



**UNIVERSITAT
JAUME·I**

**DEFINITION OF COMPETENCY PROFILES:
APPLICATION TO THE COMPANY DIGITAL WAP
CENTER, SL.**

AUTHOR: MARÍA DEL MAR RODA LÓPEZ

TUTOR: INMACULADA BELTRÁN MARTÍN

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1. Abstract

The goal of this study is to obtain the necessary competencies for the posts of: accountant, administrative, responsible of the administration, responsible of marketing, responsible of logistics and personnel of purchases in the company Digital WAP Center SL, as well as the realization of the pertinent recommendations to maximize its labour force.

In order to achieve the proposed objective, some of the techniques proposed by Blanco (2007) were used, specifically the observation, the semi-structured interview and the questionnaires. These were chosen depending on the available resources and their complexity. The techniques were applied to all the people who occupy the mentioned posts, except for the semi-structured interview that only was applied to the personnel in charge of the purchases.

The main results of the study consist in the analysis of competencies, the drafting of the questionnaires that determine the most important competencies of each position and the definition of the profile of requirements for the position of personnel of purchases. This will allow the company to optimize the management of its human resources, especially in the practices of selection and evaluation.

The main limitation that have been found in the study is the limited time available. It has caused that only the aforementioned posts can be analyzed and limited the definition of the profile of requirements to the position of the purchasing staff.

2. INTRODUCTION

Nowadays, the reality is marked by constant changes and a process of globalization that leads to greater competence, both national and international. For this reason, the companies need flexible structures that allow them to be competitive and to adapt to any type of environment. Therefore, the management of competences becomes important in this context, since it is a way of organizing the human resources that allows the flexibility and the adaptation to the necessities of the company (Fernandez, 2005). On the one hand, it operates taking into account the competences, not of individuals. In this type of management, the strategic objectives are set by departments and from these the key competencies are set (Fernandez, 2005). On the other hand, the competencies are personal characteristics resulting from an efficient performance at work being able to deal with reasons, approaches of thoughts, abilities or to the whole applied knowledge (McClelland, 1973). Through this type of management, companies will be able to gain a competitive advantage based on their human resources. The model of management by competencies of human resources differs from the traditional management mainly on the conception of individual, since it considers that the workers are something valuable to the organization and in which it is worth investing money. However, in the traditional model, the workers are one more type of resource in the company and they are considered as an expense, instead of investment.

In a company, to carry out the development and implementation of a competency management system a series of phases must be carried out and will be later presented. This paper will focus on the design of the competency profiles; stage included in the second phase of the model.

Designing the competencies profiles that the company needs for each job is a fundamental task in this model. Moreover, different tasks of the human resources department are speeds up. Different profiles will gather the competencies that each employee must have in order to achieve an effective, efficient and safe performance at workplace. There, it will be established in relation with the structure, strategy and culture of the company by facilitating the integration of the personnel with the other members of the organization.

The aim of this draft is to deepen a little more in the management by competencies and in the multiple approaches that can be found on it, focusing, mainly on the design of the competencies profiles; as it mentioned above. It is intended to apply the development of this phase of the process to the company Digital WAP Center SL, the official distributor of Orange Spain in the provinces of: Castellón, Alicante, Murcia and Baleares. The company already has more than 180 employees. Currently, it has a functional organizational structure with

many hierarchical levels. Nowadays, it uses the traditional human resources management model. In the present study, will be analyzed the necessary competencies for certain jobs (responsible for administration, responsible for the accounting, responsible for marketing, etc.), obtaining a series of questionnaires and carrying out the design of the profile of competencies for the position of "Purchasing staff".

In order to design the competence profiles, it is necessary to obtain information about the jobs to be developed and, to do so, you can choose between different methods of collecting information such as semi-structured interviews, questionnaires, group discussions, job analysis... On the one hand, questionnaires will be used as a guide for conducting semi-structured interviews and will allow more information. On the other hand, here will be employed competency dictionaries and direct observation for the elaboration of questionnaires.

To achieve the objectives of this paper, first will be done a theoretical review on the subject, analyzing the different definitions of the term competences, as well as different types that can be found according to the research carried out by different authors. The principles of the system of management by competencies will be developed, in order to make later a comparison with the system of management of traditional human resources. Thus, the theoretical review will be completed by developing the different stages of the model and making a definition of the competency profile. Once this phase is done, an analysis of the used methodology in this project will be presented and the gained results will be shown. At the end of this paper, the conclusions that release will be presented.

3. THEORETICAL FRAMEWORK

3.1. Definition of competence

In the recent years, competency management is a way to manage the human resources of organizations that has increased its importance due to the current context and for this reason the concept of competence has been analyzed and defined by a large number of authors. In this paper, some of these definitions are going to be reminded to understand better this term and to understand its meaning.

If the analysis will be started from the most general point of view, we can find that the Spanish Royal Academy defines this term as "expertise, aptitude or suitability to do something or intervene in a particular matter". On the other hand, the author Fernandez (2005) argues: "in the business field, competencies are defined as the set of knowledge and professional qualities necessary for the employee to develop a set of functions and/or tasks that integrate their job." But there are many more definitions that can be found, for example, Pereda, et. al. (2011) cites Boyatzis (1982), who defines competence as an underlying characteristic in a person, which is causally related to good or excellent performance in a particular workplace and in a particular company. However, Pereda, et. al (2011) makes its own definition of the term as "a set of observable behaviors that are coincidentally related to good or excellent performance in a particular job and in a particular organization." This last definition is very similar to the previous one, however, a great difference is established, since it ceases to be an *underlying characteristic* and becomes *observable behavior*. Finally, to complete the analysis of the definitions made on the term competence, we see the definition that determines after a rigorous analysis of several authors, Blanco (2007): "integrated set of knowledge, traits and psychological constructs that are highlight when a task is executed or a work is done, and that are causally related to the successful execution of the same".

After the analysis of the concept, this project will take into account the following definition of competence: aptitudes or knowledge, whether underlying or observable, that allow to a person to succeed in the development of a particular activity.

3.2. Types of competence

On the one hand, as well as it is the case of the term, there is a wide variety of types of competence depending on the authors that are considered and, as we will see, there is a great divergence and lack of agreement between different proposals. Below, the classifications of Boyatzis, Spencer and Spencer, Pereda and Berrocal, Mertens, Levy-Leboyer and Fernandez will be discussed:

Boyatzis (1982) differentiates between *essential competencies or thresholds and differential or differentiating competencies* refers mainly to the competencies of the executives of the organizations. The first ones are the ones that have both the workers with a high productivity level as well as those with an average level. They are the ones that achieve average results. On the other hand, differential competencies are characteristic to workers with a higher level of efficiency, it allows to obtain outstanding results.

Spencer and Spencer (1993) define six types of competencies: of achievement and action, of assistance and service, of influence, management, cognitive and of personal efficacy. Below is a brief description of each one:

- ✿ *Competences of achievement and action:* are those that orient the behavior of the people towards the attainment of objectives. They are closely related to the concept of motivation and four competencies can be found within this type: achievement orientation; initiative; concern for order, quality and safety and search for information.
- ✿ *Help and service competencies:* competencies related to feelings of empathy and concern for the development of both people and teams. Two competencies can be found: interpersonal understanding and customer service orientation.
- ✿ *Competences of impact and influence:* They are related to the concern of personal security and the projection of the decisions and own ideas on others. Within this group can found the impact and influence, the organizational awareness and the formation of relations and contact.
- ✿ *Management competencies:* These are the behavior of managers. In these you can find the development of the rest, assertiveness and use of the power position, teamwork and cooperation, and leadership.
- ✿ *Cognitive competencies:* They are related to that knowledge/information that a person is able to assimilate. In this group can be found analytical thinking, conceptual reasoning and professional experience.
- ✿ *Competencies of personal effectiveness:* Those related to the ability to perform a particular task; whether physical or mental. In this group is: self-control, self-confidence, flexibility and organizational commitment.

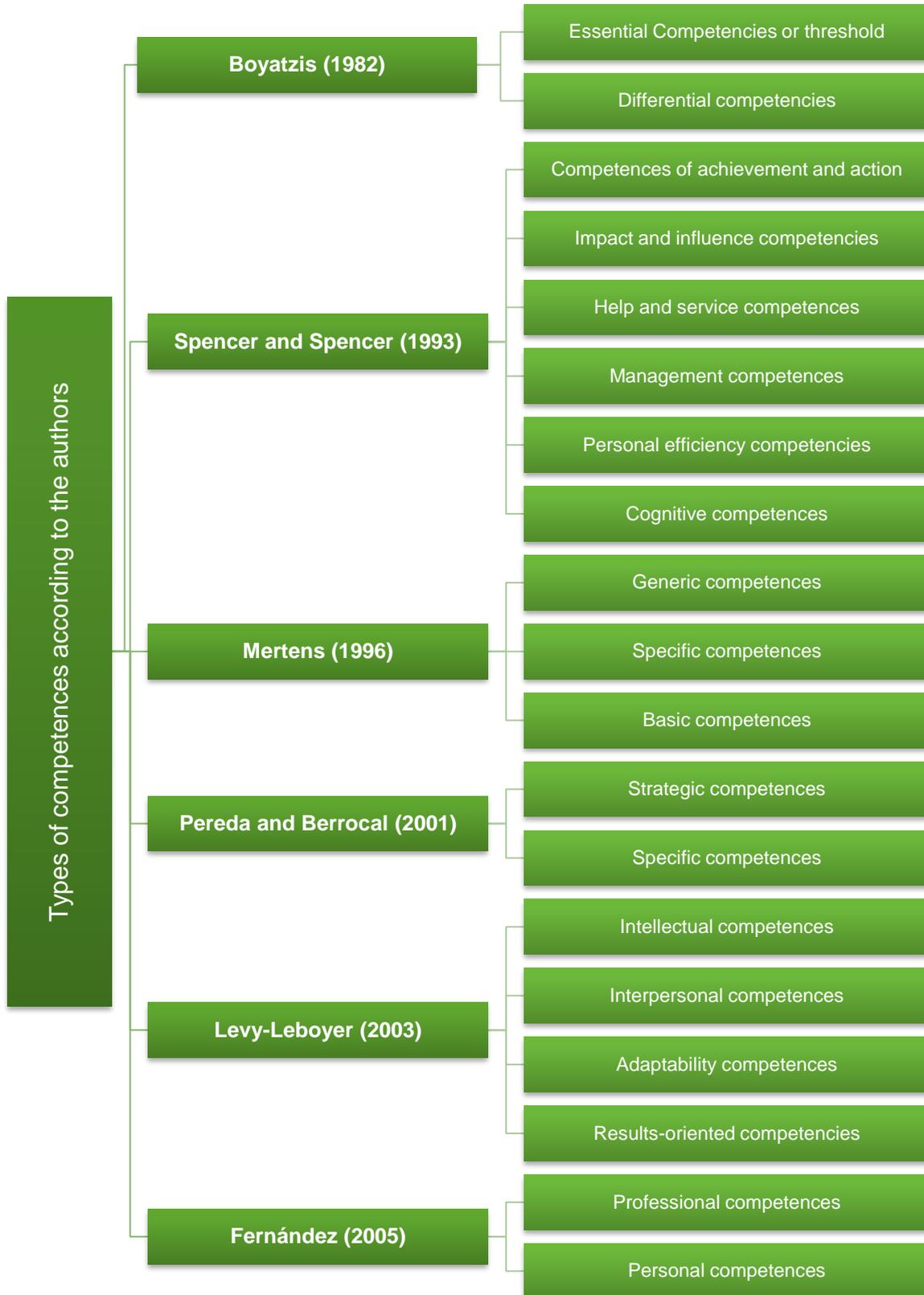
On the other hand, some authors such Mertens (1996) or Pereda and Berrocal (2001) determine the types of competencies according to their relationship with the company's strategy or with the level of productivity of each job in the organization.

Pereda and Berrocal (2001) establish two general types of competencies: strategic or generic and specific. The first are the ones that all employees must have to achieve the strategic objectives of the organizations. Within this type, you can find the orientation to the achievement, to customer, the flexibility, etc. In terms of specific competencies, two types can be differentiated common and technical. The common should have all workers who are located at the same hierarchical level. The ability to organize information could be dealt with, for example, for administrative posts. However, technical competences are those that must have a worker to perform his tasks. They are more concrete than the previous ones and are particular for each job. An example of technical competence would be the elaboration of an order for sales force or billing of orders.

