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# **COMPETENCY-BASED H.R.R.R. STRATEGIC PLAN APPLIED TO KERAKOLL.**

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# 1- Introduction:

In today's highly dynamic and changing environment in which we live, it is necessary to seek alternatives to traditional human resource systems, feeling the need to find others who can bring benefits both to companies and the employees. For these reasons, companies need to look for more flexible ways that adapt better to the constant changes, one of the models that we can take into account and use in order to adapt to the new times is management by competencies, a model that offers flexibility and takes into account the abilities and knowledge of people at the time of their assignment to positions. This management of human resources is based on maximizing the differentiating characteristics of the employees and its application offers the novelty of a management style that prioritizes the factor human, in which each person, starting with the management, must contribute their best professional qualities to the company (Ernst & Young, 98).

The challenge, for all organizations, and all areas of these, is in some processes such as production, marketing or financial aspects and obtaining good results, but today the main strength in organizations comes from the people who integrate them, which entails that the fundamental challenge is to choose, train and integrate a good work team, since organizations are not abstract entities that produce goods or services, but groups of people that carry out activities for the achievement of planned objectives (Ernst & Young, 98).

In order to implement a human resources management system based on competencies, the Companies must go through a series of phases that will be developed later along this work, but in this case the design of profiles for different jobs, taking the Kerakoll Company as a reference, this design of the profiles is included in the second phase of the model. Design competency profiles represents a fundamental step for the correct implementation of this model, and makes it easier for the right person to be in the right job based on their skills and knowledge, in order to facilitate effective and efficient performance of people in jobs

In addition, the adoption of the competency approach requires the use of techniques that allow to evaluate and develop the behaviors of the subjects, always based on the demands of the position, some of these techniques are new, others are already used, although with different objectives, so it will be necessary to adapt them (Pereda, Berrocal and Alonso, 2011).

All people possess a set of attributes and knowledge, which can be both acquired throughout their training or work career, as innate, and determine their competencies for a given activity. But it is not the objective of the competitions to study the physical, psychological or emotional profiles of each person, but it is about identifying those characteristics that can be effective for the tasks of the company, and in this way the key competencies for the organization will be defined (Ernst & Young). Some of these characteristics may be specific to knowledge, skills or managerial aptitude or abilities.

Thus, the competencies are specific to each organization and a company cannot mimetically adopt the competency approach of a competitor, and the personal's competencies are not an invention of an alchemist, but the concretion of the powers of business in work profiles (Fernández, 2005).

## 2- Theoretical framework:

### 2.1- Definition and types of competencies:

#### Definition of competencies:

According to the Royal Academy of the Spanish language, there are three definitions for the word competition:

- Incumbency
- Expertise. Aptitude or suitability to do something or intervene in a certain matter.
- Legal scope of attributions that correspond to a public entity or a judicial or administrative authority.

On the other hand, we can see in the R.A.E that the word incumbency is defined as obligation and charge to do something, and that the word competent also has various meanings:

- That he has competition.
- Said of a person or an entity, to which it corresponds to do something for its competition.
- In the early church, catechumen was already instituted for admission to baptism.

With all this and focusing on the definitions that interest us for our work,

We can say that competencies have various dimensions, among which are found:

- Personal characteristics, what a person is.
- The processes or tasks that are used, what a person does.
- Other personal characteristics, what a person can do.

The skills of workers are composed of a series of personal traits, the functions that said person performs or is capable of performing in the company, that is, what makes more of its potential.

Referring to a person being competent is usually assigned to that person having the ability to carry out its activity effectively and efficiently, but it is necessary to deepen more on the meaning of this. For the business world there are two possibilities to specify competent behavior of an employee and they are, that he be loyal and compliant, and that said employee achieve optimal performance in a sustained and continuous manner ( Fernández, 2005)

In addition to all this, it should be added that these competencies bring together a series of characteristics, among which we can see that they are independent of the organizational structure of the company, they do not proceed from the organization chart of the company, but from the core competences, and materialize in the different departments. They are also individuals, that is, they belong to each organization, there are not standard competencies or one's that can be applied universally, but are tailored to the strategy of the

company and of the situation of its environment, primitive of people, of the employees who provide them with their functions and work, and finally, they are adaptable and evolvable, since competencies do not have to be something innate in people or organizations, but can be the result of training, or adaptation to new situations, such as changes in the environment or in the business itself (Fernández, 2005)

### Types of competencies:

There are several definitions of types of competencies, depending mainly on the author we look at in order to make this classification. The authors more important that made this classification are, among others, Boyatzis (1982), Spencer and Spencer (1993), Pereda and Berrocal(2001), Martens(1996), and Levy-Leboyer(2003).

Boyatzis (1982) defines competencies as something underlying related to effective performance at work.

And he distinguishes between essential competencies and differential or differentiating competencies that refer mainly to the competences of the executives of the organizations. The essential ones are those possessed by workers with low and medium levels of productivity, while the differentials are possessed by those with a high level of productivity.

For their part, Spencer and Spencer (1993) define six types of competencies, which are:

- Achievement and action competence: competences that guide people towards the achievement of objectives and are related to the concept of motivation.
- Impact and influence competencies: they have a lot to do with the personal security of individuals, and that their decisions and ideas are above those of others.
- Competences of help or service: these are related to the feelings of empathy and concern for the development of both individuals and teams and within them they can find interpersonal understanding and customer service orientation.
- Personal effectiveness competencies: related to an individual's ability to perform an activity, whether physical or mental.
- Management competencies: these competencies are related to managers, and are their own ones.
- Cognitive competences: related to the knowledge or information that individuals are able to assimilate.

On the other hand, some authors such as Martens (1996), Pereda and Berrocal (2001) classify the different types of competences depending on the relationship they have with the strategy or the level of productivity of the positions in the company.

Pereda and Berrocal (2001) proposed two types of competencies, strategic or generic, which are the ones that employees must possess to meet the strategic objectives of the companies, and the specific ones, these distinguish two types, those that all the workers of the same hierarchical level should possess, and the techniques, which are the ones that a worker should have to do his/her job.

