

Creating New Competency Taxonomies and Establishing a Taxonomy-Driven Structure for a Competency Dictionary

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Abstract:

The comprehensive research conducted focuses on Creating New Competency Taxonomies and constructing a competency dictionary. Employing a meticulous methodology that integrates both qualitative and quantitative approaches, the study delineates the crucial processes involved in naming competencies, developing their definitions and descriptions, and categorizing them into clusters. Additionally, it establishes taxonomies, facilitating structured assessment and competency development. The research highlights the importance of behavioral indicators, assessment criteria, and sunset provisions in ensuring effective competency evaluation and ongoing improvement. The resulting competency dictionary presents a robust framework for comprehending and nurturing essential competencies vital for success in various professional and personal-social contexts. By offering clarity and guidance in competency development and assessment, this research significantly contributes to fostering excellence and continuous learning within various professions and organizations, as well as in individual and societal progression.

Keywords: *competency taxonomy, competency dictionary, professional social workers*

1. Introduction

A competency dictionary serves as a comprehensive reference guide that outlines the characteristic characters of a person required for effective performance in work and life. The objectives of this research are 1) To explain the process of Naming of the competency, Definitions and Descriptions of the Competency and classifying competencies into the competency clusters 2) To develop the various Competency Taxonomies 3) To explain the process of development of behavioral indicators, Assessment Criteria and Sunset provision. Johnson and Thompson's (2018) book offer an in-depth exploration of competency dictionaries, providing human resource professionals with a comprehensive guide to understanding, implementing, and optimizing these valuable tools [1]. A competency dictionary is a professional document typically includes a variety of ingredients that collectively define the competencies necessary for superior performance. Here are some key

ingredients typically found in a competency dictionary:

- 1.1 Naming competency is crucial for clarity and effectiveness in communication. A well-crafted name should succinctly capture its essence, be understandable to diverse stakeholders, and reflect its relevance to the context. Consistent naming conventions and avoiding technical jargon enhance accessibility and engagement. By adhering to these principles, competency names serve as cornerstones for integration into training, assessment, and development initiatives, supporting individual and organizational success.
- 1.2 Clear definitions and descriptions of competencies are essential for ensuring common understanding and consistency in interpretation. Definitions provide concise explanations, aiding users in assessing their proficiency against defined criteria. They clarify the meaning of concepts, fostering effective communication and avoiding ambiguity. In academic and research contexts, defining key terms is fundamental for establishing scope and ensuring clarity.

- 1.3 Competency Clusters encompass a wide range of skills crucial for success in various domains. Core job-specific or domain-departmental or horizontal competencies form the foundation for effective task performance. Organizational development-specific or generic-administrative or vertical competencies are vital for excelling in administrative or leadership roles. Personal-social life progression-specific or psycho-social or spherical competencies extend beyond technical knowledge, emphasizing emotional intelligence and interpersonal relationships. [2], [3], [4], [5], [6].
- 1.4 Competency dictionaries categorize Knowledge, skills, traits, and abilities using proficiency levels. Taxonomy categorizes organisms or objects based on similarities and differences, essential for organizing information across disciplines. Comprehensive revision of Bloom's Taxonomy offers a thorough and updated framework for educators, learners, and assessors. The authors provided a detailed taxonomy that encompasses the cognitive, affective, and psychomotor domains, catering to a wide range of learning objectives and assessment strategies. [7]. In the same vein, the author of the research paper created various competency taxonomies that will prove to be helpful in competency mapping.
- 1.5 Behavioral indicators demonstrate competency presence, aiding accurate performance assessment. Effective indicators clearly define competencies, use action verbs for measurable behaviors, and provide specific examples in real-world contexts. Context matters, as do alignment with performance standards and incorporation of measurable criteria, ensuring validity and reliability.
- 1.6 Assessment criteria include performance standards and evaluation methods, ensuring consistency and objectivity in competency assessment.
- 1.7 Sunset provision ensures competency dictionaries remain relevant and effective over time, reflecting changes in job roles, industry standards, and best practices. Periodic review and updates are essential for maintaining relevance. By including these ingredients in a

competency dictionary, we can effectively define, assess, and develop the competencies.

2. Methodology

The methodology employed in building the competency dictionary encompasses both qualitative and quantitative approaches to ensure a comprehensive and rigorous process. Qualitative methods such as job analysis, functional analysis, and life and social need analysis, content analysis, expert consultations, literature reviews, and empirical studies were utilized to gather in-depth insights into the skills, knowledge, and behaviors essential for effective performance in various roles and contexts. Complementing these qualitative approaches, quantitative methods such as surveys were conducted with a sample of 665 social workers using online data collection techniques and random sampling procedures. The data collected were analyzed using descriptive statistics to identify patterns, trends, and commonalities in the responses, allowing for the systematic categorization and definition of competencies based on empirical evidence. By integrating qualitative and quantitative methodologies, the competency dictionary development process ensured a comprehensive and data-driven approach that captures the multidimensional nature of competencies required for superior performance in work and life.