Mertens (1996) defends the existence of three types of core competencies: generic competencies, necessary for all hierarchical levels and for each one of the positions of the organizations (planning capacity); specific competencies are necessary to carry out each specific position (drawing), and basic competencies are the people basic skills of who allow the access to a certain job (reading, writing, oral communication, etc.).

Also Levy-Leboyer (2003) carries out his own classification of competencies differentiating between the *intellectuals ones*, that refer to the capacity of analysis, common sense, capacity of planning and organization, etc.; *interpersonal* that refers to the ability to direct, persuade and decide on all, to the degree of sensitivity and oral communication, etc.; *adaptability*, the degree of adaptation to the circumstances and *results-oriented* which is determined by the degree of energy, initiative, desires of success ... availability.

Figure 1. Types of competences according to the authors.



Source: Own elaboration

To end this section, the classification that Fernández (2005) performs will be taken into account because it differentiates between personal and professional competencies. The first ones come from the academic knowledge that people possess and they are closely related to the ability to "make" them. The second ones make reference to the personal characteristics of each one, they are visible and measurable. They are essential to carry out the daily tasks.

All these classifications of competences would be difficult to be compared, because each author performs it according to the definition of the term of competence that he studies and which is based on various factors such as is the case of Mertens and Levy-Leboyer that the first one performs the classification according to the importance of each one in order to occupy a certain job and the second one classifies them according to the capacities that each one entails. As summarized in Figure 1, the classifications of some authors are quite comparable, however, certain authors make truly disparate classifications.

3.3. Principles of the competency-management model

The competency-management model is a new way of managing people and their relationships within companies. It allows human resources to be directed in a much more effective way and in line with the business strategy. In this model, the people of the organization are valued notably. However, each one of them must contribute to the success of it by providing their maximum qualities, both personal and professional. This type of management makes sense from the consideration of human resources as a competitive advantage for organizations and as one of the few differentiable resources available that cannot be copied because the technologies and other types of resources are easier to replicate.

For companies this type of management is positive because they see the use optimized of their resources and improved coordination between their units. What is more, it allows them to have more flexibility and adaptability to the changes. Nevertheless, perhaps one of the reasons why the companies most use this new model is the motivation of the employees, which, in most cases is notably greater than the traditional model. As has been argued previously, due to the current changing environment, many companies are increasing their investment in people and with this new method they are recognized with greater value.

Fernandez (2005) establishes five principles of management by competencies of human resources:

1. Human resources are an essential part to define the company's strategy, because it

depends on them to a large extent that this is done correctly.

2. Competencies are the main asset of an organization's human resources. This is because in the competency-management model, people's results are considered to depend on the competencies available to them.
3. A job is not indispensable or eternal in an organization. Everyone can stop being useful as they are raised and have to redefine themselves.
4. Compensation should be based on competencies and performance. So, the employees with higher levels of competence and a higher level of performance will be identified.
5. The static management of the posts gives way to another dynamic of the people performance.

3.4. Competency Management model vs traditional HR management model

The traditional human resources management model is known as being stable and inflexible. There are a number of rigid standards that have to be met. What is more, models of action are established and in situations of change, it takes more time and work to adapt. In this model, a series of hierarchical relationships are established. They are the ones that must be followed in the activity's development. There is an orientation to the individuals and the orders. People who are part of the organization are considered simple pawns who do their work for an amount of money, that represents an expense for the company. It is an administrative management of human resources. So, the main responsibility of the manager of this department is the management of payrolls, contracts, etc. In this model, the role of the motivation of the employees occupies a secondary place.

On the other hand, competency management stands out for orientation towards teamwork and relationships. In this model, cooperation is encouraged among the members of the company. Thus, it helps to create informal relationship. Large chains of command are not established, but each employee is responsible for his task; a fact that motivates them and make them to acquire a greater commitment with the company feeling more valued. It is a more strategic direction of human resources, because it allows greater flexibility and adaptation to changes in the environment, because there is no longer a rigid model of action. It is a much more flexible model of human resource management.

The table 1 collects the main differences that can be found between the two models of human resources management of the company, the traditional one and the competences.

Table 1 Main differences between the traditional model and the management of competences of human resources

Traditional model	Competency management model
Stable	Dynamic
Reactive	Proactive
Inflexible	Flexible
Focused on jobs	Competences-focused
Control oriented	Oriented to the participation
HR Administrative management	HR strategic direction
Hierarchical relationship	Bilateral relations or network relations

Source: Own elaboration from Alles, M. (2000) *Strategic direction of Human Resources competency management*

On the other hand, organizations define their own human resources strategy taking into account various factors such as the environment in which they are located, the internal characteristics of the company, the business strategy, etc. This strategy is made in order to obtain efficient and effective results from the human capital of the organization. This strategy will consist of a set of human resource practices (selection, training, evaluation, remuneration and promotion); the most important differences when carrying out these practices are shown below.

As for the selection, the traditional model is made on the academic accreditations that can be presented by the postulants to the position, because it is sought that the employees have a certain knowledge to carry out the tasks of the position that will occupy. It is considered that the tasks to be performed will always be the same, year after year. Nevertheless, in the case of competency management, it is understood that the tasks to be done by an employee can change and for this reason they need to have certain generic competencies. Companies with this latest management model look for employees who will be productive not only now, but also in the future when they have to do another type of activity.

In training, it is the same as in the selection, because, as mentioned, the competency management model does not seek results only for the present, but also for the future. The traditional model has a more reactive point of view, it seeks that an employee has the necessary knowledge to carry out the tasks of his post. The competency model is proactive, and it seeks to equip people with generic skills that are useful to them now and in the future.

In traditional companies worry about giving the training. However, in competency management they are concerned that the employee develops the competency, rather than the training itself. It is also important to add that it is, in the traditional model precedes the work or is apart. Nevertheless, in the competencies model, training accompanies work.

The evaluation in the competency management model is more complete than in the traditional one. It considers both the results obtained and the way to perform the tasks. The traditional model establishes standards (objectives) with which the results obtained are compared. The aim of this practice is to carry out a control of the workers. On the other hand, in the competency model, the objective of the evaluation is a better development of the tasks by the employees. Finally, we take into account the results obtained but, above all, it takes into account the way of acting and the potential of each individual, it is therefore a much more subjective evaluation. The 360° system is used, which results in the evaluation of a greater number of people, such as: peers, external and internal clients, the same employee, subordinates, supervisors, etc. The aim is to obtain a greater amount of information in order to achieve a more complete evaluation.

With regard to remuneration, the traditional model is based on job. In other words, a higher position would result in a higher salary. On the contrary, in the competency management model, the competencies and capacities to perform the tasks, regardless of the job position occupied, are rewarded. In this model, a higher position does not mean a higher salary

Finally, the promotion also differs greatly in both models, since in the traditional model it is about vertical promotion, where the workers go to occupy positions at higher levels. On the other hand, in the competency management model is vertical, horizontal and professional careers, because it seeks the development of the competencies. So, it can carry out tasks of other jobs, either in the same or in another company. Employees can be promoted by going to another place of work, without the need to be at a higher level.

To finish with this subsection, in the table 2 it can be seen a summary of different practices that are made in the two models of management.

Table 2 Differences in human resource practices between traditional and competency-based management.

	Traditional management model	Competency management model
Selection	Based on academic history	Based on generic skills
Training	specific position	Generic knowledge
Evaluation	Based on results	360° system
Retribution	Depending on the position	Depending on the skills and capabilities
Promotion	Vertical	Vertical, horizontal and professional

Source: Own elaboration.

3.5. Stages of a management model of human resources management competencies

In the same way, as with the types of competencies, here are a wide variety of authors who have made proposals for possible steps for the application of the model, such as Pereda et al (2011), who establish that: first, define the values, mission and vision of the company, as well as objectives and strategy. Then, the employees should be informed that the competency management model will be implemented. After that, define the generic competences and once determined, we will be able to move to the definition of the profiles of requirements of each workstation, collecting the necessary information. Finally, the catalogue of competencies will be developed and systems for evaluation of competencies and performance will be established.

However, in this case, the study is going to focus on the proposal made by Fernandez (2005), because it is considered to be exposed in a very interesting and easy to understand. Therefore, in order to implement the human resources management model by competencies, it is necessary to follow five general steps (Fernandez, 2005):

The first phase (phase 0) is to design the project, to define the scope of the tasks to be carried out in order to adapt the methodological approach to the specific characteristics of the company. Within this phase takes place the first contact with different departments of the

organization and the collection of the necessary information to carry out the design. Also at this stage, a general presentation of the agreed work plan, the objectives and results of the project will be held. This last part will mark the first part of this paper.

The next stage to carry out the application of the model (phase I) is to carry out an analysis of the current situation. Initially, all the necessary information is collected, to later carry out the analysis. When this has been made, a report will be elaborated and presented to the managers of each department. The reports will collect different information about the organization and human resource practices carried out in the enterprise until the new management model will be applied. The following actions will be carried out within the analysis of the current situation:

- Analysis of the strategy. In the first place, the vision will be analyzed, because it allows to identify those competencies necessary to achieve the mission of the company. Subsequently, the strategy, the values, the organizational chart, the economic model that follows the organization and the technological requirements necessary to get everything to work will also be reviewed.
- Analysis of the Integral Control Panel¹ (CMI). The CMI of the company must be analyzed and draw up the Human Resources table in all its dimensions (economic, operational, quality of service and innovation).
- Analysis of the organization and the developed processes, which will consist in conducting a revision of the organizational structure, as well as of the different positions that make up the company, review the main functions and processes that are carried out within the organization; to make a first approximation to the human resources of the organization, as well as the policies carried out in this department and the labor relations established between them.
- Alignment of human resource policies and strategy to achieve successful objectives.

The next phase (phase II) is related to the definition of the basic elements of the model, i.e. at this stage the foundation of the model is established. Within this phase are three stages: directory, manual and competency profiles.

The first stage of this phase consists in the elaboration of a directory, where you will be able

¹ It is a management model that transforms the strategy into related objectives, which are measured through indicators and linked to action plans that make it possible for the behaviors of the people who form the organization to align themselves with the strategy

to find the technical and generic competencies necessary to perform, with success, the different functions and processes of each one of the departments of the company. In order to develop this directory, you will need to perform the following tasks:

1. Identification of technical competencies.
2. Identification of generic competences.
3. Definition of technical and generic competencies.
4. Leveling of technical and generic competencies.

The next stage of phase II is to analyze and describe each of the jobs that make up the organizational structure of the company, in order to obtain a catalogue where we can find all the positions that can be located in the organization. Each workstation will be technically described in the catalogue. To perform the same, Fernández (2005) recommends to follow these three steps:

1. Analyze the current jobs, obtaining information about the tasks that are done in each one, as they are done and finally doing these tasks. The most common methods of obtaining this information are questionnaires, interviews and observations.
2. Elaborate the inventory of posts, from which, a new organizational structure is elaborated.
3. Describe each of the posts, from three elements: content (mission and functions of the position), requirements (competence profile and other training and/or legal requirements) and context (organizational situation of the company, working conditions, interrelationships, etc.).

And, the last stage of this phase is the elaboration of the profiles of competencies, by means of which the degree of adequacy between the jobs and the people is determined. The competency profiles will be defined more exhaustively in the next subsection.

The model requires the use of two categories of profile: the profiles of the workstations, which are the necessary requirements for successfully performing assigned tasks; and the profiles of the people, it is the personal characteristics of each worker, which are usually unique, as there are no two people with exactly the same characteristics. To perform this stage of the process, the following tasks are performed:

1. Definition of the profiles of the jobs. It is known as positioning, because it is to determine the necessary level of each of the competences of the board to perform

in an optimal way the tasks.

2. Obtaining the positioning criteria. The objective of these criteria is to help to determine the level of competencies required for a given job because the technical and generic competencies differ greatly, there are different criteria for each type. However, there are also some common ones for both of them.
3. Determination of tools to define personal profiles. These tools, in the same way as the criteria, will be different for obtaining generic and techniques competencies, to identify the latter will be used professional history update tabs, validation tables of qualifications and courses, etc. On the other hand, the evaluation of generic competencies will be carried out by means of observations.

Phase III consists of the implementation of the model and, for this, 5 stages are carried out: classification framework, remuneration system and mobility, unemployment management, professional development and selection model.