Martens (1996) established the existence of three types of competencies, one of them, the generic, defined them as necessary for all hierarchical levels and also for all positions in companies. He then defined specific competencies as some necessary to carry out the functions in specific jobs, that is more specialized positions in some field, and finally he proposed the basic competencies

, which are the basic skills of people to be able to access a certain job.

Lastly, Levy-Leboyer (2003) also classifies two types of competences, but in this case, some are the intellectual ones that refer to the analysis, planning and organization, and the

interpersonal, which refer to the ability to influence others, to persuade, direct and be able to communicate orally with the rest.

Table 1: Types of competencies according to the authors and examples.

Authors:						
Boyatzis (1982)	Essentials: Ex: workers with average results.	Differentiations: very efficient workers.				
Spencer & Spencer (1993)	Achievement and action. Ex: Inactive.	Impact and influence: conscience organizational.	Help or service: customer service.	Staff effectiveness: self-control.	Management: leadership.	Cognitive: Analytical thought.
Pereda & Berrocal (2001)	Generics/strategies. Ex: flexibility.	Specifics: billing.				
Martens (1996)	Generic. Ex: planning capacity.	Specifics: design.	Basics: reading and comprehension.			
Levy-Leboyer (2003)	Interpersonal. Ex: persuasion.	Intellectuals: capacity of analysis.				

Source: Own elaboration by Boyatzis (1982), Spencer and Spencer (1993), Pereda and Berrocal(2001), Martens(1996), and Levy-Leboyer(2003).

In my opinion, any of the competencies described by the different authors are important at the time of elaborating the profile of the competences of the different job positions, many of them, especially those of Boyatzis (1982), Pereda, Berrocal (2001) and Martens (1996), are very similar and could be taken into account together, but also taking as a reference those of the other two authors, since, for example, those of Spencer and Spencer (1993) make a greater differentiation of competencies and could lead us to differentiate more according to the different positions.

## 2.2- Principles of the competency-based management model:

The main principles of the competency management model according to Fernández (2005), are the following:

1-Human resources constitute an essential input for the definition of the company strategy. This refers to the fact that employees must be taken into account when carrying out and implementing the strategy, and the best conditioning factor for this is to evaluate the effective contribution of employees to achieving it, and this model assumes an adequate method for this, since it links the definition of professional profiles to the key capabilities of each organization.

2- Competences constitute the main asset of a company's human resources organization. In its early days, human resources focused only on contracts, payroll, and social security, later they evolved towards the definition and implementation of collective and general rules. Back in the 1980s, organizations needed to have other concepts that would allow grouping certain characteristics of the employees, adapt them to production processes and manage them independently of the people and the positions, it was about defining a human resources management in two perspectives, the job and worker. Thus, competency-based management emerged as a philosophy for mobilizing the skills of people towards the achievement of the business objectives. As competencies are possessed by people, companies have to ensure that the employee performs their assigned functions well, and develop on the other hand that employee, to improve their employability and professional career.

3- A job is not something essential or eternal in the organization. Possible changes in the environment or the incorporation of a new strategy can make a position unnecessary or modify its definition, granting greater relevance to its interaction with others.

4- Compensation should be based on competencies and performance. Taking into account this model, competitiveness, in its theoretical conception, must establish a compensation system that is fundamentally based on:  
→The level of skills possessed by the person.  
→The type and level of skills used in the development of an occupation.  
→On the results obtained with these skills.

5- The static management of the positions gives way to another dynamic of people's performance.

There is no way to implement the four principles listed above if you have not created a culture of mobility. The main obstacle to this is in the minds of the people, with the fear of the future, the fear of change, the paralysis of the knowledge of what is known today and what we will know tomorrow is ignored. The management model for skills provides objective tools, such as the mention of the training effort or management by standard profiles, which make it possible to generate this culture of mobility.(Fernandez, 2005)

## **2.3- Skills model compared to the traditional one:**

The main differences existing between the traditional management model of human resources and competencies are as follows:

The traditional model is more stable and inflexible, within itself there are more rigid models, which do not offer very good results, for example in times of change, not adapting very well to them. In this first model, the hierarchical relationships are more rigid, and must be strictly followed in the development of the activity, and the workers

are merely considered pawns, who must do their job by complying with certain orders, and they represent an expense for the company, for this reason we can say that one of the main differences between the traditional model and the competency model is in the role of the employees, where in the first the employee is a simple worker and his salary an expense for the company, and in the second, the staff is a fundamental part for the company journey.

The traditional human resource management model is considered to be administrative, whose main functions are payroll and contracts, while the employee motivation plays a secondary role.

For its part, competency-based management is a more flexible model that provides greater adaptation to changes, it is a more cooperative model where relationships are formed and there is greater teamwork, which helps to create more informal relationships

. Its hierarchical structure is not so formal, large chains of command are not established and each employee assumes responsibility for their task, which gives them commitment and motivation.

For all these reasons, it can be said that the traditional model is less adapted to the new times, in which the environment is increasingly dynamic and with increasingly frequent changes, the skills model would be more closely linked to the current reality, becoming a more effective model for both workers and the organizations themselves, we can say that the main differences lie in these terms:

- Integration of people management in the company.
- Improved results.
- Resource Optimisation.
- Team development.
- Greater labor flexibility.

In the following table we can see the differences between both models in the selection, training, remuneration, evaluation and promotion of employees.

Table 2: Differences between traditional and competency models.

	Traditional	Skills based
Selection	academic credentials, experience and knowledge	Productive and innovative profiles, with qualifications for the positions.
Training	Reactive model: mutual adjustment between the person and the actual position	Reactive and long-term: allows to develop personal skills and the achievement of personal objectives.
Remuneration	According to the position and hierarchical level.	Depending on the skills or ability to perform tasks
Evaluation	Objective=control, it is assessed by the result of the employees.	Main objective = development, assessed by the employees potential.



Promotion	promoted to positions of increased responsibility and recognition.	Staff skills development to solve different work situations.
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Source: Own elaboration from Jiménez Martínez, M (2016) Traditional HR model vs competency-based model.

