAIR is expected to grow and become a much respected Association for Institutional Research that will make waves not only in the region but globally.

Conference Program

Tuesday, 14 October 2003

16.00-17.30	Pre-Registration	
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Day 1, Wednesday, 15 October 2003

08.00-09.00	Registration	
09.00-09.45	Opening Ceremony - Remarks by Chairman of the Organizing Committee - Welcoming Address by SEAAIR President - Welcoming Remarks by President of AIRHED - Opening Address by His Excellency Dr. Ampol Senanarong, Privy Councillor	Convention Hall
09.45-10.45	Keynote Address 1 <i>Institutional Research and Education Reform</i> by Professor Dr. Nirwan Idrus	Convention Hall
10.45-11.15	Refreshments	
11.15-12.45	Parallel Session	Meeting Room 1, 2 and 3
12.45-14.00	Lunch	
14.00-15.30	Parallel Session	Meeting Room 1, 2 and 3
	Symposium Panel on <i>Using Cross-cultural and Cross-national Research Collaborations to Build Higher Education Institutional Research Capacity</i>	Meeting Room 5
15.30-16.00	Refreshments	
16.00-17.00	Parallel Session	Meeting Room 1, 2 and 3
	Symposium Panel on <i>Using Cross-cultural and Cross-national Research Collaborations to Build Higher Education Institutional Research Capacity (ctd.)</i>	Meeting Room 5
19.00-22.00	Conference Dinner	Convention Hall

Day 2, Thursday, 16 October 2003

09.00-10.00	Keynote Address 2 <i>Quality Excellence, Covering R&D in QA System, QA Development and Implementation, QA Policy on Higher Education</i> by Professor Dr. Surin Setamanit	Convention Hall
10.00-10.30	Refreshments	
10.30-12.30	Parallel Session	Meeting Room 1, 2 and 3
	Concurrent Workshop on <i>Practical Quality Improvement in Higher Education</i>	Meeting Room 5
12.30-13.30	Lunch	
13.30-15.30	Parallel Session	Meeting Room 1, 2 and 3
	Concurrent Workshop on <i>Practical Quality Improvement in Higher Education</i> (ctd.)	Meeting Room 5
15.30-16.00	Refreshments	
16.00-17.00	Parallel Session	Meeting Room 1, 2 and 3
17.00-17.30	SEAAIR Annual General Meeting	

Day 3, Friday, 17 October 2003

09.00-10.00	Keynote Address 3 <i>Trends in Higher Education in the Knowledge-based Society</i> by Professor Dr. Steve Yussen	Convention Hall
10.00-10.30	Refreshments	
10.30-11.30	Panel Discussion on <i>Institutional Research and Quality Development in Higher Education from an International Perspective</i>	Convention Hall
11.30-12.30	Closing Ceremony - SEAAIR Award - Best Paper Award - Conference Slide Show - Presentation on SEAAIR 2004 by People's Republic of China - Closing Remarks: President of SEAAIR President of AIRHED	Convention Hall
12.00-14.00	Lunch	
14.00-18.00	Post-Conference Tour (Optional)	



UPT PERPUSTAKAAN
UNIVERSITAS
WIDYATAMA

Keynote Speakers



Professor Dr. Nirwan Idrus

Consultant, Quality Management in Higher Education

Nirwan Idrus has a PhD in Engineering from Monash University, Australia and is a Quality Lead Assessor from IQA London. He has practiced and taught Quality for over 20 years in Australia, New Zealand, Papua New Guinea and Indonesia. He is an assessor for the Institution of Engineers, Australia and an auditor at the Australian Universities Quality Agency (AUQA). He was President of the New Zealand Organization for Quality and was appointed a judge by the Minister of Business Development for the New Zealand Quality Awards for two consecutive years.

He was International Quality Assurance Specialist in Higher Education at an Asian Development Bank's project in Indonesia where he trained more than 1000 lecturers, heads of department and deans of faculties from both state and private universities around Indonesia.



Professor Dr. Surin Setamanit

Chairperson of the Committee for Development of Assessment System of Higher Education Quality, Office for National Education Standards and Quality Assessment, Thailand

Dr. Surin Setamanit is a professor emeritus of the Faculty of Engineering, Chulalongkorn University, Thailand, where he served for more than 30 years until his retirement in 1995. Among the positions he held included Dean of Engineering, Director of Environmental Research Institute; and Vice President for Academic Affairs of the University. He once served as the Minister of Science, Technology and Energy (now Ministry of Science, Technology) of the Royal Thai Government.