The classification framework seeks to organize the jobs of the organization according to its essential and personal competencies. This is done to achieve greater internal equity and reduce hierarchical levels

For the remuneration system, this is based on competencies, and to design it, Fernandez (2005) recommends these activities:

1. Analysis of the current remuneration system to determine the salary structure used at the time when it is decided to apply the competency management model.
2. Determination of the remuneration package, differentiating between what the employee is (salary according to the professional profile), does (salary per job) and gets (personal salary). The latter allows the company to promote employees without having to change from one job to another because it is economic rewards.
3. Definition of the salary structure. It is done from the classification framework.
4. Definition of promotion criteria because the promotion is carried out according to the competency management model, the contribution of the people to the results obtained and their progression in the competencies will be taken into account.

The second part of this stage is mobility, and this can be carried out in different ways: by exchange of jobs, with training after the occupation of the job and with prior training to the occupation of it. The type of mobility depending on the distance between the position profile

and the staff will be determined. Additionally, employees may be promoted through vertical careers (change from one professional group to another) or horizontal (changes within the same professional group).

Performance management aims to improve the organization's individual and global results by measuring and comparing results. It also seeks to consolidate the culture of evaluating employee achievement to guide them towards development. In order to achieve effective performance management, continuous communication between chiefs and collaborators must be maintained in order to carry out the planning, monitoring and evaluation of the behaviors and final results.

Professional development consists of developing development plans, either individual or jobs, in order to improve the competence levels of the members of the company.

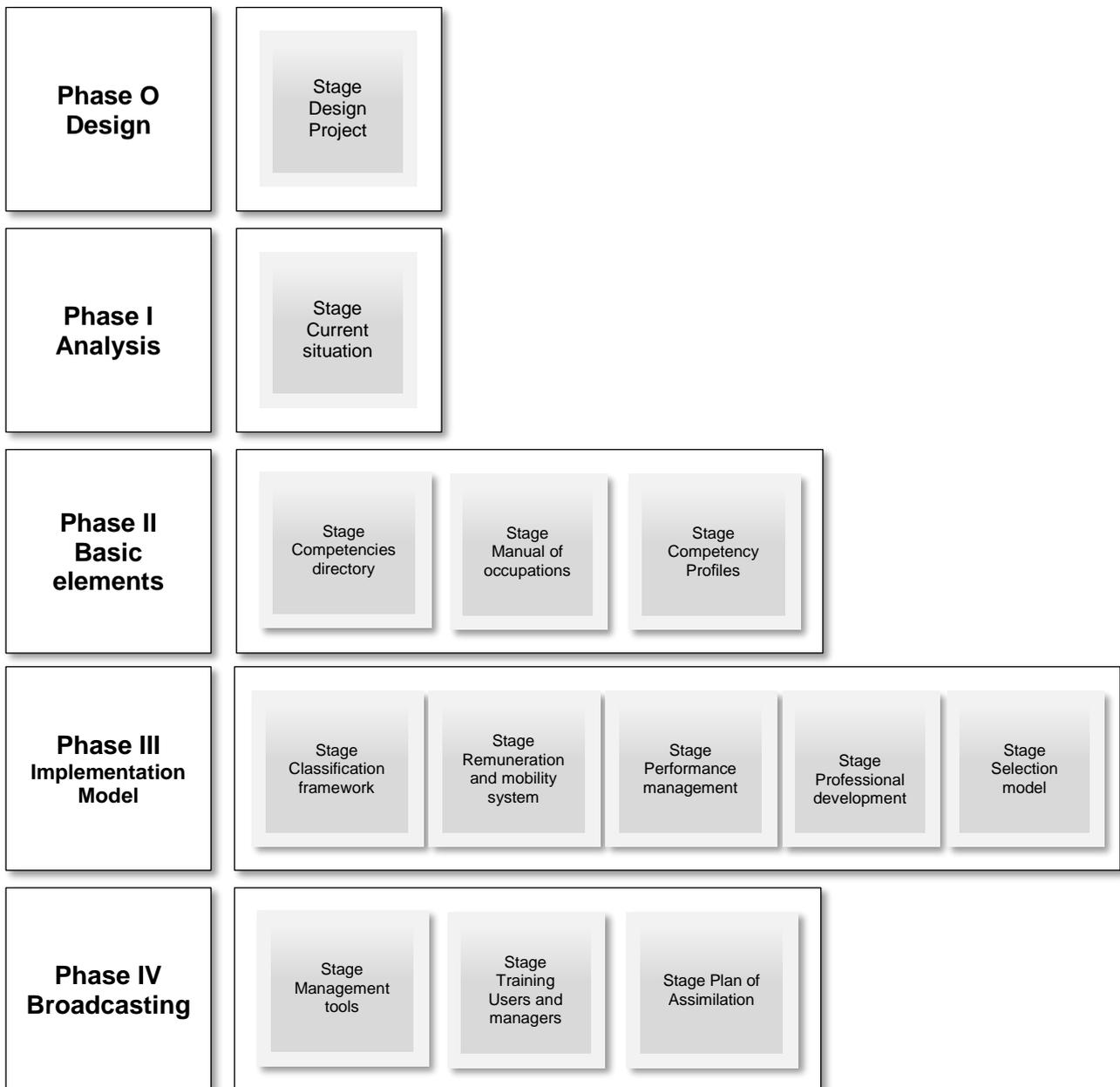
Finally, the last stage of this phase is the selection model, in this case consists mainly in the analysis of the correspondence level of the competency profile of each candidate to the position and the competence profile of that job. To achieve an effective selection process, Fernandez (2005) recommends to follow these steps:

1. To develop the minimum access profile, which will be to determine what the company requires that, at the very least, candidates have to join a job.
2. Adapt the evaluation tools available to the company for each specific candidate.
3. Determine the candidate's personal profile.

Finally, in the final phase of the model (phase IV) the diffusion will be carried out. This phase consists of three stages: management tools, user training and accountability and assimilation plan. In this last phase, it is intended to provide to the managers of each department those tools that they need to be able to implement the model successfully to all the members of the Organization, both responsible for the department and subordinates, on the operation of the model. This is done in order to execute the plan created, adapting it to the needs of the company at all times.

Below, in Figure 2, it can find the different stages and stages of the process of the implementation model of human resources competency management.

Figure 2 Phases of a project of competency management.



Source: Fernández, 2005.

3.6. Definition of competences profile (Fernández, 2005)

As it mentioned above, the definition of competency profiles is one of the steps necessary for the implementation of the human resources management model by competencies. This section will define the concept of competency profile.

In order to go deeper into this term, it will differentiate between the profile of individual

competencies and profile of a job.

The competency profile of an individual contains the recognized level of certain competencies. These competencies will be linked to higher performance in the workplace.

On the other hand, the proficiency profile of a job represents the necessary level that a person must gather from each competence that appears in the directory to occupy that position and achieve optimal results. It consists of a set of numbers, which together with the vector represents the required level of each competence. This category of profile is used to carry out the selection of new personnel, to evaluate the performance and the potential of the workers, to design remuneration systems, to design jobs, etc. Generic and techniques competences will be used mainly to develop them. Information about what and what is done at work is included in the profile of a proficiency profile.

4. Methodology

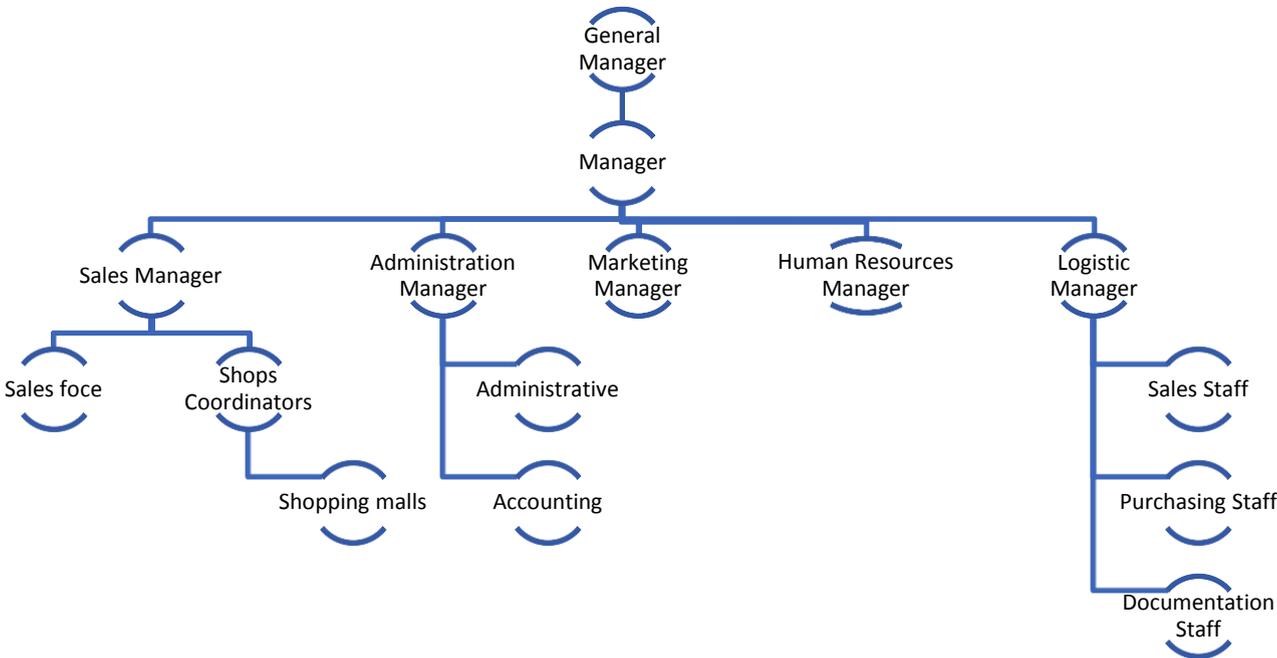
In this section, a contextualization of work will be made through a deep analysis of unit, Digital Wap Center SL. Then, will be carried out a description of the methodology that has been used in order to obtain the information necessary to identify the key competencies of the selected jobs.

4.1. Description of the unit analysis

The company to which the analysis is going to be applied is Digital Wap Center SL, as it is mentioned above. This company is one of the main distributors of Orange Spain. They have a total of 34 stores between the provinces of Castellón, Alicante, Murcia and Baleares. In addition, it has three groups of sales forces for companies: one in Baleares, one in Valencia and another one in Castellón.

Currently, the company has a functional organizational structure, comprising the marketing, administration, logistics, commercial and human resources departments. The following is an organization's organizational chart.

Figure 3 Organization chart of Digital Wap Center SL.



Source: Own elaboration.

The following are the tasks performed by those responsible for the areas that can be observed in the organization chart:

- ★ *Responsible for administration* is responsible for coordinating all activities related to the administration of the company. The head of this post cooperates very closely with the human resources manager to make the decisions related to the human capital of the organization. In addition, the person in charge of this position has a double function, because it is also responsible for the correct functioning of the staff office.
- ★ *Human resources manager* is the person particularly responsible for recruiting and selecting new employees. This person goes to the area where new employees are needed to be able to perform the relevant interviews and to get the best profiles for the job.
- ★ *Marketing manager*, is the responsible for this area, is responsible for advertising the company through social networks, creating promotional campaigns through radio, television and other media, updating the website of the company, etc.
- ★ *Logistics manager* is the person who occupies the job and it is responsible for

purchasing and supervising the tasks of other members of the department, i.e. supervising the control of boxes, the purchase of accessories and terminals for sales force, the control of orange commissions, etc.

- ★ *Commercial responsible* is responsible for supervising all the commercials of the company, mainly those who are part of the sales force teams, both the one that is located in the head office in Castellón de la Plana, like the one in Paterna and in Baleares.

In most cases, each department consists of the responsible and several other members. However, in the case of the marketing department and the department of human resources, they are only formed by their respective managers. Nevertheless, in the case of marketing, it is supported by the logistics department and in the case of human resources by the administration; as has been commented initially.

In the present project, it will analyze the necessary competencies to perform a correct performance in six different jobs and it will carry out the realization of the profile of demands of one of them. The jobs that will be analyzed are: responsible for logistics, purchasing personnel, head of administration, administrative, accounting and marketing responsible. On the other hand, the definition of the competence profile is focused on the position of purchasing personnel, since it is a central and very important place in the company due to the magnitude of the consequences of its actions. This is done only due to the limitations that have been found, especially of time, because the workers had limited time. Another reason why the analysis is done only from this job is that doing it with all of them would exceed the usual length of this type of work.

