NOAA HRMO COMPETENCY ASSESSMENT
OVERVIEW
OFFICE OF HUMAN RESOURCE MANAGEMENT
COMPETENCY FRAMEWORK

PURPOSE

The Human Resources Competency Assessment was developed to assist the Human Resource Management Office to:

· Identify Human Resources Management Office (HRMO) competencies and the knowledge, skills, and abilities (KSA) required by those competencies;
· Set developmental needs critical for accomplishing the organizational mission, and
· Provide structure and logic for making effective and efficient individual and staff development decisions.

BACKGROUND

The HRMO Competency Assessment was built based on a competency model developed by the Department of Transportation, which was used by the Western Administrative Support Center in their effort to assess staff competencies. In addition, other competency models were studied in this undertaking, namely models developed by the Patent & Trademark Office; the Office of Personnel Management; the National Academy of Public Administration; and, the International Personnel Management Association. All of these models expressed core themes - or competencies - of leadership, business partner, change agent and HR expert, which you will find in the HRMO model.

The HRMO Competency Assessment consists of a competency guide, survey instrument, feedback/learning plan guidance and competency subsets. The survey instrument will be used to collect the data from the HRMO staff. Supervisors will also assess their employees based on the same instrument. The instrument includes a set of 15 core and technical HR competencies, which are found in the competency guide. Those competencies are:

CORE COMPETENCIES

1. Human Resources Management
2. Customer Relations
3. Business Management
4. Information Technology
5. Leadership
6. Teamwork
7. Planning and Implementing Change
8. Ethical Response/Integrity
9. Organizational Awareness
10. External Awareness
11. Diversity Awareness
12. Managing Self
13. Problem solving and decision making
14. Communication (written and oral)

TECHNICAL COMPETENCIES

15. HR Technical Knowledge and Ability

- Personnel Management
- Staffing
- Classification/Compensation
- Labor Relations
- Employee Relations
- Career Development
- Personnel System Management
- Personnel Support

These competencies represent entry-level through supervisory tasks and fundamental through complex knowledge, skills, and abilities (KSA). A total of 174 competencies are included in the survey instrument.

The survey instrument has two sections:

- **Section I**: gathers information about the staff member, his/her current position, and any training and professional development received during the past five years.

- **Section II**: collects data about each competency as to the approximate frequency (F) that it is used by the staff member, an estimate of its relative importance (I) to his/her work and, an assessment of developmental need (D) to accomplish the HRMO mission.

A fixed value (5 point) scale was selected to collect the approximate frequency for using the competency. A fixed value (3 point) scale was chosen to allow staff members to estimate the importance of the competency and their current developmental needs.

It must be emphasized that the survey results are meant to be viewed as the staff member’s opinion as to what fits or doesn’t fit, and not meant to be definitive or cast in concrete, and not the only source when determining developmental needs.

WHAT TO DO WITH THE RESULTS

You and your supervisor can determine developmental needs by comparing your self-assessment and your supervisor’s assessment. The similarities and differences between your perceived needs and those of your supervisor will provide the basis for determining an effective and efficient development plan. Guidance for these feedback sessions and subsequent learning plans are provided in the assessment package. The results of the
analysis will also serve as a basis for retraining needs, baseline competency standards for
the organization, future hiring needs, feedback sessions with staff members, and
individual self-awareness.

COMPETENCY SUBSETS

While the competency guide reflects a comprehensive set of traits, skills and abilities, we
recognize that not all of them will apply to every HR occupation. As a means to assist
the participants in this assessment, 7 competency models were developed from the
competency guide to reflect HR occupations. Those occupations are generalist;
employee/labor relations; staffing; classification; retirement/benefits; personnel
assistant/technician; and, policy. These models - or subsets - are designed to serve as a
framework in finding the right model for your particular occupation. Supervisors are
encouraged to exercise flexibility in utilizing these subsets, by either adding
competencies from the guide or deleting competencies from the subset consistent with the
needs of the position. Supervisors should seek the input from their employees in
developing the appropriate subset. Each subset contains a modified survey instrument
which reflects only those competencies found in that particular occupational model.

FREQUENCY OF ASSESSMENTS

Since the competency assessment is an individual effort which will produce a wide range
of responses amongst HR staff, we recommend that an annual assessment occur until
both the supervisor and employee believe that any developmental needs have been met.
In addition, assessments may occur with technological change, HR program changes,
reassignments, etc... We encourage flexibility in this regard, but recommend that the
competency models being used by your staff are reviewed annually to ensure they are
accurate and represent the needed competencies. Indeed, as our profession evolves, new
competencies will be necessary and the model itself will be modified to reflect those
future needs. We view this competency assessment as a “living document” - one that will
serve as a catalyst in an ongoing effort to develop a high performing HR staff.