Prof. Dr. Surin Setamanit still renders services to various government agencies as advisor and as committee member in environment as well as in higher education. Since November 2001, Prof. Dr. Surin Setamanit has been appointed the Chairman of the Committee for the Development of Higher Education Quality Assessment System of the Office of National Educational Standard and Quality Assessment. He is among those who help establish the system and guide education quality standards and assessment practices of the country.



Professor Dr. Steve Yussen

Dean, College of Education and Human Development, University of Minnesota, USA

Steve Yussen holds a B.A. in psychology from Swarthmore College and a Ph.D. in developmental psychology from the University of Minnesota. Steven's research has focused on cognitive development, memory development, metacognition, and reading. It has led to more than 50 scholarly research articles, book chapters, and edited books, and has earned him such recognition as a Spencer Fellowship, a Guggenheim Fellowship, Fellow status in two divisions of the American Psychological Association, and service on a number of journal editorial boards, including a term as associate editor of *Child Development*.

Concurrent Workshop

Practical Quality Improvement in Higher Education



Professor Dr. Nirwan Idrus

Quality in Higher Education Consultant

The world is changing rapidly in many areas including education. People are increasingly more knowledgeable and more exposed to more things from more places around the world. Technology has also changed the way education is delivered while producing new learners who are better skilled in computer-based search and hence able to access more information than their preceding generations. As a result the demand for “fitness for purpose” or quality in higher education as it moves into the knowledge-based economy has surged.

Some experts and practitioners claimed that quality was synonymous with higher education; after all they did tests, examinations and other types of assessments. This claim in fact is what was known as Quality Control, a concept that has been proven to be ineffective and costly to all concerned. Others abhor the application of a manufacturing concept in higher education. On the other hand yet others spend too much valuable time theorizing about quality in higher education and consequently did not apply it in practice.

This workshop presents an overview of a practical method developed by the Presenter to improve quality in higher education. The method applies to both the academic and the administrative arms of a higher education institution as well as the various sectional and management layers within it.

Target Audience

Participants of the SEAAIR Conference are welcomed. However, places are limited to 30 only.

Expected outcome

By the end of the workshop attendees will have an informed overview of Practical Quality Improvement in Higher Education and some exposure to:

- the concepts of quality, quality control, quality assurance, quality management, PDCA cycle and their applicability in higher education
- the development of practical methods of setting visions and missions
- a practical method of reducing costs without reducing quality to their institutions
- over 40 quality assurance standards in higher education and formulate the questions to ask that will help audit the institutional quality system and improve its quality
- a practical quality audit framework that can be applied to any section or department of a higher education institution and networked throughout the institution

Schedule of topics

- Quality Concepts
- Quality Requirements in Higher Education
- Prerequisites for Quality Improvement in Higher Education
- Quality Improvement methods in Higher Education
- Quality Audit Framework for Higher Education
- Quality Assurance Standards for Higher Education

Symposium Panel

Using Cross-cultural and Cross-national Research Collaborations to Build Higher Education Institutional Research Capacity”

One of the most important challenges for institutions of higher education across the world in the early years of the 21st century is to develop the research capacity of its faculty, especially junior faculty. A second and equally important challenge is to couple the development of this capacity with introducing young scholars to the arena of world-class collaborative research leading to (1) presentations at major international conferences and (2) ultimately to publication in prestigious refereed journals. The panel participants are individuals who have, over the past decade, participated in five such collaborative research projects that did indeed confront the two challenges outlined above.

The purpose of this symposium is to share the strategies, problems and issues faced by these individuals and their institutions in helping to develop increased world-class research capacity at their respective institutions. They will share specific aspects of the various projects upon which they collaborated including (1) the nine-nation Citizenship Education Policy Study (CEPS), (2) the seven society Citizenship Education Policy Study 2 (CEPS2), (3) the six society Pacific Rim Civic Education Project (PacRim), (4) the Citizenship Education Baseline Study (CEBS) and (5) the Schooling for the Future in the Asia-Pacific Region (SFFAP) project. All were all carried out between 1993-2003.

The goal of this symposium is to stimulate policy makers and researchers in higher education think about how they might approach these same challenges at their own institutions.

Convenor and Chairperson:

Professor Somwung Pitiyanuwat, Ph.D.
Director, Office of Educational Standards and Evaluation, Thailand

Panelists:

1. Professor John J. Cogan, Ph.D. (male)
Department of Educational Policy and Administration
University of Minnesota
2. Professor David L. Grossman, Ph.D. (male)
Dean, School of Foundations in Education
Hong Kong Institute of Education
3. Professor Meihui Liu, Ph.D. (female)
National Hualien Teachers College, Taiwan, Republic of China
4. Professor Kazuko Otsu (female)
Hokkaido University of Education, Japan

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