4.2. Research Methodology

To carry out a correct collection of data in order to establish the necessary competencies for each position, as well as the subsequent definition of the competence profile, the methodology to be used in the study has been determined, and it is based on the techniques proposed by Blanco (2007), as follows:

4.2.1. Observation

This technique consists of analyzing and inspecting the employee's behavior when performing the tasks of their jobs. In order to simplify the subsequent treatment of the data acquired, this technique has to be carried out in a systematic way, determining the aspects and modalities of the employee's behavior that should be identified as units of analysis (Blanco, 2007). The

observation is done by studying carefully a job and guided by a list of activities to be verified (Fernandez, 2005).

A positive aspect of this method of collecting information is the accuracy and likelihood of the data collected, as it reduces the risk that the results are influenced by the employees (Fernandez, 2005).

However, it also has multiple negative aspects, such as the large amount of time needed to obtain the data, which implies an increase in the cost of the study (Fernandez, 2005). Another great disadvantage of this model is the subjectivity added by the observer, because certain behaviors can be perceived in different ways depending on the person who observes them. So, it is of great importance the experience and skill of the analyst (López, et al., 2002). In addition, this method does not permit the collection of information on the importance or difficulty perceived by the employees on the tasks; nor to identify the reasons that motivate them to act in a certain way (Blanco, 2007).

4.2.2. Questionnaires

The questionnaires include certain competencies, which are considered necessary for the correct performance in a given job and the employees are requested to determine which are the most appropriate by determining their order of importance (Blanco, 2007). The questionnaires have to be clearly written, using sometimes certain specifications, for a greater understanding when the employee complete them (Fernandez, 2005).

Questionnaires can be divided into two parts: one in which the most important competencies for the position are identified and ordered according to the employee, and the other in which they determine the most appropriate behaviors for each of the competencies that have been determined as important in the first part (Pereda and Berrocal, 2001).

The main advantage of this technique is the low cost and relative speed to obtain information about a large number of employees. The standardization that it assumes is another of the positive aspects to take into account of this method, because it allows to facilitate the analysis and subsequent treatment of the obtained data (Blanco, 2007).

However, it also has importance the negative aspects, such as the great influence of the person writing the questionnaires on the results to be obtained, as well as the selection of employees to carry out the questionnaire. Moreover, it is important to consider the bias in the results obtained, as a result of the failures, lack of memory, lack of understanding of the statements ... of the people who perform them. Finally, the last drawback that can be

commented is the lack of information about the reasons that motivate the employees to choose their answers (Blanco, 2007).

4.2.3. Semi-structured interviews

Interviews allow the verbal contact between the analyst and the respondent. This technique is not opposite to the previous one, but can be used in a complementary way (Fernandez, 2005). This allows to obtain more complete data than the questionnaires, because the interviewees follow the same guidelines that in them. Nevertheless, they explain the reasons for which they assign a certain importance to each competence and thereafter to each behavior (Blanco, 2007).

The advantage of this method of collecting information is the large volume of data it provides, as well as its greater consistency, because, as it mentioned above, it allows to obtain the reasons why the employee provides such information (Blanco, 2007).

The main disadvantage is the large amount of time needed for both data collection and subsequent treatment. In this case, the person conducting the interview also takes great importance, because it has to try not to influence the answers of the employees, to be as truthful as possible, as well as to ask the same questions to all, in the same order, tone ... because any aspect can influence the answers (Blanco, 2007).

4.2.4. Critical incident interviews

It is a type of semi-structured interview that is aimed to identify the necessary competencies of a given job for superior performance (Blanco, 2007). To identify these competencies, the interviews obtain information about what they thought, felt, said, did and provoked the employee at the time of the activity (Sastre and Aguilar, 2003).

As a positive aspect, it can be emphasized that, as a result of the high participation of the staff, the obtained results can be very useful (Sastre and Aguilar, 2003).

The main drawback of this technique is that the data collected can be subjective and therefore unreliable. In order to obtain real and useful results, a high capacity for analysis and description of competencies is required. Another negative aspect, is the great amount of time that it takes. Finally, its capacity to apply for future events is very limited, due to the fact that it is based on the collection of data based on past events (Blanco, 2007).

4.2.5. Group discussions

This technique is used to get the participation of the organization's human team to determine

which competencies are most suitable for each job. This method aims to obtain a wide variety of points of view while motivating employees with their participation in the decision-making of the company (Blanco, 2007).

Group discussions involve people related to the workplace on which the most appropriate competencies are to be determined for higher performance, from workers in the post or related to the job, to executives or customers (Blanco, 2007).

This technique allows obtaining a higher level of acceptance, as well as a greater degree of motivation, due to the participation of the employees in their development (Sastre and Aguilar, 2003; White, 2007). Moreover, it allows to obtain data to determine future competencies and its relative cost is low (Sastre and Aguilar, 2003).

However, despite the advantages of group discussions, its validity can be moderated because it will depend on the sample representativeness (Blanco, 2007).

4.2.6. REP technique or Kelly “Rack”

The REP technique is a tool that is used to perform personality assessments and cognitive complexity, it is related to Kelly's theory about personal constructs. (Blanco, 2007).

The application of this technique to the analysis of competencies is considered to make possible the workers finding characteristics considered more effective against the less effective ones and, therefore, to identify those qualities that will allow a person to perform the tasks of his position more effectively (Lévi-Leboyer, Gosse and Natural, 1985).

However, there is a need for the collaboration of a group of experts who know the job in depth (Blanco, 2007).

4.2.7. Psychometric evidences (test)

These tests consist of presenting a series of complex and standardized situations to the subjects, in order to observe and analyze how they respond to them. In this way, it is possible to identify which competencies are related to a better performance at work (Blanco, 2007).

The main advantage of this method is the speed and objectivity of the necessary data, the use of computerized templates that correct the it and which provide the graphic profiles of each employee (Blanco, 2007).

However, in some cases, in order to obtain the desired information, a demanding process of data processing is needed; of which, the cost is high (Blanco, 2007).

4.2.8. Workstation analysis

The analyses of the workstations consist of the systematic observation of employees with a higher performance at work, which are chosen by an experts' panel. Once they have been observed, the workers must explain the reasons why they act in that way. Of these reasons, the key competencies of success are extracted (Blanco, 2007).

In spite of this, to obtain valid results it is necessary that the sample to which it is analyzed to be representative, as well as the objectivity in the interpretation of the collected data. A certain level of experience in the field is also needed to achieve a successful interpretation. In addition, for its proper development, it is necessary to involve a large number of professionals. So, it is a long and high-workload technique (Blanco, 2007).

4.2.9. Database or competency dictionaries

There are a large number of technical consultants and publishers that provide large volumes of databases and competency dictionaries, which have been collected as a result of costly research processes. These databases include those competencies that are considered important in different companies (Blanco, 2007).

The main advantages of this information collection system are the speed, ease and the low cost of use. It can also be used as a basis for using other tools, such as questionnaires or semi-structured interviews. However, the validity of its application in exclusivity will depend on the organization, since there are great differences in the characteristics of organizations (environment, mission, vision, working climate, etc.), that will demonstrate the need to complement this technique with another of the aforementioned instruments (Blanco, 2007).

Table 3 Advantages and disadvantages of data collection techniques.

Advantages	Disadvantages
Observation	
<ul style="list-style-type: none"> ☞ Data accuracy and likelihood 	<ul style="list-style-type: none"> ☞ It takes a lot of time. ☞ Possible subjectivity added by the observer. ☞ Importance of the interviewer having experience and a high degree of skill. ☞ It does not allow to collect information about the difficulty that employees perceive.

	<ul style="list-style-type: none"> Does not allow to find out the reasons that motivate employee behaviors
Questionnaires	
<ul style="list-style-type: none"> Low cost Speed in obtaining data. Facilitates the subsequent treatment and data analysis Standardization of the data. Applicable to a large number of employees. 	<ul style="list-style-type: none"> Great influence on the person who writes the questionnaires. Great influence on the person who selects the employees who are going to pass the questionnaire. Failures derived from lack of memory, lack of understanding of some statements, etc. It does not allow to know the reasons why employees offer the given answers.
Semi-structured Interviews	
<ul style="list-style-type: none"> Verbal contact between the analyst and the interviewee. It allows the collection of a large amount of data. Greater consistency of obtained data. 	<ul style="list-style-type: none"> It takes a lot of time. Possible interviewer's influence on the answers provided. Costly technique.
Critical Incident Interviews	
<ul style="list-style-type: none"> High staff involvement. Result with high degree of validity. Get a lot of information. 	<ul style="list-style-type: none"> Possible data subjectivity. You need a person with a high degree of analytical ability and competency description. It takes a lot of time. The information has a limited degree of application to future situations.
Group discussions	
<ul style="list-style-type: none"> Participation of persons related to the position (both internal and external). High level of acceptance. Employee motivation. Relatively low cost. The information can be applied to future competencies.. 	<ul style="list-style-type: none"> Validity will depend on the representativeness of the sample.
REP technique or Kelly "Rack"	
<ul style="list-style-type: none"> It allows to identify those competencies that make a person to make superior performance. 	<ul style="list-style-type: none"> The participation of expert groups is needed.
Psychometric Testing (Tests)	
<ul style="list-style-type: none"> Speed in obtaining data. Objectivity of the obtained information. 	<ul style="list-style-type: none"> High cost. Sometimes the process of data processing is very complex.
Jobs Analysis	

<ul style="list-style-type: none"> ☞ Get a lot of information. ☞ Can be known the reasons that motivate employees to decide in certain ways. 	<ul style="list-style-type: none"> ☞ A representative sample is needed for a high degree of validity. ☞ A certain level of experience is required to interpret the data. ☞ It takes the participation of a lot of professionals. ☞ It's a long and expensive technique.
Database or Competency Dictionaries	
<ul style="list-style-type: none"> ☞ Easy and quick to use. ☞ Low cost. ☞ It can serve as a basis for other techniques. 	<ul style="list-style-type: none"> ☞ Success will depend on organizational characteristics (environment, mission, vision...).

Source: own elaboration

Once the different data collection techniques used for the study were identified, as well as its advantages and drawbacks, it was determined that the best option for obtaining the necessary information was the combination of several of the previous techniques and to be able to compensate the strengths and weaknesses of each one of them. In this case, observation, questionnaires and semi-structured interview were used. These techniques were selected considering the time and the economic resources available to them. The type of posts that were analyzed were also discussed.

To start with the research in the company under study, a meeting was held with the head of administration, due to its double role in the company (as I mentioned above, also the general manager of offices). Here, the project was exposed and the necessary procedures to carry it out. Subsequently, employees were also informed about the analyzed positions.

Once there were evidences of the process that was going to take place, he began the observation of the people who occupied the positions for which the profile of demands was to be defined. This data was collected on the tasks that each person performed and on their behaviors, as well as the maintained relationships in the organization. The collected information in the direct observation together with the classification of competencies carried out by Pereda and Berrocal (2001) was used to make the questionnaires.

The questionnaires were designed to be used in the conduct of semi-structured interviews. However, it was only carried out for the purchaser, since it is the position for which the definition of the competence profile is to be made, as it was previously mentioned. The other questionnaires were passed on to the employees to fill them out, but in cases where doubts arose about certain issues they were solved.

5. Results

Once the methodology described in the previous section has been applied; the results obtained in this study will be exposed. In the first part, the generic competences that have been identified in the organization will be presented and the specific competencies of each workstation will be exposed. In the second part of this section, the questionnaire model used for the purchasing staff is drawn, as well as the elaboration of the requirements profile of this position.

The generic competencies identified in the organization are energy and planning/organization. These were identified by analyzing the mission, vision and culture of the company, as well as in the subsequent observation of the jobs. In the case of energy, it is fundamental because of the high level of work in the organization and the need to maintain a good rhythm in a constant way. As for the planning and organization, the company is also of great importance, since each one must be clear about its objectives and determine how to reach them, taking into account the problems that appears. Both competencies are fundamental as they are necessary for the part of the company formed by the commercials, as for the office personnel that is in charge of the activities of support (provisioning, management of the human resources, development ... etc.). Commercials need energy to achieve their daily goals, but instead they also need great planning to reach them. Office staff also need such energy to maintain their level of activity and to bring adequate resource planning to provide vendors with the needed services.