## 2-4 Stages of the competency-based management model:

In order to correctly implement a competency-based management model, it is necessary to follow several phases or stages whose objectives are the following:

- To analyze the starting position of the organization in terms of its culture and operating model of human resources and labor relations, in order to ensure the adequacy of the competency model to the strategic and operational goals.
- To define the conceptual bases of the model around the competencies of the business, also taking into account those of the sector in which it is located.
- To formulate the models that allow executing the classification, remuneration, promotion, evaluation, internal mobility, training and selection.
- To design a model implementation plan, involving all the members of the organization and ensuring the full assumption of the objectives and benefits

In order to achieve these objectives and therefore, a correct formulation and implementation of the model, Fernández (2005) proposes the following stages:

### Phase 0: Project design and launch:

In this initial phase, the aim is to establish the formal and operational framework reference for the good development of the work and to carry out the first actions for the start-up of competency management. It also defines the stage and actors who will participate in the plan, establishing a dynamic of integrating a follow-up of all the parties involved: company, workers and customers.

To end this phase, committees for the study, approval and follow-up of the jobs are created, incorporating experts in the matter that guarantee the validity of the tasks developed.

### Phase 1: Analysis of the current situation:

The fundamental thing in this phase is to analyze the mission, vision, values and strategies of the company to align the conceptual framework of competency management with the strategic planning procedure up to that time. Also to analyze the existing human resources and labor model, paying special attention to the normative and regulatory content of the collective agreement by which the company is governed.

### Phase 2: Definition of the bases of the competency-based management model:

In this phase, the aim is to identify and define the competencies of the company's business, that is, the characteristics that form the differential value proposal, also to define the catalog of jobs, technically and functionally defining them. Besides, competency profiles for jobs must also be formulated, and also to design the tools and procedures that will be used to prepare the profiles of the workers competencies.

Phase 3: Development and implementation of the competency-based management model: People Management:

This third phase seeks to design the professional classification framework of the company based on the organizational structure, the business processes and the operations developed. To build an objective and transparent remuneration system, defining the criteria for promotion as the balanced development between the expectations of the people and the corporate strategy. Also to define the rules of internal mobility that guarantee the professional development of employees and the analysis of strategic needs in people management.

To provide a model that allows the detection of each department training needs, providing it with a dynamic and effective tool to align training with their strategic needs.

Finally, the stage also seeks to design a method for the search and selection of people, so that their ability to perform a job can be predicted as well as the success in their professional development and their projection for the future.

Phase 4: Dissemination of the competency-based management model:

In this last phase, we want to ensure that those responsible for each department have the precise tools to guarantee the effective implementation of the model, as well as its subsequent management and improvement. To train the people who are going to assume a managerial role in the implementation of the model as well as the rest of the workers, users of the model.

And to implement the global integration plan adapted to the characteristics of the company, thus being able to ensure the assimilation and acceptance of the model by all employees.

## **2.5- Definition of competency profiles:**

The definition of the competency profile is a basic element for this model and it allows you to streamline the rest of the tasks. The competency profile is defined as a set of numbers, with the vector representing the level required for each of the competencies included in the directory that a specific occupation requires (Fernández, 2005).

Profiles are different depending on the approach taken by the company's human resources management, however, they will always collect the traits or competencies that the occupants of the position must have in order to carry out their work effectively, efficiently and safely (Pereda, Berrocal and Alonso, 2011). It can be said that by defining the profiles requirements of an organization jobs position, in reality it is defining the qualitative template of the same.

If these profiles are not well defined, situations such as:

- When selecting the staff, people with different characteristics from those actually required will be sought.
- Training programs could focus on aspects not applicable to the job. Therefore, the preparation of these profiles is essential.

Following the definition of the profiles established by Fernández (2005), we call positioning the process of assigning each job a level from 0 to 6, for each

one of the competencies created in the directory, to make possible the fulfillment of the functions, therefore, each position has a profile, but also, each employee will have a competency profile that will reflect the level of competencies you have for each of those included in that directory. This allows for the rupture of the person and the position, and independently manages the people from the positions. How to determine the level of competences differs depending on whether it is people or positions, in terms of those latter, the usual way to do it is to go to the experts in the area that analyze it, so that they provide the necessary criteria to the positioning team.

To obtain people's profiles, the process of measuring knowledge should be based on validation of qualifications and tests, to measure the qualities it is necessary to resort to

more empirical processes, based on the observation of the knowledge. Finally, these profiles must be grouped into Type Profiles, rank them by quantifying the profiles by points, and establishing mobility rules between profiles.

Table 3: Example of competence in knowledge

level	Reference profile	Reference content	level	Functions
6	Distribution/investigator	Compare and judge	6	Capacity to make and design standards related to the services
5	Expert	Synthesize and innovate	5	ability to control the operations and coordinate services.
4	Specialist	Define and analyses	4	Capacity to determine the needs related to the services.
3	Professional 2	Apply, adapt and choose	3	Capacity to identify and solve problems
2	Professional 1	Imitate and understand	2	Capacity to understand and explain the operational, programming
1	Consumer	Acquainted	1	Capacity to identify and describe the services, operations, areas, activities provided in the area.
0	Not needed	Not needed	0	Not require

Source: Own elaboration by Fernández, J. (2005) Management by competencies.

On the other hand, Pereda, Berrocal and Alonso (2011), establish two types of definition of the profiles, some called psychometric of the positions, and others, of demand based on the competencies.

On the one hand, what refers to the psychometric profiles, is the classic way of elaborating the profiles of the positions, and it is the one that corresponds to the focus of the trait. In these profiles in general, a series of sections appear:

- Training: includes the maximum and minimum regulated training that the employee requires based on their position.
- Specific knowledge: knowledge, generally technical, that is not acquired through regulated training, but that is necessary to develop the functions of the position.
- Intelligence and aptitudes: where the minimum, optimal and maximum levels that the employee must have for said position .
- Personality: developmentally relevant personality traits are included with effectiveness, efficiency, safety and satisfaction of the responsibilities of the position.
- Motivation and interests: motivational aspects and professional interests that the employee of said position must meet

In addition, the variables included in the psychometric profile can be classified as:

- Essential: to be able to carry out the functions and assume the responsibilities included in the position.
- Important.
- Recommended: because they will make it easier to carry out the functions and assume the responsibilities included in the position.

