USING COMPETENCY BASED PERFORMANCE MANAGEMENT-TO DRIVE ACADEMIC EXCELLENCE

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Abstract

Accomplishing and maintaining academic excellence in an educational institute basically relies on the competencies possessed by the Teaching fraternity.The educator or a teacher has a significant part to play as active specialists of social change (P.Trivedi, 2012). The instructor's commitment in bestowing instruction and embellishment our future era is huge. This requires the need of a suitable device for evaluating and selecting the ideal individual for the job. Competency mapping is a standout amongst the most exact and contemporary means in recognizing the occupation and behavioral capabilities of an individual in an association.

The paper is a conceptual or a literature review paper. As the paper focused on various aspects of competency and the components of competency, it falls under the descriptive research category.This paper explores the development of the new tool for the execution, evaluation and the quality improvement of the academic institute. The main aim of this paper is to asses the competencies required for ateacher in diverse areas. And the paper finally arrives at aSAAK (Skill, Ability, Attitude and knowledge)based competency model for the assessment of faculty member competencies in academia.It is conceived that the SAAK competency based model could be utilized for recruitment and development of teachers and furthermore serve as a benchmark for accreditation of academic institutional.

Key words:*Quality, Competencymapping, Competency Based assessment Model, SAAK (Skill, Ability. Attitude and knowledge)*

I. Introduction

In India organizations have been conducting the exercise of competency mapping but it still remains an unexplored process in the area of education despite the growing level of awareness.

Progressive academic institute understand that their prosperity relies onhow capable their people are. They also know that formal education doesn't necessarily equip faculty with the appropriate skills to succeed in the workplace. The arrangement lies in preparing employees to meet the particular prerequisites of the institute. This is where competency-based performance management system comes in. Competency-based performance management system is shaped

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around the competency models that have been recognized for a specific job role. To be evaluated as competent, the faculty must show the capacity to perform their job not just satisfactorily but excellently. Every day, year-round, proceeding with evaluation, feedback and training that includes helping faculty comprehend the nature and quality of their performance, distinguish what they have to do to enhance their, and inspire them to do it.

Meaning of Competence Mapping

In the 21st century when the world is becoming a global village andeconomyisgoingthrough a slowdown, it is crucial to cultivate the talents and abilities of the employees and further develop their potential by assessing their competency. Sanchez (2011) defines competencies as "a cluster of related knowledge, traits, attitudes and skills that affect a major part of one's job; that correlate with performance on the job; that can be measured against well-accepted standards; and that can be improved via training and development" (ibid, p.241).(McClelland, 1973), defined competence measurementas a tool for distinguishing superior performer from average performer.(Ernest, 1989) Presented the competence as astatement which describes the integrated demonstration of acluster of related skills and attitudes that are observable and measurable necessary to perform a job independently atprescribed proficiency level.(King, Kenneth,1997) Described the competency as an overt and measurable performance in terms of quality, quantity, time, cost or acombination of any of these, for which action or performance oriented verbs are to be used in writing competency statements. Competencycan range frompersonality traits and individual motivations, to specific knowledge and skills. Competencymappingis a process of identifying individuals competencies and key skills sets required to successfully adopta profession. Competency mapping can be used to guide educators and trainers in developing curricula that meets the needs of employers on one side and the requirements for those planning to be self-employed (Rothwell, &Wellins, 2004).It can be used as a guide for training which can be more systematic or teaching which can be more practical.

II. Literature Survey

The quality in education has turn into a fundamental condition for the information exchange, learning creation also, information administrations to the general public. There are numerous specialists who recommended advancement of certain expertise skill sets in faculty that thus helps in the improvement of innovation also, globalization to meet the regularly changing needs of society. Different exploration works identified with the progressions in academic and authoritative point of view identified with CM are condensed in the accompanying segment. (Centra, John, 1993) contemplated an intelligent assessment forms for the academics. (Sanchez R., Heene, 1979) concocted competency mapping as a key development tool. (Spencer L.M.,Spencer, 1992) dissected Competency as a connection to the human execution model. (Chou, Tsai, 2004) clarified the significance of authoritative information for making exercises is more than the individual information. (Lidgren, 2002) created scope of fitness frameworks and concentrated on the different obstructions of tolerating

these capability frameworks in information based associations. (Stenmark, 2002) concentrated on the use of intranet as an apparatus in information administration for the fitness frameworks. (Shulman, Lee S., 2002) talked about a table of figuring out how to make contrast in the improvement of teaching practice. (Ernest, 2001) assessed the crevice to accomplish brilliance in the training framework. (Taft, 2007) considered the moral elements survey that impact the scholastic instruction for worldwide point of view. (Canen and Canen Ana, 2002) computed the routes for encouraging development in administration instruction with a contextual analysis. (John Cullen, 2003) concentrated on Quality in Higher Education from checking to administration through the parity scorecard presentation. (Srikanathan G., 2003) built up an option points of view for quality in advanced education through the quality administration methods. (Mohd. S. Owlia, 1993) introduced a structure for the different measurements of value in advanced education (Schmeidiner, 2002) introduced CbBD that can offer assistance associations in the viable ID estimation mix of authoritative ability which are in the type of human capabilities. (Alberto, 2003) anticipated the significance of businesses' capabilities in element work space.