In relation to the specific competencies, through the analysis of the information obtained with the realization of the direct observation and the one provided by the company itself on the jobs, it was obtained that the following competencies are not only the most necessary, but also the most appropriate to perform a superior performance in each job. In table 4, it can be seen the specific competencies determined for each workstation:

Table 4 Specific competencies for each workstation

Workstation	Specific competences
Administration	
Head of Administration	<ul style="list-style-type: none"> ☼ Communication ☼ Decision ☼ Initiative ☼ Troubleshooting ☼ Leadership

Administrative	<ul style="list-style-type: none"> ✿ Attention to detail ✿ Collaboration ✿ Collecting information ✿ Troubleshooting
Accounting	<ul style="list-style-type: none"> ✿ Learning ✿ Collaboration ✿ Stress strength ✿ Troubleshooting
Logistics	
Logistics Manager	<ul style="list-style-type: none"> ✿ Decision ✿ Troubleshooting ✿ Excellence ✿ Persistence
Purchasing staff	<ul style="list-style-type: none"> ✿ Communication ✿ Collecting information ✿ Teamwork ✿ Flexibility ✿ Decision
Marketing	
Marketing Manager	<ul style="list-style-type: none"> ✿ Learning ✿ Communication ✿ Customer Orientation ✿ Collecting information

Source: own elaboration

In order to understand the meaning of generic and specific competences, the dictionary of competencies of the company is elaborated, shown in table 5:

Table 5 Competency dictionary of Digital Wap

COMPETENCY DICTIONARY OF DIGITAL WAP (Pereda and Berrocal, 2001)	
Competence	Definition
1. Learning	Ability to acquire new knowledge and apply new information in the development of effectively work.

2. Attention to detail	Ability to perform the job's own activities by paying attention to all affected areas, reviewing each process and task. Pay attention to all work aspects.
3. Collaboration	Ability to work efficiently and efficiently with people of different hierarchical levels from different disciplines.
4. Communication	Ability to report clearly and consciously, both orally and in writing. To obtain information about the formation and interests of people of different hierarchical levels and from different departments.
5. Decision	Ability to make decisions quickly and issue judgments, although they may be difficult or unpopular among the other members of the organization
6. Energy	Ability to maintain a certain level of activity in the development of tasks. It shows the control, the resistance and the working capacity.
7. Excellence	Ability to perform the tasks of the workplace in the best possible way, trying to overcome the pre-established objectives and obtaining the highest attainable levels of quality.
8. Flexibility	Capacity to adapt the behavior to different situations that can appear, maintaining the effectiveness and the efficiency in all of them.
9. Initiative	Ability to take responsibility for the job, without having a direct supervision, committing to its functions. To take with autonomy the decisions that correspond to him.
10. Leadership	Ability to guide the team in carrying out their respective activities; structuring them and delegating responsibilities to achieve established objectives. Create and maintain team spirit.
11. Customer Orientation	Ability to identify the current and future needs of real or potential customers and satisfy them, offering a high-quality service that allows to achieve their satisfaction.
12. Planning/Organization	Ability to identify priorities and determine how to achieve fixed targets, taking into account resource limitation.

13. Persistence	Ability to resist obstacles, persisting in performing task until completed.
14. Collecting information	Ability to get the information needed to reach each target from a large number of sources and using different procedures.
15. Tensile strength	Ability to maintain a good level of activity in situations of pressure, failures, difficulties, conflicts, etc.
16. Troubleshooting	Ability to analyze different aspects of the problems in order to be able to choose the best possible solutions, taking into account the limitation of resources.
17. Teamwork	Ability to work with other people, collaborating and acting kindly, and sharing the resources available to them in order to achieve the previously set objectives.

Source: own elaboration from Pereda and Berrocal, 2001.

After the analysis, a total of 17 competencies were obtained and, also, the behaviors associated with them. With this information, the questionnaires were written to obtain more information about the positions of manager of administration, administrative, accounting, logistics manager, purchasing staff and marketing manager with the aim of elaborating the profiles of requirements.

The questionnaires were divided into two parts. In the first one, the employees had to determine whether the proposed competencies were key to the development of their work or not, and to identify the order of importance. In the second part, they had to identify the order in which certain behaviors were important within each competence. In addition, each employee had the option of adding competencies and/or behaviors that had not been proposed. The questionnaires contained the necessary instructions to be able to fill them without needing help.

In the results commented on the specific competencies, it can be observed that some of them are repeated in more than one workstation, because it is considered that this competence is important for various positions. The following table shows the competence map, where can be easily observe the distribution of competencies in the different workstations:

Table 6 Map of competences.

WORKSTATION		Responsible for the administration	Administrative	Accounting	Logistics Manager	Purchasing Staff	Marketing Manager
SPECIFIC COMPETENCES	Learning			X			X
	Attention to detail		X				
	Collaboration		X	X			
	Communication	X				X	X
	Decision	X			X	X	
	Excellence				X		
	Flexibility					X	
	Initiative	X					
	Leadership	X					
	Customer orientation						X
	Persistence				X		
	Collecting information		X			X	X
	Stress strength			X			
	Troubleshooting	X	X	X	X		
	Teamwork					X	

Source: Own elaboration.

The next step is the elaboration of the requirements profile for the position of purchasing personnel, as it was commented above. What is more, to obtain the information, a semi-

structured interview was carried out supported in the questionnaire (annex), in which the student took the role of interviewer. In this interview, the interviewee was asked first to explain what competencies he considered to be key to his position and to order them according to the importance that he gave to each one. Then, he was asked to explain the reasons for his decision. In the second part of the interview, the key behaviors of each competence were exposed and the employee was asked to determine if these were important and that he orders them according to their transcendence. Finally, he exposes the reasons that induced him to make such classification. So, the result obtained is shown in the following figure (4):

Figure 4 Requirements profile of the purchasing staff position.

REQUIREMENTS PROFILE OF THE PURCHASING STAFF POSITION
Mission:
Provide commercials with the needed products for their subsequent sale, as well as the search and selection of suppliers that will make it possible to obtain greater profits from the purchase and to control the stock of the different points of sale by ensuring the correct maintenance of the same.
Main functions:
<ul style="list-style-type: none"> ★ Purchase of the necessary products to carry out the activity ★ Negotiation with suppliers. ★ Stock control of the points of sale through periodic inventories. ★ Management of problems related to the stock of the sale points (defective products, repairs, balancing of stock, etc.). ★ Check the stock and make transfers between the points of sale. ★ Obtain and transfer reports to management on stock value and purchasing forecast ★ Purchasing budget control.
Organizational situation:
<pre> graph TD Management[Management] --- Dept[Department of logistics] Dept --- Staff[Purchasing Staff] </pre>
Material means:
Computer, specialized software, office equipment, telephone and printer.

Entrance:
Ordering products (terminals and accessories) on the part of the points of sale.
Outputs:
Fulfillment of orders to the suppliers.
Internal relations:
Sales point, employees, administration, management, marketing manager.
External relations:
Suppliers.

Source: Own elaboration from Fernandez, 2005.

WORKSTATION SKILLS (sorted from major to minor)

Order	Position competence
1	Planning/Organization (Generic)
2	Decision
3	Flexibility
4	Power (Generic))
5	Teamwork
6	Communication
7	Collecting information

KEY BEHAVIORS ASSOCIATED WITH EACH COMPETENCE

(ordered from major to minor)

1. Planning/Organization	
Ability to identify priorities and determine how to achieve fixed targets, taking into account resource limitation.	
ORDER	BEHAVIORS
1	Setting priorities, setting partial and total objectives in short, medium and long term
2	Identify and carry out the necessary activities to achieve the objectives of the team/department and the company.

3	Distribute the tasks, taking into account the available times, both their own and those of the companions.
4	Provide the necessary resources to achieve the objectives set within the established deadlines.
5	Organize and coordinate the available resources to meet the planning
6	Anticipate possible obstacles or difficulties that may arise when performing the tasks and can influence the ability to achieve the objectives.
7	Check if the tasks are carried out as planned, and if there are deviations, try to correct them or modify the planning.

2. Decision	
Ability to make decisions quickly and issue judgments, although they may be difficult or unpopular among other members of the organization	
ORDER	BEHAVIORS
1	Know the strategy and lines action of the company to make decisions in accordance with them
2	Consider the other members of the organization when making the decisions.
3	Make decisions quickly, using the information you have available.
4	Stay informed about everything that concerns the company.
5	Get different sources of information, to get a more objective point of view.

3. Flexibility	
Capacity to adapt the behavior to different situations that can be presented, maintaining the effectiveness and the efficiency in all of them.	
ORDER	BEHAVIORS
1	Dealing with non-routine situations in an open and positive way.
2	Adapt to different changes in a constructive way.
3	Easily assume new knowledge and apply them to daily tasks.
4	Update their ways of acting to adapt to new situations.
5	Perceive changes as a possibility of new learning.

4. Energy	
Ability to maintain a certain level of activity in the development of tasks. It shows the control, the resistance and the working capacity.	
ORDER	BEHAVIORS
1	Plan the tasks to be done in advance, to avoid wasting time.
2	Concentrate on the tasks that are being done, to perform them properly without wasting time.
3	Do the activities in the right way using the shortest possible time.
4	Be motivated to perform the tasks in a correct and fast way.

5. Teamwork	
Ability to work with other people, collaborating and acting kindly, sharing the resources available to them in order to achieve the objectives previously set.	
ORDER	BEHAVIORS
1	Pay attention to the needs and expectations of the rest of the members of the organization
2	Commit to the objectives of the team/department/unit as if they were their own.
3	Offer your help to the rest of the team members.
4	Manage to reach an agreement with the rest of the team on issues where it is necessary to discuss certain aspects.
5	Try to get employees to collaborate and work together to solve the possible obstacles that may arise.
6	Encourage all members of the team to expose their opinions and ideas equally.

6. Communication	
Ability to report clearly and consciously, both orally and in writing. To obtain information about people's formation and interests of different hierarchical levels and of different departments.	
ORDER	BEHAVIORS
1	Use e-mail and internet for internal communication.

2	Constantly talk to colleagues to receive and/or give them information and instructions.
3	To use a clear and concise language, suitable to the needs and personal characteristics of the receivers, in the reports, e-mails, letters, etc.
4	Treat the problems with others face to face.
5	Maintain contact with people outside the organization who can provide useful information for it.

7. Collecting information	
Ability to get the needed information to reach each target from a large number of sources and using different procedures.	
ORDER	BEHAVIORS
1	Perform a cost-benefit analysis. So, the cost of obtaining information is no greater than the benefits that will be obtained with it
2	Conduct research to get as much information as possible.
3	Collate information to avoid erroneous information.
4	Record the information appropriately in databases or other software, avoiding duplication
5	Save the receipts and vouchers related to obtaining the information.
6	Use variety of information sources.

In sum, the analysis of the workstations resulted in 17 competencies, including generic and specific ones, and a set of behaviors associated with each of them. These competencies and behaviors are reflected in the six models of questioned drafted (annex) and in the development in detail of one of them (purchasing staff) in order to define its requirements profile (figure 4).

6. CONCLUSIONS

Once this study has been completed, it is worth highlighting certain important points about it. The first one is the achievement of the objectives previously raised, since the analysis of competencies has been carried out and the questionnaires have been raised to obtain the most important ones for a series of jobs raised during this project. It has also defined the

profile of requirements of one of them, the personnel of purchases. This information can be very useful for the Digital Wap Center SL company in the management of its human resources; mainly for the selection and evaluation.

The most noteworthy results of this paper are to obtain the questionnaires, those allow the company to identify the key competencies for each position and are an instrument that can be used for the future; and the definition of the requirements profile of the purchasing staff position. Moreover, it serves as the basis for the definition of the profiles of the rest of the posts.

On the other hand, the bibliographical review allowed to clarify the definition of the concept of competencies, as well as the multiple classifications of the same ones that exist according to the authors considered. It demonstrates the need to determine which author will be considered in the development of the profiles of exigencies. Through the theoretical review, we also highlight the great differences between the management of traditional human resources and competencies, as well as the stages to develop this latest model.

What is more, it has been determined that the methodology used to obtain the necessary information has been the right one, because it has allowed to obtain a great volume of information and this determined to reach the previously proposed objectives. However, a great deal of time has been needed to observe and write the questionnaires. In addition, the latter practice has shown the degree of complexity of determining the most important competencies and behaviors. Nevertheless, the profile of requirements developed for the position of personnel of purchases allows a clearer description of the activities to develop in the same one, as well as of the necessary requirements.

The limitations that have been found for the development of this work are mainly the limited amount of time available and the complexity of a large part of the jobs. For this reason, the analysis of a reduced number of posts has been carried out and the profile of demands of only one of them has been realized. However, it is a tool of great importance that allows the company to plow its way in the management by competencies.