On the other hand, regarding the profiles of requirements based on competencies, Pereda, Berrocal and Alonso (2005), tell us that the psychometric orientation, despite being very present, has been giving way to the focus centered on competencies, which is, the approach of the definition of the profiles of demands of the positions based on the behaviors that must be carried out by the employee of the position to be able to perform properly its functions.

To carry out this elaboration of the profiles it is necessary to follow a rigorous process.

First you have to define the strategic competencies of the organization, with the mission values and the strategic model, then it is necessary to begin to elaborate the profiles of the job requirements, in this order:

- 1- Job descriptions.
- 2- Prepare draft questionnaires.
- 3- Review of the questionnaires.
- 4- Prepare final questionnaires.
- 5- Data collection.
- 6- Data analysis.
- 7- Prepare the catalog of competencies.

For the subsequent validation of these competencies, the validation work must be done on two parallel lines:

- In the first place, a competency assessment system should be designed for each employee, and to what degree they are present, according to the job requirements' profile.
- It will also be necessary to design a system for evaluating the performance of the competency-based employees.

Both evaluations must be carried out simultaneously.

### **3- Methodology to follow in the implementation of the skills management:**

For the development of a project implementing a competency-based management, the precise way of working is based on close collaboration with middle management, through the creation of mixed work teams and the use of group techniques, with the objective of taking advantage of the internal knowledge of business experts and ensuring the adaptation and definition of the model tailored to the strategic needs, and also, guaranteeing that in the implementation of a project like this, all the parties involved can contribute from their experience (Fernández, 2005).

To express how the implementation of this model should be, we will develop the phases raised in point 4 of the previous section, breaking down the different actions to be carried out for such implantation.

#### **3.1- Phase 0: Project design and launch:**

This stage assumes a fundamental role, it consists in the precise definition of the scope of the tasks to be carried out to adjust and adapt the proposed methodological approach to the peculiarities of the company.

A scheme is made that aims to reflect the main milestones performance of the project in each of the phases, the process to be followed and the products that will be obtained in each one of them, in addition to this general approach, in each phase and stage of the project, there is the need to use the specific methodologies to configure the integrated management model by competencies.

The results obtained from this phase are: the general action plan of the work as a reference framework for the daily operations of those responsible to execute them, the general presentation of the company's project for managers and employees and the communication plan.

Activities: making contact with the departments, getting to know the support team and collecting the information necessary for the design of the project.

Constitution of the work teams and their competences for each of the phases.

Organization of the work: in addition to a consulting group, there must also be a team of knowledgeable experts, and both will carry out the necessary interviews with the various departments (Fernández, 2005).

## **3.2- Phase 1: Analysis of the current situation:**

Activities: collection of information necessary to meet the corresponding objectives for this phase.

Organization of work: the project team will involve the directors and branch managers to know in depth their particular strategic plans, their interrelationships and their business processes. It is also advisable to hold a day of strategic analysis in which mission, vision and fundamental strategic lines will be exposed.

With all the conclusions that have been drawn from the previous processes, a report will be presented to those responsible for each department, in said presentation they will review important aspects such as culture, values and human resource processes currently employed (Fernández, 2005).

## **3.3- Phase 2: Definition of the model basic elements:**

Activities: This phase will focus on fieldwork. Here the work of the experts by department and business process is especially important, since they will contribute with their knowledge. These experts will be people who will collaborate in the different stages and will be the best means to ensure a model tailored to the needs of each one as and when needed.

Organization of work: Nominal group techniques and interviews should be individualized with the experts and managers, both by departments and by process.

This phase is critical since it requires the participation of the company's employees, special care should be put in the selection of experts and in the correct way of communicating the objectives of the process, as well as the explanation of what is expected of each one to achieve it.

Through the TGNs, basic products will be obtained, such as the directory of competencies, which should have a single base for all departments, but allowing the possibility of completing some departmental particularity.

A subsequent step will be the approval of said competencies directory by the company management and its communication to the rest of the workers, which will be key, since they are the tool with which human resources and the organization are managed from the entry into force of the model.

The fieldwork also requires a series of interviews with those responsible for the departments and divisions, in order to have the necessary information to carry out an inventory of positions/jobs, and the descriptions of each one, with the second of the basic elements of the model: the catalog of positions/jobs.

After this stage of participatory work, there is a return to a more centralized process, in which the project work team will elaborate the last of the basic elements: the competency profiles, which refers to both the jobs and the obtaining procedure for the case of people (Fernández, 2005).

### **3.4- Phase 3: Implementation of the management model by competencies:**

Activities: this phase begins with the analysis of the professional classification processes, remuneration system, training programs, etc., developments to date by each company department. With the data obtained, we proceed to the elaboration of the proposal of new classification frameworks, remuneration system, promotion criteria and mobility, and model of professional development and selection, taking into account the business peculiarities and the expected evolution of the company's intellectual capital.

Work organization: initially the team will work centrally in the analysis of the information collected and the preparation of the proposal. Subsequently, work will be done with the company's work teams in the configuration definitive of the constitutive products of the competency-based management model (Fernandez, 2005).

### **3.5- Phase 4: Dissemination:**

Activities: in this phase, work will be carried out to present and disseminate the model to users and managers, convening the precise training actions.

Organization of work: the monitoring procedures and supervision criteria of the communication activities established in the work plan are launched in this phase. Likewise, periodically and coinciding with the fulfillment of the steps established, the team will present reports on the results of the actions carried out and future ones which will be disseminated to the entire organization as much as possible (Fernández,2005).

