

Practical Model of Organizational Personnel Competence Initiation Via Competency Based Interview

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ABSTRACT

The phenomenon of the quality of human resources in organizations, commonly discussed in a broad general framework. Even the arguments presented in the general context even tend to lose practical focus, including when examining the competence of organizational personnel. In this study, experimentation is carried out by placing competencies as initial access to the quality of organizational personnel resources, then the focus is directed at the recruitment program. This study considers that the recruitment program is the first opportunity for the organization to pay attention to the ability (quality of HR) of prospective personnel who will work later. This perspective brings us to the importance of professional recruitment filtration design and integrity in its implementation. The two aspects support one another, including in; (1) The recruitment filtration process that applies the interview mechanism requires the design of competency-based interviews whose details are examined; (2) Competency-based interview design is implemented with blind professional integrity. For this reason, this study presents a practical model of competency-based interview design that is ready to be implemented with a single condition, blind professional integrity.

Keywords: Competency-based interviews Design; Performance; Competency of organizational personnel.

INTRODUCTION

Performance is the result of the work implementation process. Therefore, performance is commonly described as the ability of individual personnel to complete work tasks they carry. The deduction is relevant to performance as defined by Donnelly et al., (1994), which refers to the level of success in carrying out the task and the ability to achieve the goals set. The performance is declared good and successful if the desired goals can be adequately achieved (Atkinson et al., 2006; Lent et al., 1994; Sachs & McArthur, 2005; Sols et al., 2007). If the deduction is patterned into the reality of the organization, where there are still various factual problems regarding the quality of personnel resources, it appears that attention to the initial process of institutionalization, in which prospective personnel undergoes a series of filtration, to affiliate into the organization, has not yet received in-depth treatment (Fayol, 1916; Salam, 2015).

Supposedly, the phenomenon of the quality of organizational personnel resources will be different when great attention is paid to the initial process of institutionalization, namely implementing the filtration design of competency-based interviews that are examined (Fitzgerald et al., 2006; Kulvisaechana, 2005; Lam, 1998; Toth, 2015). Prospective organizational personnel who are not competent to occupy and work on a type of work tasks in the organization are not "forced" into the organization (Ismail et al., 2016; Jamaluddin et al.,

2017). Likewise, prospective personnel who in the filtration process can show an indication of their ability/competence for specific work tasks are affiliated without the "difficulties" that are held (professional integrity). That way, the phenomenon of the quality of organizational personnel will then transform, no longer dealing with the factual problem of incompetence but rather the need for 'strengthening competencies'. Within the work parameters, the problem changes from performance achieved to performance improved.

However, many practitioners encounter obstacles and difficulties in designing the design of competency-based interviews. This condition presents the question of how to interpret the concepts of performance creatively to produce a competency-based interview design? This confusion is possible because several terms are often used to refer to one thing without regard to the typical differences in it. The use of competency-based interview terminology, behavioral event interviews and competency-based human resource management are often confusing. Even though they are correct, the three terminologies can be used to refer to the question material used in interview activities, but there are ordinary meanings with distinguishing characteristics from each other.

During the recruitment process, interviews can be carried out by anyone. Generally, the interviewer is played by internal organizations, although it can also be transferred to competent parties such as specialized consultants (Saggaf et al., 2014). However, it is commonly known that interviews have high subjectivity. The accuracy of the interview is very dependent on the skill of the interviewer. Things commonly known as biases in interviews caused by human errors include the halo effect, similarity effect, likeability, stereotyping, and information favorability. This problem can seem natural because, generally, the interviewer is an experienced figure and his skills have been honed. However, the problem caused by the competency-based interview instrument is its agenda, namely the capacity of the information to be obtained. Therefore, correctly, the intended competency-based interview practical model will be presented.

LITERATUR REVIEW

Competency-based human resources management (CBHRM) is an integrated strategy between HR management and the overall organizational strategy. The CBHRM is a competency-based human resource management approach that includes strategic components, recruitment and selection, training, performance appraisal, rewards and sanctions as well as pension programs (Glyricidia, 2017). The purpose of CBHRM is to manage human resources as capital or intellectual capital through the development of personnel competence (Currie & Darby, 1995). In other words, human resource management is the activity of obtaining, managing and releasing resources

Although private organizations commonly use the concept of this strategy, this strategy has become the needs of today's organizations in general. Today, all types of organizations face the same society, the same demands and expectations. More specifically, it requires the same competitiveness. In order to be competitive, organizations must have core competencies as the basic framework for the quality of human resources needed. One effort to maintain the organization's core competency framework is to ensure and guarantee that in each recruitment process, the filtration instruments are used. The aim is that the person accepted to affiliate to the

organization, carry out their duties and work are personnel who indeed can be assured of having the competencies needed by the organization (Zwell, 2008).