Finally, it is recommended to Digital Wap Center SL the application of the competency management model, due to the great opportunities offered in the management of human resources. Through it, it will be possible to optimize the performance of the human capital of the organization by obtaining a clearer identification of the needs of each position, which facilitates, as were already mentioned, the practices of human resources, especially the selection of candidates and the evaluation of the performance. It is therefore suggested that,

the company has to continue develop the requirements profiles of the rest of the posts and, in applying them, to verify the relationship between the competencies defined for each position and the levels of employees' performance.

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8. **ANNEXED**

- ★ Study on the analysis and elaboration of the requirements profile of the post Responsible for accounting.
- ★ Study on the analysis and elaboration of the requirements profile of the post Responsible for management.
- ★ Study on the analysis and elaboration of the requirements profile of the post administrative.
- ★ Study on the analysis and elaboration of the requirements profile of the post logistics manager.
- ★ Study on the analysis and elaboration of the requirements profile of the post marketing representative.
- ★ Study on the analysis and elaboration of the requirements profile of the purchasing staff.

Study on the analysis and elaboration of the requirements profile of the post Responsible for accounting

The following questionnaire presents a series of questions related to the skills and attitudes that have been considered significant in order to carry out a proper development of the attributes at work. The goal is to be able to adapt the human resource practices to their real needs.

Identification data:

Name and surnames:
Department:
Date:

Requirements Profile of the Post

First part: Determining the key competences of the post

The following table presents six different skills, which have been considered important for the development of the position's functions. Each skill is shown with its respective definition.

In order to answer to this first part of the questionnaire, it may be helpful to formulate the following questions:

I. Do I need this competence to perform my functions and activities? If the answer is "Yes", put a cross (X) in the "Yes" column. Otherwise, point to the "No" column.

II. How important is this competence in the development of my work? To answer this question, think about the functions and activities you develop in your job and choose between those competencies that you have marked as "Key" to the ones that you believe that they are priority and then sort them according to their importance in the column "Order", giving a "1" to the most important, a "2" to the second most important and so on.

In addition, if there is other skill, which has not been mentioned, but you consider it relevant for your job add it in the "Other" row and give it the corresponding "Order" number.

Finally, it should be clarified that the order in which the competencies are presented is completely random. So, it is advisable to read all of them carefully before answering.

KEY?		ORDER	SKILLS
YES	NO		
			Energy (Generic) Ability to maintain a certain level of activity in the development of tasks. It shows the control, the resistance and the working capacity.
			Planning/Organization (Generic) Ability to identify the priorities and to determine how to achieve fixed targets, taking into account the resource limitation.
			Learning Ability to acquire new knowledge and to apply new information in the meaningful work procedure.
			Collaboration Ability to work effectively and efficiently with people of different hierarchical levels who are in different disciplines.
			Stress resistance Ability to maintain a good level of activity in situations of pressure, failures, difficulties, conflicts, etc.
			Troubleshooting Ability to analyze different aspects of the problems in order to be able to choose the best possible solutions taking into account the resources limitation.
			Another one? Which one?

Part Two: Determining key behaviors associated with each skill

Once the skills that are considered key to develop the functions and activities of the job have been identified and ordered, it is requested to indicate the behaviors that are considered the most important for each one of these skills and, in this way, to be able to carry out its tasks in the best possible way.

To answer to this part of the questionnaire, first, point out what types of behaviors you consider necessary for each key competencies listed above, and then, arrange according to their importance using the "1" for that most important behavior within each skill, the "2" for the second most important, and so on.

In addition, it should be clarified that the order in which the behaviors are presented

is completely random. So, it is advisable to read carefully all of them before answering.

1. Energy (Generic)			
Ability to maintain a certain level of activity in the development of tasks. It shows the control, the resistance and the working capacity.			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Perform the activities correctly using the shortest possible time
			b. Plan the tasks to be done in advance; to avoid wasting time.
			c. Be motivated to do the tasks correctly and quickly.
			d. Concentrate on the tasks that are being done to perform them properly without wasting time.
			e. Another one? Which one?

2. Planning/Organization			
Ability to identify the priorities and to determine how to achieve fixed targets taking into account the resource limitation			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Identify and carry out the activities necessary to achieve their own objectives, of the team/department and those of the company.
			b. Distribute the tasks, taking into account the times available; both their own and the peers ones.
			c. Provide the necessary resources to achieve the objectives set within the established deadlines.
			d. Organize and coordinate the available resources that are to fulfill the planning.
			e. Check that the tasks are carried out as planned, and if there are deviations try to correct them or modify the planning.
			f. Setting priorities, setting partial and total objectives in the short, medium and long term.

			g. Anticipate possible obstacles or difficulties that may arise when performing the tasks and can influence the ability to achieve the objectives.
			h. Another one? Which one?

3. Learning

Ability to acquire new knowledge and to apply new information in work of development in an effective way.

KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Acquire in a quickly way knowledge and skills from instructions, study or experience.
			b. Quickly apply new knowledge to the tasks normally performed.
			c. Investigate the progress in that will appear in your field and apply it to your workplace.
			d. Perform the tasks in the best possible way, without anyone's help.
			e. Willingness to listen new methods of work or new ways of acting.
			f. Engage in new activities to familiarize yourself with the processes of work that complete the habitual ones.
			g. Another one? Which one?

4. Collaboration

Ability to work effectively and efficiently with people of different hierarchical levels who are in different disciplines.

KEY?		ORDER	BEHAVIORS
YES	NO		
			a. To insist on the need of different members in the company to work together and to collaborate in the future solve the problems that arise in the company
			b. Offer your help to your peers, taking into account your needs and feelings.

			c. To share the ideas and problems with the companions, keeping them informed about the course of their activity.
			d. Be interested in reaching agreements with the other partners.
			e. Take a positive attitude, trying to reduce stress situations at work.
			f. Maintain a smooth communication with the rest of the team.
			g. Another one? Which one?

5. Stress resistance

Ability to maintain a good level of activity in situations of pressure, failures, difficulties, conflicts, etc.

KEY?		ORDER	BEHAVIORS
YES	NO		
			a. To remain calm in crisis situations, difficulties, contingencies, etc.
			b. Maintain logic in difficult situations; in this way, you can respond quickly and accurately to problems.
			c. Take a friendly and quiet attitude when there is a disagreement with other members of the company.
			d. Not be emotionally involved in conflict situations; in order to act objectively.
			e. Maintain an effective performance in the tasks, facing the unforeseen ones that arise.
			f. Listen attentively to the complaints of other members of the company and answer kindly.
			g. Another one? Which one?

6. Troubleshooting

Ability to analyze different aspects of the problems in order to be able to choose the best possible solutions taking into account the resources limitation.

KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Take an objective attitude towards the emergence of problems, in order to be able to analyze them rationally.
			b. To analyse the available resources in order to solve the encountered problems.
			c. Analyze problems using logic.
			d. Propose solutions for problems taking into account the available resources of the company.
			e. Determine the importance of the problem to establish the amount of resources that will be invested in your solution.
			f. Another one? Which one?

THANK YOU FOR YOUR COLLABORATION!

The study on the analysis and elaboration of the requirements profile of the post Responsible for management

The following questionnaire presents a series of questions related to the skills and attitudes that have been considered significant in order to carry out a proper development of the attributes at work. The goal is to be able to adapt the human resource practices to their real needs.

Identification data:

Name and surname:
Department:
Date:

Requirements Profile of the Post

First part: Determining the key competences of the post

The following table presents six different skills, which have been considered important for the development of the position's functions. Each skill is shown with its respective definition.

In order to answer to this first part of the questionnaire, it may be helpful to formulate the following questions:

I. Do I need this competence to perform my functions and activities? If the answer is "Yes", put a cross (X) in the "Yes" column. Otherwise, point to the "No" column.

II. How important is this competence in the development of my work? To answer this question, think about the functions and activities you develop in your job and choose between those competencies that you have marked as "Key" to the ones that you believe that they are priority and then sort them according to their importance in the column "Order", giving a "1" to the most important, a "2" to the second most important and so on.

In addition, if there is other skill, which has not been mentioned, but you consider it relevant for your job add it in the "Other" row and give it the corresponding "Order" number.

Finally, it should be clarified that the order in which the competencies are presented is completely random. So, it is advisable to read all of them carefully before answering.

KEY?		ORDER	SKILLS
YES	NO		
			<p>Energy (Generic)</p> <p>Ability to maintain a certain level of activity in the development of tasks. It shows the control, the resistance and the working capacity.</p>
			<p>Planning/Organization (Generic)</p> <p>Ability to identify the priorities and to determine how to achieve fixed targets, taking into account the resource limitation.</p>
			<p>Communication</p> <p>Ability to report clearly and consciously, both oral and written. To obtain information about the formation, interests of people of different hierarchical levels and from different departments.</p>
			<p>Decision</p> <p>Ability to make quick decisions and to issue judgments. Although they may be difficult or unpopular among the other members of the organization</p>
			<p>Initiative</p> <p>Ability to take responsibility for the job without having a direct supervision; committing to its functions. To take decisions with autonomy that correspond to them.</p>
			<p>Troubleshooting</p> <p>Ability to analyze different aspects of the problems in order to be able to choose the best possible solutions taking into account the resources limitation</p>
			<p>Leadership</p> <p>Ability to guide the team in carrying out their activities, structuring and delegate the responsibilities to achieve established objectives. Create and maintain team spirit.</p>
			<p>Another one? Which one?</p>

Second part: Determining key behaviors associated with each skill

Once have been identified and ordered the key competences to develop the functions and activities of the job, it is requested to indicate the behaviors that are considered the most

important for each one of these competences, and, in this way, to be able to carry out its tasks in the best possible way.

To answer this part of the questionnaire, first, point out that behaviors consider that they are necessary for each of the key competence listed above and then, according to their importance, using the "1" for that most important behavior within each competence, the "2" for the second most important, and so on.

In addition, it should be clarified that the order in which the behaviors are presented is completely random. So, it is advisable to read all of them carefully before answering.

1. Energy (Generic)			
Ability to maintain a certain level of activity in the development of tasks. It shows the control, the resistance and the working capacity.			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Perform the activities correctly using the shortest possible time
			b. Plan the tasks to be done in advance; to avoid wasting time.
			c. Be motivated to do the tasks correctly and quickly.
			d. Concentrate on the tasks that are being done to perform them properly without wasting time.
			e. Another one? Which one?

2. Planning/Organization			
Ability to identify the priorities and to determine how to achieve fixed targets taking into account the resource limitation			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Identify and carry out the activities necessary to achieve their own objectives, of the team/department and those of the company.
			b. Distribute the tasks, taking into account the times available; both their own and the peers ones.

			c. Provide the necessary resources to achieve the objectives set within the established deadlines.
			d. Organize and coordinate the available resources that are to fulfill the planning.
			e. Check that the tasks are carried out as planned, and if there are deviations try to correct them or modify the planning.
			f. Setting priorities, setting partial and total objectives in the short, medium and long term.
			g. Anticipate possible obstacles or difficulties that may arise when performing the tasks and can influence the ability to achieve the objectives.
			h. Another one? Which one?

3. Communication			
Ability to report clearly and consciously, both oral and written. To obtain information about the formation, interests of people of different hierarchical levels and from different departments.			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Talk constantly with your classmates to receive and/or give them information and instructions.
			b. Maintain contact with persons who are outside the organization and may provide you useful information.
			c. Solve the problems, with others, face to face.
			d. Use a clear and concise language, suitable for the needs and personal characteristics of the receivers, in reports, e-mails, letters, etc.
			e. Use the e-mail and internet for internal communication.
			f. Use varied sources to obtain information on a particular subject; achieving objectivity.
			g. Another one? Which one?

4. Decision

Ability to make quick decisions and to issue judgments. Although they may be difficult or unpopular among the other members of the organization

KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Stay informed of all the company's concerns.
			b. To obtain different sources of information; to obtain a more objective point of view.
			c. Take into account the other members of the organization in making decisions.
			d. Make decisions quickly, using the available information.
			e. Know the strategy and lines of action of the company to make decisions in accordance with them.
			f. Another one? Which one?

5. Initiative

Ability to take responsibility for the job without having a direct supervision; committing to its functions. To take decisions with autonomy that correspond to them.

KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Perform certain tasks without having to be told to anyone.
			b. Self-control of its results, without the need to be supervised by the superiors.
			c. Making decisions with your own criteria and assuming the consequences.
			d. Maintain a positive attitude towards change and innovation; favoring flexibility and adaptation to change, facing problems with energy and efficiency.
			e. Assess the possibilities of improvement through the search of new ways of acting.
			f. Have a strategic vision of opportunities in order to be able to identify and meet the preset objectives.

			g. Having competence to cooperate with other members of the organization and working as a team, caring their interpersonal relationships and valuing others' ideas.
			h. Another one? Which one?

6. Troubleshooting

Ability to analyze different aspects of the problems in order to be able to choose the best possible solutions taking into account the resources limitation.

KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Take an objective attitude towards the emergence of problems, in order to be able to analyze them rationally.
			b. Analyze the resources available to address the problems encountered.
			c. Analyze problems using logic.
			d. Propose solutions for problems, taking into account the resources available to the company.
			e. Determine the importance of the problem, to establish the amount of resources that will be invested in your solution.
			f. Another one? Which one?

7. Leadership

Ability to guide the team in carrying out their activities, structuring and delegate the responsibilities to achieve established objectives. Create and maintain team spirit

KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Coordinate the work of the rest of the team/department members.
			b. To extend their own responsibilities in order to achieve a particular activity.
			c. Achieve influence over others, using facts and information previously obtained.

			d. Delegate certain responsibilities and perform certain tasks.
			e. Be responsible for the work of your team/department, whether it be successes or failures.
			f. Supervise the tasks carried out by the team/department members.
			g. Another one? Which one?

THANK YOU FOR YOUR COLLABORATION!

The study on the analysis and elaboration of the requirements profile of the post administrative

The following questionnaire presents a series of questions related to the skills and attitudes that have been considered significant in order to carry out a proper development of the attributes at work. The goal is to be able to adapt the human resource practices to their real needs.

Identification data:

Name and surname:
Department:
Date:

Requirements Profile of the Post

First part: Determining the key competences of the post

The following table presents six different skills, which have been considered important for the development of the position's functions. Each skill is shown with its respective definition.

In order to answer to this first part of the questionnaire, it may be helpful to formulate the following questions:

I. Do I need this competence to perform my functions and activities? If the answer is "yes", put a cross (x) in the "yes" column. Otherwise, point to the "No" column.

II. How important is this competence in the development of my work? To answer this question, think about the functions and activities you develop in your job and choose between those competencies that you have marked as "key" to the ones that you believe that they are priority and then sort them according to their importance in the column "Order", giving a "1" to the most important, a "2" to the second most important and so on.

In addition, if there is other skill, which has not been mentioned, but you consider it relevant for your job add it in the "other" row and give it the corresponding "order" number.

Finally, it should be clarified that the order in which the competencies are presented is completely random. So, it is advisable to read all of them carefully before answering.

KEY?		ORDER	SKILLS
YES	NO		
			Energy (Generic) Ability to maintain a certain level of activity in the development of tasks. It shows the control, the resistance and the working capacity.
			Planning/Organization (Generic) Ability to identify the priorities and to determine how to achieve fixed targets, taking into account the resource limitation.
			Attention to detail Ability to perform the job's own activities by paying attention to all affected areas, reviewing each process and task. To pay attention to all aspects of work.
			Collaboration Ability to work effectively and efficiently with people of different hierarchical levels who are in different disciplines.
			Collecting information Ability to get the needed information to reach each target from a large number of sources and using different procedures.
			Troubleshooting Ability to analyze the different aspects of the problems in order to be able to choose the best possible solutions, taking into account the limitation of resources.
			Another one? Which one?

□ Second part: Determining key behaviors associated with each skill

Once have been identified and ordered the key competences to develop the functions and activities of the job, it is requested to indicate the behaviors that are considered the most important for each one of these skills, and, in this way, to be able to carry out its tasks in the best possible way.

To answer this part of the questionnaire, first, point out that behaviors consider that they are necessary for each of the key competences listed above and then, according to their importance, using the "1" for that most important behavior within each competence, the "2" for the second most important, and so on.

In addition, it should be clarified that the order in which the behaviors are presented is completely random. So, it is advisable to read all of them carefully before answering.

1. Energy (Generic)			
Ability to maintain a certain level of activity in the development of tasks. It shows the control, the resistance and the working capacity.			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Perform the activities correctly using the shortest possible time
			b. Plan the tasks to be done in advance; to avoid wasting time.
			c. Be motivated to do the tasks correctly and quickly.
			d. Concentrate on the tasks that are being done to perform them properly without wasting time.
			e. Another one? Which one?

2. Planning/Organization			
Ability to identify the priorities and to determine how to achieve fixed targets taking into account the resource limitation			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Identify and carry out the activities necessary to achieve their own objectives, of the team/department and those of the company.
			b. Distribute the tasks, taking into account the times available; both their own and the peers ones.
			c. Provide the necessary resources to achieve the objectives set within the established deadlines.
			d. Organize and coordinate the available resources that are to fulfill the planning.
			e. Check that the tasks are carried out as planned, and if there are deviations try to correct them or modify the planning.

			f. Setting priorities, setting partial and total objectives in the short, medium and long term.
			g. Anticipate possible obstacles or difficulties that may arise when performing the tasks and can influence the ability to achieve the objectives.
			h. Another one? Which one?

3. Attention to detail			
Ability to perform the job's own activities by paying attention to all affected areas, reviewing each process and task. To pay attention to all aspects of work.			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Analyze the information available and be able to identify the possible failures.
			b. Archive the documents in an organized manner.
			c. Fill out documents and forms; correcting any errors that may be made.
			d. Enter the correct information in the databases; avoiding errors.
			e. Manage efficiently the relationships with suppliers; avoiding errors and deviations.
			f. Write documents, paying attention to details, avoiding redundancies, duplication, etc.
			g. Check the details of different procedures before giving the approval.
			h. Another one? Which one?

4. Collaboration			
Ability to work effectively and efficiently with people of different hierarchical levels who are in different disciplines.			
KEY?		ORDER	BEHAVIORS
YES	NO		

			a. To insist on the need of different members in the company to work together and to collaborate in the future solve the problems that arise in the company
			b. Offer your help to your peers, taking into account your needs and feelings.
			c. To share the ideas and problems with the companions, keeping them informed about the course of their activity.
			d. Be interested in reaching agreements with the other partners.
			e. Take a positive attitude, trying to reduce stress situations at work.
			f. Maintain a smooth communication with the rest of the team.
			g. Another one? Which one?

5. Collecting information			
Ability to get the needed information to reach each target from a large number of sources and using different procedures.			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Use various sources to obtain information
			b. Collate information to avoid erroneously registering information.
			c. To record information properly in databases (or other software), avoiding duplication.
			d. Save the related receipts and vouchers to obtain the information.
			e. Conduct research to obtain as much information as possible.
			f. Perform a cost-benefit analysis, in a way in which the cost of obtaining the information is not greater than the benefits to be obtained with it.

			g. Another one? Which one?
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6. Troubleshooting			
Ability to analyze different aspects of the problems in order to be able to choose the best possible solutions taking into account the resources limitation.			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Take an objective attitude towards the emergence of problems, in order to be able to analyze them rationally.
			b. To analyse the available resources in order to solve the encountered problems.
			c. Analyze problems using logic.
			d. Propose solutions for problems taking into account the available resources of the company.
			e. Determine the importance of the problem to establish the amount of resources that will be invested in your solution.
			f. Another one? Which one?

THANK YOU FOR YOUR COLLABORATION!

Study for the analysis and elaboration of the requirements profile for the position of logistics manager

The following questionnaire presents a series of questions related to the skills and attitudes that have been considered significant in order to carry out a proper development of the attributes at work. The goal is to be able to adapt the human resource practices to their real needs.

Identification data:

Name and surname:
Department:
Date:

Requirements Profile of the Post

First part: Determining the key competences of the post

The following table presents six different skills, which have been considered important for the development of the position's functions. Each skill is shown with its respective definition. In order to answer to this first part of the questionnaire, it may be helpful to formulate the following questions:

I. Do I need this competence to perform my functions and activities? If the answer is "Yes", put a cross (X) in the "Yes" column. Otherwise, point to the "No" column.

II. How important is this competence in the development of my work? To answer this questionnaire, think about the functions and activities you develop in your job and choose between those competencies that you have marked as "Key" to the ones that you believe that they are priority and then sort them according to their importance in the column "Order", giving a "1" to the most important, a "2" to the second most important and so on.

In addition, if there is other skill, which has not been mentioned, but you consider it relevant for your job add it in the "Other" row and give it the corresponding "Order" number.

Finally, it should be clarified that the order in which the competencies are presented is completely random. So, it is advisable to read all of them carefully before answering.

KEY?		ORDER	SKILLS
YES	NO		
			Energy (Generic) Ability to maintain a certain level of activity in the development of tasks. It shows the control, the resistance and the working capacity.
			Planning/Organization (Generic) Ability to identify the priorities and to determine how to achieve fixed targets, taking into account the resource limitation.
			Decision Ability to make quick decisions and to issue judgments. Although they may be difficult or unpopular among the other members of the organization
			Troubleshooting Ability to analyze different aspects of the problems in order to be able to choose the best possible solutions taking into account the resources limitation
			Excellence Ability to perform the tasks of the workplace in the best possible way trying to overcome the pre-established objectives and obtaining the highest attainable levels of quality
			Persistence Ability to resist to obstacles; persisting in performing tasks until completed.
			Another one? Which one?

Second part: Determining key behaviors associated with each skill

Once have been identified and ordered the key competences to develop the functions and activities of the job, it is requested to indicate the behaviors that are considered the most important for each one of these skills, and, in this way, to be able to carry out its tasks in the best possible way.

To answer this part of the questionnaire, first, point out that behaviors consider that they are necessary for each of the key competences listed above and then, according to their importance, using the "1" for that most important behavior within each competence, the

"2" for the second most important, and so on.

In addition, it should be clarified that the order in which the behaviors are presented is completely random. So, it is advisable to read all of them carefully before answering.

1. Energy (Generic)			
Ability to maintain a certain level of activity in the development of tasks. It shows the control, the resistance and the working capacity.			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Perform the activities correctly using the shortest possible time
			b. Plan the tasks to be done in advance; to avoid wasting time.
			c. Be motivated to do the tasks correctly and quickly.
			d. Concentrate on the tasks that are being done to perform them properly without wasting time.
			e. Another one? Which one?

2. Planning/Organization			
Ability to identify the priorities and to determine how to achieve fixed targets taking into account the resource limitation			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Identify and carry out the activities necessary to achieve their own objectives, of the team/department and those of the company.
			b. Distribute the tasks, taking into account the times available; both their own and the peers ones.
			c. Provide the necessary resources to achieve the objectives set within the established deadlines.
			d. Organize and coordinate the available resources that are to fulfill the planning.
			e. Check that the tasks are carried out as planned, and if there are deviations try to correct them or modify the planning.

			f. Setting priorities, setting partial and total objectives in the short, medium and long term.
			g. Anticipate possible obstacles or difficulties that may arise when performing the tasks and can influence the ability to achieve the objectives.
			h. Another one? Which one?

3. Decision			
Ability to make decisions quickly and issue judgments, although they may be difficult or unpopular among the other members of the organization			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Stay informed of all the company's concerns.
			b. To obtain different sources of information, to obtain a more objective point of view.
			c. Consider the other members of the organization when making decisions.
			d. Make decisions quickly with the information available to you.
			e. Know the strategy and lines of action of the company to make decisions in accordance with them.
			f. Another one? Which one?

4. Troubleshooting			
Ability to analyze different aspects of the problems in order to be able to choose the best possible solutions taking into account the resources limitation.			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Take an objective attitude towards the emergence of problems, in order to be able to analyze them rationally.
			b. To analyse the available resources in order to solve the encountered problems.
			c. Analyze problems using logic.

			d. Propose solutions for problems taking into account the available resources of the company.
			e. Determine the importance of the problem to establish the amount of resources that will be invested in your solution.
			f. Another one? Which one?

5. Excellence			
Ability to perform the tasks of the workplace in the best possible way trying to overcome the pre-established objectives and obtaining the highest attainable levels of quality.			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Constantly seek ways to improve the performance of different activities of the job
			b. Transmit to the other members of the team/department and/or the company the importance of excellence at work.
			c. Highlight the importance of efficiency in preparing task planning.
			d. Implement continuous improvement plans without the need of anyone to tell you.
			e. Motivate other members of the organization to achieve improvements in the accomplishment of their tasks, improving their performance levels and quality of results.
			f. Another one? Which one?