### **3.6- Description of the phase to be analyzed and the questionnaires for analysis:**

In this study we will focus on phases 0 and 1 of the process of designing and implementing a competency-based management system. The first phase, as explained above, involves an initial contact with the heads of each of the departments in which we will carry out the study to implement this human resources system. In this first contact, we will try to gather the necessary information on the competencies required for the positions in the departments, passing the different questionnaires shown in the appendix to the department heads. Once this information has been obtained, we will move on to phase 1 of the process, analyzing the results obtained, if possible with the heads of the departments, and we will prepare a report detailing the different important competencies for each of the positions, and important aspects about the company such as its culture, values or human resources models used at the present time. To carry out this analysis we will take into consideration the departments of programming, production, logistics and support projects of the company Kerakoll. These departments of the company have been selected for several reasons, firstly because they are the departments that are present in the Almazora plant, where the study has been carried out, other departments such as administration or marketing are in another

plant, the one on the Alcora road. Apart from that, the production and programming departments are the ones that have the most employees, since all the operative level workers depend on them, and the Support project department is very innovative for the company and is still being formed, so it was important to be able to analyze the competencies of this department, since the company could try to implement the system in it. The logistics department was also a very attractive department to carry out the study, since the people who have relations with the carriers depend on it, and it depends on it that the goods reach the customers on time and in the agreed form.

For the analysis, the questionnaire has been passed to the heads of each of the departments, and they, with the collaboration of some of their members, have been filling them in, but they have only filled in one form per department, that is, we only have one answer per department, which allows us to have a clearer and more definitive result, since if several people answered it, there would not be a definitive result per area, since there could be different opinions, this is solved with the single questionnaire solved in common.

In the different questionnaires prepared to collect the information for this analysis, we will start with a first part with a questionnaire on the key competencies of the positions, it is a form that presents 15 competencies and leaves the way open to propose more, which gives the option to choose whether it seems, to the person involved, important or not that competence, and also requires establishing an order between the various competencies selected as important. This decision of importance or not, and of establishing the order among the important ones is given in all the prepared questionnaires.

This first table reflects some competencies such as flexibility, learning or personal development, then, once the competencies considered as important have been indicated and ordered, in a second phase it will be necessary to complete a questionnaire for each of these competencies, indicating the behaviors considered most important for each of them, in order to have more detailed information about them.

We start with the learning competency, where several behaviors related to the speed of learning new information or methodologies for work, such as, for example, trying new ways to solve problems, are exposed, then we have the flexibility competency, where we look at the degree of being able to adapt to changes without losing effectiveness. Thirdly, we have the decision competency, in which some behaviors on decision making or making judgments are nuanced so that managers indicate which ones seem important to them and their order, fourthly, we find communication, where you must choose behaviors related to inform clearly and concisely and obtain information from people of different levels, training or interests.

Further on we find the questionnaire on excellence, where it is necessary to choose which behaviors, related to the search for the highest possible quality in performance, are considered most important, in sixth place we have the questionnaire on personal development, which aims to choose and order behaviors to create a positive work environment for the training and development of staff, after this we find the resistance to stress, referring to remain stable, effective and efficient under pressure, then we find the negotiation, to reach satisfactory agreements for both parties.

In ninth position we find the questionnaire on technical behaviors, which refers to having extensive and detailed knowledge of the techniques and tools used in the positions. Next we have leadership, with behaviors on directing, leading and knowing how to delegate, guiding the group towards the achievement of objectives, the eleventh questionnaire refers to planning or organization, defining priorities, establishing plans in order to achieve the goals set. Further on we have the competence of collaboration, with behaviors that define effective and efficient work with the other people that make up the organization. We also have a questionnaire on problem solving, where there are several behaviors that can lead to improve this competency. Then we have teamwork, a competency that tells us about knowing how to work with others, always facilitating team behavior.



Finally we find continuous improvement, a very important competence to be able to be always improving the effectiveness and efficiency, establishing goals and criteria to achieve it.

With all these questionnaires we hope to have enough results to be able to know the most important competencies for each job position and which are the essential behaviors of each of these competencies.

## 4- Results:

After passing the various questionnaires on the different competencies and the behaviors associated with them to the managers of five departments of the Kerakoll company, I obtained results that I found somewhat surprising, since in many of these departments the vast majority of these competencies are repeated, or the managers consider many competencies in common to be very important.

First of all, in the **procurement and production scheduling** department, the key competencies to develop a good job are, in order of priority, the following:

1- Planning and organization, to be able to establish in a good way the priorities of production, and to have a good organization in the development of the functions, to achieve it, the appropriate behaviors will be to establish objectives in an ambitious but realistic way to the team, to distribute the tasks among the members taking into account the workload and personal preferences, to check that the work and activities are carried out as planned and within the deadlines, that is to say to carry out a control, to establish the objectives and priorities to be fulfilled by others, indicating dates of fulfillment, priorities and possible deviations, and finally to act when it is known that there is a problem and to correct the deviations according to the foreseen.

2- Communicate clearly and concisely with all people inside and outside the organization, both orally and in writing. The behaviors to be carried out to satisfy this competence are: to talk to superiors to receive or give them information, also to do it with other colleagues, to know how to deal face to face with work problems with other people, and to use the electronic mail for the correct internal communication.

3- Flexibility, to know how to adapt the behavior to different situations, always maintaining the effectiveness, for this, the behaviors that must be considered are: to control situations in which two people ask for different things, to adapt to changing responsibilities, and to be able to give them solution being effective when they change quickly, besides being able to do many activities in an effective and efficient way.

4- Decision, have the ability to make quick decisions and make judgments even if they may be unpopular, to make decisions or make recommendations when you need a quick response, know how to make decisions instead of superior, when this is not available, know, each one, defend their own decisions when others question them, always showing self-confidence.

5- Negotiation, to identify one's own and others' positions in a negotiation, and to be able to reach satisfactory agreements for both parties, especially in this department is to know how to negotiate with shift managers to schedule production and with suppliers of raw materials. In order to achieve this, it is necessary to identify the advantages that both parties can

obtain, putting oneself in their place, as well as the disadvantages that these entail for the others, always arguing correctly, with persuasion, logic and coherence, always trying to convince.

