



VERSION 5.0
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IBC COMPETENCY FRAMEWORK GUIDE



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Competencies Overview

A competency is what outstanding performers:

- 1) Do more often,
- 2) Do in more situations, and
- 3) Do with better results than average performers.

A competency is a combination of skills, knowledge, abilities, behaviors and other characteristics that contribute to outstanding performance in a particular job. Groupings of competencies together into competency clusters shows you the difference between outstanding and average performance of that job.

Competencies create a common language and understanding to clarify IBC's mission and goals and predict the future skills IBC will need. Employees demonstrate competencies in the form of behaviors or measurable acts which produce outputs that yield results.

How Competencies are Integrated into Human Resources Practices

Competencies follow positions through the human resources (HR) lifecycle of processes. They are used in recruiting, assessment, and selection; employee development; and workforce and succession planning. A competency approach improves understanding of what it takes to perform well.

Competencies are used as follows:

- Position Descriptions – core and occupational specific competencies are included in the position description.
- Recruitment, Assessment and Selection – identifying competencies is an important first step in the screening and selection process. Some competencies are ideal to screen in/out and rank candidates. Other competencies are addressed by means such as supplemental questionnaires, behavior-based interviews, reference checking, etc.
- Competency Assessment – employees can be assessed against their competency model. Assessments typically includes an employee self-assessment (weighted 40%) and supervisory assessment (weighted 60%).
- Employee Development – employees and supervisors are able to identify training and other developmental activities to align with competency gaps and future career opportunities.

Competency assessment results are used to identify developmental initiatives at the IBC-wide, Directorate, specific organizational, or individual level.

- Workforce and Succession Planning – employees can identify career paths based on competencies to help identify future opportunities. Competency assessments results contribute to workforce planning needs.

Competency Definitions and Structure

The IBC uses the following aspects of competencies in different parts of the HR lifecycle:

Competency Name – measurable or observable knowledge, skills, abilities, behaviors, and other characteristics an individual needs to successfully perform work roles or occupational functions. Other characteristics may include thought patterns, mind sets, social roles, or aspects of self-esteem.

Competency Definition – an action or behavior that an individual takes in order to achieve a desired output or result.

Core Competencies – competencies that are not aligned with any particular functional or technical specialty but instead are critical for all positions. Core competencies are grouped together in the Core competency cluster.

Competency Cluster – a collection of competencies that together define successful performance in a specific role or occupation.

Competency Model – a collection of competency clusters that together define successful performance in a particular work setting.

Proficiency Levels – describes the level of mastery in a particular competency using a five level progressive scale. Proficiencies are identified for each of three grade groupings: GS-5-10, GS-11-13, and GS-14-15.

Proficiency Levels
<p>1 – Awareness:</p> <ul style="list-style-type: none">• Applies the competency in the simplest situations• Requires close and extensive guidance• Demonstrates awareness of concepts and processes

Proficiency Levels
<p>2 – Basic:</p> <ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance • Demonstrates familiarity with concepts and processes le Cell
<p>3 – Intermediate:</p> <ul style="list-style-type: none"> • Applies the competency in difficult situations • Requires occasional guidance • Demonstrates understanding of concepts and processes
<p>4 – Advanced:</p> <ul style="list-style-type: none"> • Applies the competency in considerably difficult situations • Generally requires little or no guidance • Demonstrates broad understanding of concepts and processes
<p>5 – Expert:</p> <ul style="list-style-type: none"> • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others • Demonstrates comprehensive expert understanding of concepts and processes

Behavior Indicators – describe example observable actions or behaviors an individual takes or uses that signify an appropriate application of the competency in a specific setting.

Importance Scale – identifies how important the competency is for effective job performance. This is used in the recruitment and hiring process.

1. Not Important
2. Somewhat Important
3. Important
4. Very Important
5. Extremely Important

Needed at Entry – identifies how important the competency is for effective job performance immediately upon entry into the position. This is used in the recruitment and hiring process.

1. Needed the first day
2. Must be acquired within the first 3 months

3. Must be acquired within the first 4-6 months
4. Acquired after the first 6 months

Distinguishing Value – identifies how valuable the competency is for distinguishing superior from barely acceptable employee performance. This is used in the recruitment and hiring process.

1. Not valuable
2. Somewhat valuable
3. Valuable
4. Very valuable
5. Extremely valuable

Role-Based Occupations (RBOs) – an important role which includes specific collateral duties that an employee is required to perform outside of the employee’s titled position. A RBO typically goes across Directorates and employees’ designated positions. RBOs for the IBC are Project Managers and Supervisors/Managers.

Competency Model Development and Governance

Competency clusters are developed for all occupational series at the IBC. Competency names and definitions are reused across IBC competency clusters. Competency models are comprised of the different competency clusters that make up a position. Each competency model will at a minimum include the Core competency cluster and the occupational specific competency cluster. The employee’s competency model will also include any appropriate RBO competency clusters.

Cluster Development Steps

Competency clusters are developed as follows:

1. The IBC reviews existing, established models relevant to the particular occupation. Starting points include published government-wide competency models, DOI models, industry models, Department of Labor Employment and Training Administration models, certification standards, and skill standards.
2. A draft competency cluster is developed to serve as a starting point for discussion.

3. IBC leads focus group sessions with subject matter experts, exemplary performers, and supervisors to refine and improve the draft competency clusters. Discussion includes relevancy of specific competencies to the overall cluster, competency name, competency definition, proficiency levels, etc.
4. The final draft cluster is submitted to the Competency Modeling Validation Review Board, which is comprised of the Chief, Human Capital Strategy; Chief, Human Resources Operations Division; and one or more identified members of the Executive Leadership Team for approval and feedback.

Competency clusters focus on competencies that drive superior job performance and are not intended to capture every competency demonstrated in job performance.

Updating of Competency Clusters and Models

Competencies are context bound, they are linked to a particular organizational goal or target and required employee performance. As these change, competency clusters need to adapt as well. In addition, competency clusters should be oriented towards the future, supporting the development of employees for future needs. Competency clusters need to be reviewed and updated to ensure that they are in line with identified needs.

The IBC will review and update competency clusters depending on current workforce needs, HROD will review and update existing competency clusters using the same process that was used to develop the original cluster. Changes to one cluster that may impact another cluster will also be reviewed at that time.