III. The Objective of the Study

The main purpose of this paper is

- To highlight the role of competency mapping in education.
- To asses the competencies required for a teacher in diverse areas.
- To propose SAAKS based CBM model for the academic institution for recruitment and development of teachers

Research Design: Exploratory

Type of data : Secondary data

Sources of data: Books, Journals, Magazines, Internet, etc.

Teaching Competency

The teaching competencies is measured as underlying characteristics possessed by a person which result in knowledge creation, transfer, growth and/ behaviour modification of learner. These characteristics include generic and specific knowledge, motives, traits, self-images, social roles, and skills that may or may not be known to the person (Boyatzis, 1982). Based on several researches conducted the results show that the faculty competencies can be explored from four major perspectives: Knowledge perspective , Behavioural perspective, administrative perspective and research perspective.

Inside of the Knowledge Perspective fundamentally the scholarly yield of the faculty is evaluated with distinctive parameters and with diverse limits, for example, treatment of distinctive subjects in the semester or association in Interdisciplinary teachings might doubtlessly procure more credits at the season of examination and evaluation than the employees taking care of single subject just. Too, the gathering taking care of capacity may be surveyed with the size of the class. The behavioral parameters likewise give exceptionally exceptional and intriguing results. The attendance record

in terms of Casual Leave/ Sick leave/Leave without pay/ Obligation Leaves of the individual can mirror the general attitude of the individual. Alternate viewpoints, for example, research and managerial viewpoints likewise play a crucial part while assessing the individual for the production of learning based procedures and the administrations rendered to the society for the change in the showing learning procedure. Based on the above perspective we have developed SAAKS CBM (competency based model) for faculty for the overallperformance assessment and development (see table 1)

Table 1: SAAK Based CBM model for faculty

SKILL • Communication skill • Presentation skill • Problem solving skill • Technology skill • Inter-personal skills • Conflict management	**ATTITUDE** • High Emotional balancing • Enthusiastic and energetic • Understanding and Empathic • Optimism • Self confidence • Managing stress
ABILITY • Intellectual • Ability to conceptualize • Divergent • Thinking • Continuous learning • Researching	**KNOWLEDGE** • Course & Evaluation Planning • Technical and practical knowledge about the subject • Session Preparation Delivery • Evaluation, Grading &student Interactions

We have attempted to utilize the SAAK based model to create an Expert framework to help the academic institute to use the mastery of the skill evaluation and for identifying the right candidate forthe right job for the betterment of the institution.

Competency Mapping Process

The process of competency mapping can be carried out at two levels-

- **Level 1**-The first is at the recruitment level to identify the level of competency possessed.
- **Level 2**-The second is **throughout the faculty**'s stay as employee in their job role.

Level -1: Mapping Cmpetency at the Entry Level

The competency level of the faculty are identified with a carefully structured interview and presentation which tests the basic competence of a teacher in verbal, quantities, reason and awareness of the surroundings and their expertise in their subject. This can become a basis for preparing a competency profile for each faculty.

Level -2: Cmpetency Mapping throughout Performance Mamagement

At this level faculty's performance are evaluated periodically through performance appraisal method followed by the institute. This helps in creating a 'Core Competency Profile' for each faculty. Based on the competency profile Identification of Current Competency gaps in relation to Professional Competency are carried out.

Competency Based Development Plan

Based on various reports on skill gap analysis, further development planningcan be done. It should diagnose individuals' weakness, areas of improvement and gaps in relation to a set of competencies.This plan should be such that it can help the teachers to:

- Work on their personal strength
- Reinforce domain knowledge
- Improve Inter- personal Skills
- Acquire new Functional Skills

Conclusion

The competency-based model tries to develop the talents and abilities that faculty have in relative advantage, instead of trying to frame them uniformly into a standardized, subject-based evaluation. Hence a good Competency based evaluation and development system can prove to be advantageous over the existing performance management system in the following way:

- It can help faculty gain a clearer sense of what they competency they lack.
- Projects an appearance as a "cutting-edge" and well-preparedfaculty, who has taken the time to learn about competencies, investigate those in demand, and map his/her own competencies.
- Demonstrates self-confidence that comes from knowing one's competitive advantages more convincingly, and from being able to articulate those advantages in specific subject.
- Develops the capability to compare one's actual competencies to an organization or position's required/preferred competencies, in order to create an Individual Developemnt Plan.

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