6- Resistance to stress, it is very important in the day to day of this and other departments of the company to know how to stay calm and with a logical approach to situations of pressure, opposition or disagreement, especially in times of negotiation with the various parties that affect the department, we must always remain friendly and calm when others express opposition to our ideas, so it will be easier to convince them, react calmly to problems, and always maintain a criterion or a decision despite the pressures, if there are no reasons to justify the change.

Secondly, we see the different competencies that have been pointed out as important in the **logistics department**, some of which are common with the previous one, but with some necessary behavioral changes. These competencies are:

1- Flexibility to be able to couple behavior to changing situations, staying effective. To do this, people in this department must be able to adapt easily to changing activities and responsibilities and continue to be effective when these change quickly and frequently, and be able to multitask effectively and efficiently, such as preparing orders while loading others.

2- Problem solving, knowing where they come from and why they occur, in order to be able to apply better solutions, for this information must be simplified to explain in a simple way what happened, and to explain the objective causes of the problems, also after knowing the problems, to offer solution options, or alternatives, and take into account factors that may lead to future problems, in order to be forewarned.

3- Communication, it is necessary in this department to be able to have a good communication between the people that conform it, but also with people belonging to other departments and external to the company, the information that is transmitted must be clear and concise. The members of the department must know how to deal face to face with work problems with other people, contrast and verify the information they receive, either with superiors or with other colleagues, know how to use email correctly, since it is necessary to know how to write them well so that the flow of information circulates fluently, as well as to give clear information when having telephone conversations, and finally to talk to colleagues to receive or give information.

4- Collaboration, besides knowing and being able to maintain a fluid communication, in this department it is necessary to collaborate between all the people of different levels that conform the department, as we have indicated in the referred thing to the communication, it is due to provide to other companions information and instructions for the correct elaboration of the different tasks, but also, in this sense, to help each other in the accomplishment of the same ones when it is necessary. Both the person in charge and the different people in charge of the department must insist on cooperation among all the people, and they must also be able to offer recognition and value positive opinions of the rest.

5- In addition to maintaining a collaborative climate, it is necessary to work as a team, openly, kindly and collaboratively, as with the insistence on collaboration, superiors should encourage teamwork, and help to maintain a team attitude when solving problems, although here, to maintain a good attitude it is also very important the personal contribution of each one, keeping others informed, listening to them, asking each one to give their opinion, and sharing one's own ideas. It is also very important to have good humor with the rest in order to reduce tension.

6- Negotiation, both in teamwork and in communication with external people, knowing how to identify one's own needs and those of others, and knowing how to put oneself in the place of the other party in order to obtain advantages for both, and always argue coherently, logically, clearly and persuasively, in order to achieve the objectives of the negotiation.

7- Resistance to stress, it is very important for this area, and for the company as a whole, to be able to maintain emotional stability and effectiveness and efficiency in situations of high pressure, disagreement and difficulties or failures. In these situations it is necessary to remain calm and react calmly and rationally to the problems that may arise, in order to be able to maintain a logical and controlled approach, not to get emotionally involved and to listen to the complaints of others and respond sympathetically to them.

In addition to these competencies, the person in charge of this area of the company would consider technical knowledge to be another important competence, but according to his experience in charge of this department, he has come to the conclusion that this is obtained through practice, so it is not something distinctive, but something more related to experience,

Next we see the **Support project** department, a new department in the company, whose function is to propose and manage new ideas and new projects in which the company can embark, the essential skills for this department are:

1- To be able to have a good planning or organization, it is very important to be able to develop innovative projects to first assign priorities and objectives of these, and also to develop action plans for proper implementation. The objectives must be set to be met by the person in charge but also by other people, setting deadlines and possible deviations that may arise, the objectives must always be achievable. These plans should include control measures, and foresee the needs of the team when planning, as well as foresee the resources to be used.

2- As in the case of logistics, in this department, teamwork is very important, helping the rest of the colleagues to maintain a team attitude to solve problems, always keeping the others informed, both of what we are going to do and of the information that arrives.

3- When setting goals, both individual and team, it is necessary to do it with a perspective of continuous improvement, emphasizing the importance of efficiency and productivity when planning work, and establishing systems to improve the management and results of your team or department.

4- In addition to good planning, maintaining a climate of teamwork and continuous improvement, it is important to maintain good communication, for this it is important to

summarize and clarify information to ensure that what is being said is understood, establish and use networks of colleagues to have more information, distributing it from one to another, which can be achieved by regularly using email.

Finally, we have the production department, which manages and controls the **production unit**, and the skills to have in this are:

1- As in the procurement and programming and support project departments, planning/organization is very important to carry out the production. To be able to carry out good planning, as has been commented in previous departments, it is necessary to establish some objectives, which must be ambitious, but also realistic. Once the objectives have been set, the appropriate methods for achieving them must be identified and developed, identifying the internal and external factors that may affect them and establishing control measures. In order to perform the tasks for the achievement of the objectives, the managers must distribute them within the department, notifying the operative level workers of the tasks to be performed.

2- In order to achieve the necessary production levels, it is necessary to work as a team, to be able to solve the difficulties of the work, it is necessary to insist on its necessity, and to help to maintain a team attitude to solve the problems. Employees should always help their colleagues and keep them informed, contributing their own ideas and asking others to contribute theirs, always doing so with good humor.

3- Continuous improvement both in production processes and in people's knowledge about them, is a fundamental competence for this department, establishing systems to improve the management and results of their team or department, also performance levels, involving colleagues, which allow to evaluate the team's performance, and when planning the work, emphasizing the importance of efficiency and productivity, always actively supporting when it is achieved.

4- In order to achieve teamwork and continuous improvement it is important to know how to collaborate, for this, help should be offered and accepted, look for information that other colleagues may have to solve problems, for this, the person in charge must insist on the need for cooperation.

5- Being able to guide the group efficiently, delegating responsibilities and maintaining a collaborative attitude means having leadership skills, which is essential, since when it comes to production it is very important to meet these characteristics. To do this, the leader must coordinate the group work of the colleagues, always motivating them. The leader must be responsible for the work of his team, and also for its successes or failures, and help in the resolution of problems.