6. Persistence			
Ability to resist at obstacles, insisting in the performing tasks until completed.			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Develop multiple actions to overcome the emerging obstacles.

			b. Make strong efforts when performing the tasks on the job.
			c. To confront the negative consequences of their actions with tenacity.
			d. Maintain a constant and strong performance, even when there are obstacles in the environment.
			e. Repeat the actions as often as necessary until the pre-established objectives are achieved.
			f. Another one? Which one?

THANK YOU FOR YOUR COLLABORATION!

Study for the analysis and elaboration of the requirements profile for the position of marketing representative

The following questionnaire presents a series of questions related to the skills and attitudes that have been considered significant in order to carry out a proper development of the attributes at work. The goal is to be able to adapt the human resource practices to their real needs.

Identification data:

Name and surname:
Department:
Date:

Requirements Profile of the Post

First part: Determining the key competences of the post

The following table presents six different skills, which have been considered important for the development of the position's functions. Each skill is shown with its respective definition.

In order to answer to this first part of the questionnaire, it may be helpful to formulate the following questions:

I. Do I need this competence to perform my functions and activities? If the answer is "Yes", put a cross (X) in the "Yes" column. Otherwise, point to the "No" column.

II. How important is this competence in the development of my work? To answer this questionnaire, think about the functions and activities you develop in your job and choose between those competencies that you have marked as "Key" to the ones that you believe that they are priority and then sort them according to their importance in the column "Order", giving a "1" to the most important, a "2" to the second most important and so on.

In addition, if there is other skill, which has not been mentioned, but you consider it relevant for your job add it in the "Other" row and give it the corresponding "Order" number.

Finally, it should be clarified that the order in which the competencies are presented is completely random. So, it is advisable to read all of them carefully before answering.

KEY?		ORDER	SKILLS
YES	NO		
			Energy (Generic) Ability to maintain a certain level of activity in the development of tasks. It shows the control, the resistance and the working capacity.
			Planning/Organization (Generic) Ability to identify the priorities and to determine how to achieve fixed targets, taking into account the resource limitation.
			Learning Ability to acquire new knowledge and to apply new information in the meaningful work procedure.
			Communication Ability to report clearly and consciously, both oral and written. To obtain information about the formation, interests of people of different hierarchical levels and from different departments.
			Customer Orientation Ability to identify the current and future needs of real or potential customers and satisfy them. Offering a high-quality service that allows to achieve their satisfaction.
			Collecting information Ability to get the needed information to reach each target from a large number of sources and using different procedures.
			Another one? Which one?

Second part: Determining key behaviors associated with each skill

Once have been identified and ordered the key competences to develop the functions and activities of the job, it is requested to indicate the behaviors that are considered the most important for each one of these skills, and, in this way, to be able to carry out its tasks in the best possible way.

To answer this part of the questionnaire, first, point out that behaviors consider that they are necessary for each of the key competencies listed above and then, according to their

importance, using the "1" for that most important behavior within each competence, the "2" for the second most important, and so on.

In addition, it should be clarified that the order in which the behaviors are presented is completely random. So, it is advisable to read all of them carefully before answering.

1. Energy (Generic)			
Ability to maintain a certain level of activity in the development of tasks. It shows the control, the resistance and the working capacity.			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Perform the activities correctly using the shortest possible time
			b. Plan the tasks to be done in advance; to avoid wasting time.
			c. Be motivated to do the tasks correctly and quickly.
			d. Concentrate on the tasks that are being done to perform them properly without wasting time.
			e. Another one? Which one?

2. Planning/Organization			
Ability to identify the priorities and to determine how to achieve fixed targets taking into account the resource limitation			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Identify and carry out the activities necessary to achieve their own objectives, of the team/department and those of the company.
			b. Distribute the tasks, taking into account the times available; both their own and the peers ones.
			c. Provide the necessary resources to achieve the objectives set within the established deadlines.
			d. Organize and coordinate the available resources that are to fulfill the planning.

			e. Check that the tasks are carried out as planned, and if there are deviations try to correct them or modify the planning.
			f. Setting priorities, setting partial and total objectives in the short, medium and long term.
			g. Anticipate possible obstacles or difficulties that may arise when performing the tasks and can influence the ability to achieve the objectives.
			h. Another one? Which one?

3. Communication

Ability to report clearly and consciously, both oral and written. To obtain information about the formation, interests of people of different hierarchical levels and from different departments.

KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Talk constantly with your classmates to receive and/or give them information and instructions.
			b. Maintain contact with persons who are outside the organization and may provide you useful information.
			c. Solve the problems, with others, face to face.
			d. Use a clear and concise language, suitable for the needs and personal characteristics of the receivers, in reports, e-mails, letters, etc.
			e. Use the e-mail and internet for internal communication.
			f. Use varied sources to obtain information on a particular subject; achieving objectivity.
			g. Another one? Which one?

4. Learning

Ability to acquire new knowledge and to apply new information in work of development in an effective way.

KEY?		ORDER	BEHAVIORS
YES	NO		

			a. Acquire in a quickly way knowledge and skills from instructions, study or experience.
			b. Quickly apply new knowledge to the tasks normally performed.
			c. Investigate the progress in that will appear in your field and apply it to your workplace.
			d. Perform the tasks in the best possible way, without anyone's help.
			e. Willingness to listen new methods of work or new ways of acting.
			f. Engage in new activities to familiarize yourself with the processes of work that complete the habitual ones.
			g. Another one? Which one?

5. Customer Orientation

Ability to identify the current and future needs of real or potential customers and to satisfy them. Offering a high-quality service that allows to achieve their satisfaction.

KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Meet customer engagements.
			b. To integrate the needs of the clients and their expectations in the development of the activity.
			c. Improve continuously service quality
			d. Try to avoid internal problems that affect customer perceptions.
			e. Use feedback systems to improve customer experiences.
			f. Another one? Which one?

6. Collecting information

Ability to get the needed information to reach each target from a large number of sources and using different procedures.

KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Use various sources to obtain information

			b. Collate information to avoid erroneously registering information.
			c. To record information properly in databases (or other software), avoiding duplication.
			d. Save the related receipts and vouchers to obtain the information.
			e. Conduct research to obtain as much information as possible.
			f. Perform a cost-benefit analysis, in a way in which the cost of obtaining the information is not greater than the benefits to be obtained with it.
			g. Another one? Which one?

THANK YOU FOR YOUR COLLABORATION!

Study for the analysis and elaboration of the requirements profile of logistics manager

The following questionnaire presents a series of questions, related to the competencies and attitudes that have been considered relevant in order to carry out an adequate development of the functions of his workplace. The goal is to be able to adapt human resource practices to the real needs of the same.

Identification data

Name and surname:
Department:
Date:

Requirements Profile of the Post

First part: Determining the key competences of the post

The following table presents six different skills, which have been considered important for the development of the position's functions. Each skill is shown with its respective definition. In order to answer to this first part of the questionnaire, it may be helpful to formulate the following questions:

- I. Do I need this competence to perform my functions and activities? If the answer is "Yes", put a cross (X) in the "Yes" column. Otherwise, point to the "No" column.
- II. How important is this competence in the development of my work? To answer this question, think about the functions and activities you develop in your job and choose between those competencies that you have marked as "Key" to the ones that you believe that they are priority and then sort them according to their importance in the column "Order", giving a "1" to the most important, a "2" to the second most important and so on.

In addition, if there is other skill, which has not been mentioned, but you consider it relevant for your job add it in the "Other" row and give it the corresponding "Order" number.

Finally, it should be clarified that the order in which the competencies are presented is completely random. So, it is advisable to read all of them carefully before answering.

KEY?		ORDER	SKILLS
YES	NO		
			Energy (Generic) Ability to maintain a certain level of activity in the development of tasks. It shows the control, the resistance and the working capacity.
			Planning/Organization (Generic) Ability to identify the priorities and to determine how to achieve fixed targets, taking into account the resource limitation.
			Communication Ability to report clearly and consciously, both oral and written. To obtain information about the formation, interests of people of different hierarchical levels and from different departments.
			Collecting information Ability to get the needed information to reach each target from a large number of sources and using different procedures.
			Teamwork Ability to work with other people, collaborating and acting kindly and sharing the available resources with them in order to achieve the preset objectives.
			Flexibility Capacity to adapt the behavior to different situations that can appear, maintaining the effectiveness and the efficiency in all of them.
			Another one? Which one?

Second part: Determining key behaviors associated with each skill

Once have been identified and ordered the key competences to develop the functions and activities of the job, it is requested to indicate the behaviors that are considered the most important for each one of these skills, and, in this way, to be able to carry out its tasks in the best possible way.

To answer this part of the questionnaire, first, point out that behaviors consider that they are necessary for each of the key competencies listed above and then, according to their

importance, using the "1" for that most important behavior within each competence, the "2" for the second most important, and so on.

In addition, it should be clarified that the order in which the behaviors are presented is completely random. So, it is advisable to read all of them carefully before answering.

1. Energy (Generic)			
Ability to maintain a certain level of activity in the development of tasks. It shows the control, the resistance and the working capacity.			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Perform the activities correctly using the shortest possible time
			b. Plan the tasks to be done in advance; to avoid wasting time.
			c. Be motivated to do the tasks correctly and quickly.
			d. Concentrate on the tasks that are being done to perform them properly without wasting time.
			e. Another one? Which one?

2. Planning/Organization			
Ability to identify the priorities and to determine how to achieve fixed targets taking into account the resource limitation			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Identify and carry out the activities necessary to achieve their own objectives, of the team/department and those of the company.
			b. Distribute the tasks, taking into account the times available; both their own and the peers ones.
			c. Provide the necessary resources to achieve the objectives set within the established deadlines.
			d. Organize and coordinate the available resources that are to fulfill the planning.

			e. Check that the tasks are carried out as planned, and if there are deviations try to correct them or modify the planning.
			f. Setting priorities, setting partial and total objectives in the short, medium and long term.
			g. Anticipate possible obstacles or difficulties that may arise when performing the tasks and can influence the ability to achieve the objectives.
			h. Another one? Which one?

3. Communication

Ability to report clearly and consciously, both oral and written. To obtain information about the formation, interests of people of different hierarchical levels and from different departments.

KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Talk constantly with your classmates to receive and/or give them information and instructions.
			b. Maintain contact with persons who are outside the organization and may provide you useful information.
			c. Solve the problems, with others, face to face.
			d. Use a clear and concise language, suitable for the needs and personal characteristics of the receivers, in reports, e-mails, letters, etc.
			e. Use the e-mail and internet for internal communication.
			f. Use varied sources to obtain information on a particular subject; achieving objectivity.
			g. Another one? Which one?

4. Collecting information

Ability to get the needed information to reach each target from a large number of sources and using different procedures.

KEY?		ORDER	BEHAVIORS
YES	NO		

			a. Use various sources to obtain information
			b. Collate information to avoid erroneously registering information.
			c. To record information properly in databases (or other software), avoiding duplication.
			d. Save the related receipts and vouchers to obtain the information.
			e. Conduct research to obtain as much information as possible.
			f. Perform a cost-benefit analysis, in a way in which the cost of obtaining the information is not greater than the benefits to be obtained with it.
			g. Another one? Which one?

5. Teamwork			
Ability to work with other people, collaborating and acting kindly and sharing the available resources with them in order to achieve the preset objectives.			
KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Try to have employees collaborate and work together to solve the different obstacles that may arise.
			b. Pay attention to the needs and expectations of other members of the organization.
			c. Commit to the objectives of the Team/department/unit as if they were their own.
			d. Offer your help to the rest of the team members.
			e. Manage to reach an agreement with the rest of the team on issues where it is necessary to discuss certain aspects.
			f. To encourage all members of the team to expose their opinions and ideas equally.
			g. Another one? Which one?

6. Flexibility

Capacity to adapt the behavior to different situations that can appear, maintaining the effectiveness and the efficiency in all of them.

KEY?		ORDER	BEHAVIORS
YES	NO		
			a. Perceive changes as a possibility of new learning.
			b. Adapting to different changes in a constructive way.
			c. Dealing with non-routine situations in an open and positive way.
			d. Update their ways of acting to adapt to new situations.
			e. Easily assume new knowledge and apply them to daily tasks.
			f. Another one? Which one?

THANK YOU FOR YOUR COLLABORATION!