Thus, from a few critical CBHRM tasks, one of which is to recruit and select HR personnel based on the required competencies. Then the next issue is how to apply competency-based in the selection process (recruitment)? Competency-based interviews require three approaches at the same time, the biographical interview, the backward-looking interview and forward-looking interview (Zwell, 2008).

(1) Through biographical interviews, it is possible to explore the competency of candidates through their CVs, exploration of their experiences, candidate's motivation for the job for which he is applying, considerations in applying for a job, and aspirations. This category of the interview is structured and chronological, accompanied by a clear set of criteria, especially indications of competencies needed as a means of evaluating information that has been extracted (Spencer & Spencer, 2008). (2) The backward-looking interview is the most used model in competency-based interviews. Departing from the determination that experience that has been experienced in the past is an excellent predictor for the success of future work. The design of the questions used in this approach is designed to reveal specific behaviors in the past as a reflection of competency indications which are then evaluated based on behavioral indicators described from competencies. (3) Practically speaking, forward-looking interviews are commonly used as a complement to backward-looking interviews, especially if dealing with fresh graduate candidates with no experience. The interviewer submits hypothetical question material by describing situations that are appropriate for the competency in question.

In the context of competency-based applications in the interview, there are many question design techniques such as double-headed questions, leading questions, hypothetical questions, self-assessment questions and probing questions. Probing questions that use the funnel technique is very good at digging in-depth information, especially in biographical interviews and backward-looking interviews. While forward-looking interviews use many hypothetical questions (Currie & Darby, 1995; Spencer & Spencer, 2008; Zwell, 2008). Although it is beyond the attention of this manuscript, it should be stressed that the interview is only one technique to dig up information about someone's competence. It would be very good if it is equipped with other techniques or methods such as Human Resources Potential Assessment (HRPA) or Octagon Competencies Profile (JCG).

RESULT AND DISCUSSION

Competency-based interviews that are practiced using behavioral event interviews are a type of structured interview. The structure of the question focuses on the disclosure of examples of behavior displayed in the past. The interview process is intended to reveal in detail and specific examples of past behavior. Questions are designed based on the premise: past behavior predicts future behavior (Candidates are most likely to repeat these behaviors in similar situations in the future) (Spencer & Spencer, 2008; Zwell, 2008).

With that in mind, the basic concept of the Behavioral Event interview instrument is described as follows:

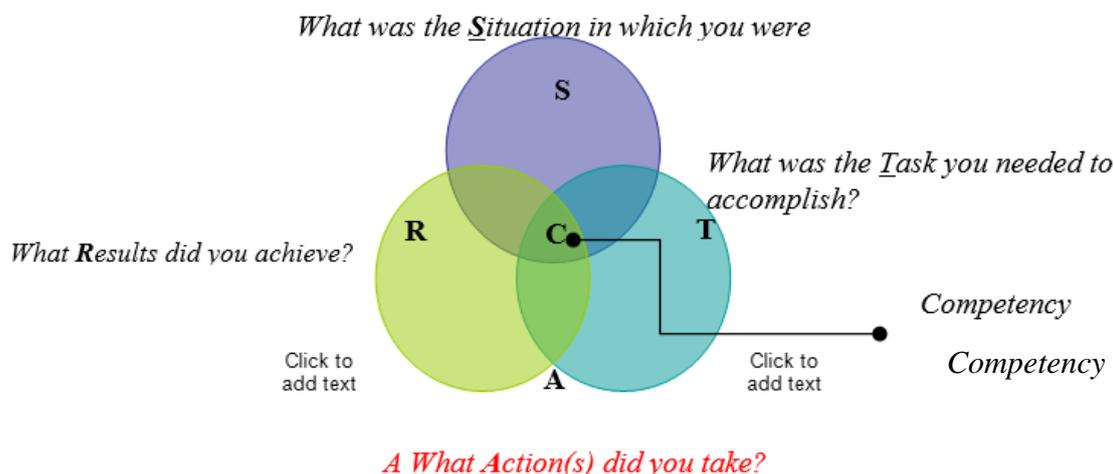


Figure 1
Conceptual Interpretation, analyzed in 2019

In applying the design of the interview instrument, the basic concept is presented in the questions that the design can be displayed as an example design of the following questions:

| Question design with Situation (S) |
|--|
| Can you explain the situation? |
| Where and when did the situation occur? |
| Who is involved in it (coworkers, superiors, customers?) |
| What is the background of this situation? |
| Question design with Tasks (T) |
| What tasks should you do at that time? |
| What were you really doing at that time? |
| How do you do it? |
| What specific steps do you take? |
| Involve who you do the action? |
| Question design with Result (R) |
| Can you tell the results of your actions? |
| What specific consequences have your actions produced? |
| What happens after you take these actions? |