6- When problems arise, they must be studied, identifying their most relevant aspects and their causes to be able to choose higher quality solutions, to have a good problem-solving capacity. When a problem arises in the production chain and it is necessary to solve it quickly to reactivate it, it is necessary to simplify the information, to explain clearly and simply what happened, to study the advantages and disadvantages of the solutions, as well as the points of view of the colleagues. Once a solution has been adopted, it must be followed up, working with details, numbers and graphs.

7- In order to achieve competencies such as continuous improvement it is necessary to have others such as staff development, in order to create positive work environments for training

and continuous self and staff development. To be able to achieve the production levels we want, it is necessary to train and advise others, in order to improve their effectiveness, for this we must be able to identify the training needs and development needs and preferences of employees. It is very important to give feedback on how the work is being developed, because if it is positive the motivation of employees can increase, and if it is negative it helps to correct.

8- To look for the best way of doing things is to look for excellence, trying to obtain the highest possible quality from what is produced. To achieve this excellence it is very important to have motivated and motivating employees, therefore, the person in charge must always motivate to achieve the goals and make them constantly look for ways to do things better, encouraging them to be able to implement a plan or an activity that could bring benefits, without anyone telling them.

Table 5: Competencias de cada departamento.

Aprovisionamiento y planificación de la producción.	<ul style="list-style-type: none"> <li>- Planning/organization.</li> <li>- Communication.</li> <li>- Flexibility.</li> <li>- Decision making.</li> <li>- Negotiation.</li> <li>- Resistance to stress.</li> </ul>
Logistics.	<ul style="list-style-type: none"> <li>- Flexibility.</li> <li>- Problem solving.</li> <li>- Communication.</li> <li>- Collaboration.</li> <li>- Teamwork.</li> <li>- Negotiation.</li> <li>- Resistance to stress.</li> </ul>
Support project.	<ul style="list-style-type: none"> <li>- Planning/organization.</li> <li>- Teamwork.</li> <li>- Continuous improvement.</li> <li>- Communication.</li> </ul>
Production.	<ul style="list-style-type: none"> <li>- Planning/organization.</li> <li>- Teamwork.</li> <li>- Continuous improvement.</li> <li>- Collaboration.</li> <li>- Leadership.</li> <li>- Problem solving.</li> <li>- Personnel development.</li> <li>- Excellence.</li> </ul>

Source: Elaboración propia.

The planning and organization competency is the most important of those selected by each of the departments, since three of them, programming, production and support project, have selected it as the most important, it should also be noted that the logistics department has not selected this competency.

Communication has also been pointed out as an important competency for most of the areas, since all of them, except for production, have pointed it out, and they agree that it is a

fundamental competency for the correct development of the different activities, as well as to be able to maintain good relations with external agents.

Teamwork is very important for production and support project, since, according to those responsible for them during the surveys, it is very important to carry out the work acting with companionship and working as a team.

For the logistics area, flexibility is the most important skill, since they have to adapt to the needs of the carriers, having to carry out operations when they are available.

Continuous improvement has been taken into account by support project and production, a very important competency for the production department that needs its processes to be reviewed periodically in order to improve its efficiency and effectiveness.

The other competencies have been pointed out as less important by the departments, except for learning and technical knowledge, which the departments have decided that they are not very influential for the development of the functions, and they have not pointed them out, since for example some managers pointed out that technical knowledge is acquired with practice and does not have to be a competency, on the other hand, they pointed out that learning was a competency that they would not highlight since almost all the people usually have this ability.

A competency that was not very successful among the respondents was resistance to stress, since it was only selected by programming and logistics, and in both cases in the last position in the order. While conducting the interview all participants said that it was a very important competency as staying stable in stressful situations is very important for making good decisions, but finally two of them decided to leave it out of the list.

It should be noted that for the people who had to choose between some competencies or others it was not easy at all, since they considered that practically all of them were important for a job position, in the same way that happens with the order, it was very difficult for them to establish priorities between them, therefore all of them were of vital importance for them, which gives this study very good results, as it is very fine tuned when it comes to finding the key competencies for the positions.

The different competencies chosen by each of the departments are those that any person who is part of them should possess, therefore, members of the procurement and production scheduling departments must be flexible, have the ability to improve their behavior in the face of changes. Scheduling, support project and production must be good planners and organizers, scheduling, logistics and support project workers must have good communication skills, teamwork is important for logistics, support project and production, it is important to be able to have continuous improvement for the logistics and production area.

Those in the programming and logistics department must be good negotiators, and those in logistics and production have in common something that they should not have in the other departments, the skills of collaboration and problem solving, those in the production department are the only ones who must have good leadership and be oriented to excellence, and those in the programming department are the only ones who must make decisions quickly.

Apart from the skills that each of the departments should have, with the conversations held for the resolution of the questionnaires with the various heads of the departments, all agreed that there are some skills that they should have together, the most important of these are

communication, there must be good communication between the different departments, to get the job done well, for example production must have good communication with programming, and logistics with both, to know what material there is, what can be loaded, or what needs to be produced. It is also important to have a good joint problem-solving policy, since many problems can arise that can affect all departments, and must be solved jointly.

## **5- Conclusions:**

Once this work has been completed, we can highlight some important points. The first of them is the achievement of the objectives set, it has been possible to carry out a study of the competencies necessary for four departments of the company, through the response of the people in charge of them to questionnaires.

The results obtained are important because they can help the company in the future to improve its human resources management system, implementing the system proposed throughout this study, the human resources system by competencies. The main results have been obtained by means of the questionnaires in the annex, which have helped to find out which are the key competencies in each of the departments subject to the study.

Among the main conclusions to be drawn from the study are that the most important competency for the departments, that is, the one that for most departments constitutes an essential competency is planning/organization, because much importance is given to establishing plans to achieve objectives, after this another very important one is teamwork, since to achieve the goals one must have the ability to work together with other colleagues, and the third competency in terms of importance is communication, transmitting information between the different levels of the departments, and also being able to keep this information to other departments or outside the company.