3. Result and Discussion

Firstly, the process of naming the competencies, developing the definition and description of the competencies, and classifying the competencies into the competency cluster was carefully outlined. The process of naming the competencies involved selecting clear and concise titles that capture their essence effectively. Developing the definition and description of the competencies entailed crafting concise explanations that clarify their meaning and scope. Classifying the competencies into the competency cluster required carefully categorizing them based on their relevance and applicability within specific roles or domains.

Secondly, to facilitate a structured approach to competency assessment and development, a proficiency-levels-based competency taxonomy was developed, comprising five levels for each

competency cluster. Three competency taxonomies, developed by the author of this paper, are presented below:

**The Objectives of research are such as: Table 3.1
Garole’s Competency Taxonomies**

Core job-specific or domain-departmental or Horizontal Competency Taxonomy	Organizational development-specific or Generic-administrative or Vertical Competency Taxonomy	Personal-social Life Progression-specific or Psycho-social or Spherical Competency Taxonomy
Expert	Top Management	National/Global/Universal
Advanced	Head of the Organization	Community/Institute/Society
Intermediate	Head of the Department	Family/Groups/Team
Proficient	Supervisory	Duo/Dyadic/Customer
Foundational	Implementor	Person/Individual/Oneself

In these taxonomies, competencies are classified into different levels and categories based on their relevance and applicability across various contexts. This framework helps users navigate the diverse range of competencies and understand their relationships and interdependencies within different spheres of life, from professional to personal-social domains. These taxonomies provided a framework for delineating the progression of proficiency from lower to higher levels, enabling individuals to track their growth and development over time.

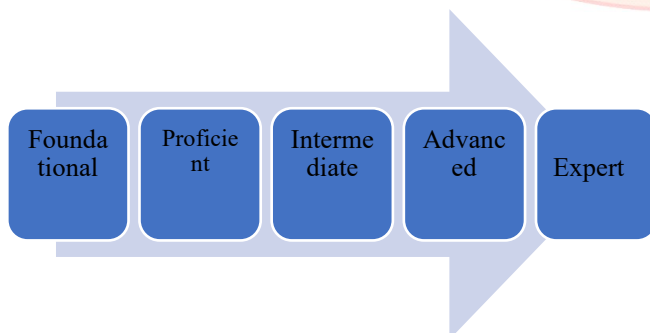


Fig. 1 Core job-specific or domain-departmental or Horizontal Competency Taxonomy

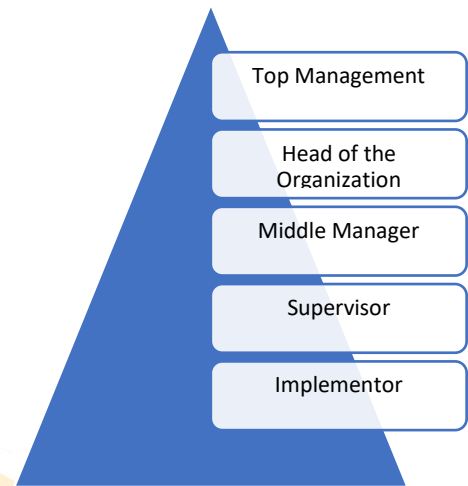


Fig. 2 Organizational development-specific or Generic-administrative or Vertical Competency Taxonomy

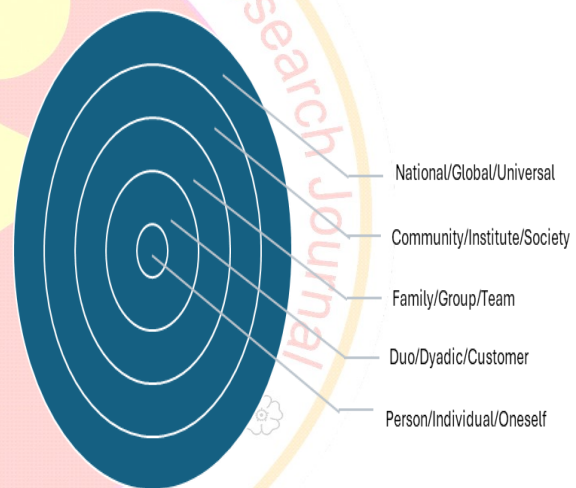


Fig. 3 Personal-social Life Progression-specific or Psycho-social or Spherical Competency Taxonomy

Finally, the process of developing behavioral indicators, assessment criteria, and sunset provisions was carefully outlined. Behavioral indicators were established to provide observable and measurable actions that demonstrate competency attainment, while assessment criteria were defined to ensure consistent and objective evaluation of performance. Sunset provisions were introduced to facilitate periodic review and updating of competencies in response to evolving organizational needs and industry trends.

4. Conclusion

The development of a competency dictionary is a meticulous process that requires careful

consideration of various factors for effectiveness and relevance. This research outlines key steps involved in building such a dictionary, from naming and defining competencies to classifying them into clusters and developing proficiency levels and behavioral indicators. The resulting taxonomies provide a structured framework for assessing competencies across different domains. By integrating empirical evidence with theoretical insights, this research advances competency assessment and development practices, benefiting individuals and organizations striving for excellence. The competency taxonomies identified in this study holds significance for professionals across disciplines. Continuous improvement mechanisms ensure the competency dictionary remains relevant and responsive to evolving needs, supporting teaching, ongoing learning, assessment, and growth.

5. References:

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