Source: Conceptual Interpretation, analyzed in 2019

Through the design of questions in all three tables, the candidate's professional experience can be revealed. The professional experience described by the candidate is a surface profile of his competency (if proven to exist). Therefore, furthermore, by still referring to the results of the

identification of the three groups of questions mentioned above, candidate competencies are identified using questions designed based on competency indicators (Spencer & Spencer, 2008; Zwell, 2008):

| Design of the Indicator Persistence Question |
|--|
| In the process of selling, sometimes we are not successful in obtaining new transactions: Can you tell me one or two situations where you repeatedly fail to get new clients? |
| How is the situation? |
| What specific steps do you take? |
| How is the result? |
| Design of Questions on Influence Others Indicators |
| Can you tell us one or two cases about your efforts to get new customers? |
| What are you doing? |
| What results did you get? |
| Design of Interpersonal Understanding Indicator Questions |
| Can you describe a situation where you face a client who is disappointed with your product? |
| How is the situation? |
| What specific steps do you take? |
| How is the result? |
| Design of Questions on Planning and Organizing Indicators |
| In our work, we are often faced with many priorities that must be done together: Can you tell one or two real cases when you face something similar? |
| What do you do to deal with it? |
| What are the consequences? |

Source: conceptual interpretation, analyzed in 2019

Some things need to be considered in applying the behavioral model of the practical event interview mentioned above. The interviewer needs to inform and explain the interview process in detail that; (1) The interviewer will ask the candidate questions to explore many behavioral samples that the candidate has done in the past; (2) Questions raised are based on behavioral indicators of competencies needed for the position to be filled by candidates. Related to this, techniques and tips in carrying out the behavioral model of the interview event need to be considered carefully; (1) Starting the interview event positively; (2) Trying to get a story line/sample coherently from beginning to end; (3) Guide candidates to reveal stories or samples of behavior coherently and systematically (Spencer & Spencer, 2008).

For the quality of the story/sample to be coherent and systematic, the interviewer needs to note that the question is responded by focusing on actual and real situations so that what is revealed is a real experience in the past and not a hypothetical or abstraction response. Therefore, the interviewer must try to always ask for specific examples, especially if the answer that appears 'unclear' (for example, appears in the answer "Usually, I"). Consistently, asking

and asking specific facts; "When did that happen? Who was involved? What are you doing? What then happens?" Along with that, it is best always to remember to give appreciation and 'reinforcement' to the detailed and specific responses that have been obtained (Zwell, 2008).

In contrast to these techniques and tips, Spencer and Spencer (2009) also caution against avoiding questions that lead candidates to answers that are abstract or analytical/theoretical. As for the question, "Why did you do that?" Or "What should you do?" And such. Also avoid analytical/theoretical questions, such as "What sales techniques do you usually take?", Alternatively, "What factors do you consider in the sales process?". Avoid 'leading questions' or questions that jump to conclusions; For example, the following question "So you try to influence it?" The more appropriate question is, "can you tell a real example where you do the sales process?"

If technically, all the principles are implemented but some problems may arise in conducting interviews, there is a way to manage them in an orderly manner (Blackhurst* et al., 2005; Chenail, 2011; Collins et al., 2004; Mitroff & Denton, 1999). If the candidate cannot disclose the specific case/sample as asked, the interviewer is required to provide an example of the case/sample of the intended behavior and give the candidate time to think. The same thing if the answers are not clear and floating, the interviewer is needed to focus the direction of the interview on specifics and details. For example, if there is a response such as "I feel I must respect my customers," then you should be asked, "Can you give a specific example of when you did that?" How do you do it?"

CONCLUSION

As a form of attention to human resource management (CBHRM) on the quality of personnel to be recruited, careful preparation is needed regarding the following matters; (1) Competency-based interview instruments, which in this study recommend the behavioral event interview practical models as recommended practical models; If this instrument is prepared in a structured manner, then (2) Management needs to decide on the interviewer to be assigned selectively. If the organization's internal personnel do not meet the criteria, the option of engaging a specialized consultant is the best solution; (3) Ensuring that blind professional integrity can be applied throughout the selection process.

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