Another conclusion that can be drawn from the study is that the competence of technical knowledge has not been highlighted as important by any department, since it has been estimated that this is developed with practice, nor has the competence of learning been selected, since it is assumed that this is given in most people and is not a remarkable competence for any of the departments.

In addition to the competencies selected for each of the areas, it is also worth noting the difficulty for the managers to choose among the competencies and order them in order of priority, since when they were told about competencies practically all of them seemed important for developing the work within their department, which is why this selection is more valuable, since it is the result of choosing among a range of very important competencies.

Finally, due to the good result obtained in this work, it is recommended to Kerakoll Ibérica S.A. to take it into account, in order to improve its human resources system taking into account the selected competencies for these departments, and the possibility of extending the study to all the departments of the company. This could improve some policies such as the selection of suitable personnel or internal promotion.

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# 7- Annex:

## 7.1-Questionnaires for the elaboration of job requirements profiles:

### Part 1: Determination of the key competencies of the positions:

In this first part, a questionnaire is presented with 15 competencies considered by Pereda, Berrocal and Alonso as key to develop functions and activities of a position. In order to answer this questionnaire, it may be very useful to ask the following questions for each of them:

- Do I need this competency to develop my functions and activities?
- How important is the competency for the development of my job?

If the answer to the first question is yes, put an x in the yes column; if no, put the x in the no column; for the second question, think about your answer and order the competencies according to priorities in the order column. It is recommended to mark a minimum of 5 and a maximum of 8 competencies.

Table 6:  
Key competencies of the positions:

Yes	No	Order	Behaviors
			1.Learning. Quickness to learn and apply new information, systems and work methods.
			2.Flexibility. Modify behavior to adapt to changing or ambiguous situations, maintaining effectiveness in different environments, with different tasks, responsibilities and people.
			3.Decision. Making decisions quickly and making judgments even though they may be difficult or unpopular.
			4.Communication. Report clearly and concisely and obtain information from people of different levels, backgrounds or interests. Clearly express information both orally and in writing.
			5.Excellence. To perform tasks seeking, in its activities, the highest levels of quality and the way to improve its previous performances.

			6.Stress Resilience. Maintain emotional stability and level of efficiency and effectiveness in situations of pressure, opposition, disagreement, and difficulty or failure, releasing tension in a manner acceptable to others.
			7.Negotiation. Identify one's own and others' positions in a negotiation, reaching satisfactory agreements for both parties.
			8.Staff development. Create a positive work environment for training and continuous self and staff development.
			9.Technical knowledge. Have extensive and detailed knowledge of the techniques and instruments currently used in their work.
			10.Leadership. Guiding the group in the accomplishment of a task, structuring it, directing it and delegating responsibilities for the achievement of the task. Establishing and maintaining the group spirit necessary to achieve the objectives set.
			11.Planning/organization. Define priorities; establish the necessary action plans to achieve the set objectives within budgets; allocate resources; define intermediate goals and contingencies that may arise; establish the appropriate control and follow-up measures.
			12.Collaboration. Working effectively and efficiently, with people in different positions and at different levels and performing different functions, to achieve set objectives, identify problems and solve them.
			13.Problem solving. Study the problems, identifying their most relevant aspects and their causes in order to choose the best quality solutions within the established time frame.
			14.Teamwork. Work openly, kindly and cooperatively with others, facilitating teamwork.
			15.Continuous improvement. Establishing individual and team goals and criteria, coaching, training and evaluating to achieve continuous improvement in effectiveness and efficiency.
			16.Others:

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

### **Part 2: Determination of the key behaviors associated with each competency:**

Once the competencies that are considered key for the position have been identified and ordered, in this section you are asked to indicate the behaviors that you consider most

important for each of the competencies, and thus be able to perform your job in the best possible way.

To answer the following questionnaire, follow the same procedure as in the previous one, first indicate whether you are key or not for each of the competencies chosen, and then order them according to their importance. Try to indicate a maximum of 5 behaviors for each key competency (Pereda, Berrocal, Alonso, 2011).

Table 7: **Learning**. Quickness to learn and apply new information, systems and work methods.

Yes	No	Order	Behaviors
			a. Quickly acquire knowledge and skills from instruction, study or experience.
			b. Quickly use new knowledge and skills in routine tasks.
			c. Working with products, tools and/or equipment that change frequently and whose modifications must be learned quickly.
			d. Try new ways of solving common work problems.
			e. Systematically verify and detect the advantages and disadvantages of work processes.
			f. Engage in new activities to become familiar with work processes different from the usual ones.
			g. Write protocols for the use of work procedures and ways to solve problems.
			h. Others:

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 8: **Flexibility**. Modify behavior to adapt to changing or ambiguous situations, maintaining effectiveness in different environments, with different tasks, responsibilities and people.

Yes	No	Order	Behaviors
			a. Perform a wide variety of activities effectively and efficiently.
			b. Control situations in which different people demand different things simultaneously.
			c. Adapt easily to changing activities and responsibilities.
			d. Work with products, tools and/or equipment that change frequently and whose modifications must be learned quickly.
			e. Continue to be effective when activities and priorities change rapidly.
			f. Continue to be effective when interruptions and distractions

			are frequent.
			g. Be functionally polyvalent.
			h. Effectively and efficiently perform several activities at the same time.
			i. Effectively and efficiently handle new or unusual situations on short notice to prepare for them.
			j. Others:

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 9: **Decision.** Making decisions quickly and making judgments even though they may be difficult or unpopular.

Yes	No	Order	Behavior
			a. Make decisions or recommendations in day-to-day work without the need to consult other colleagues or the immediate superior.
			b. Make decisions or recommendations when a quick response is needed.
			c. Defend, with reasoned arguments, one's own decisions when they are questioned.
			d. Make decisions in place of the superior when he/she is not available.
			e. Show self-confidence when justifying and defending a decision you have made.
			f. Show confidence in the success of the actions and plans it proposes.
			g. Others:

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 10: **Communication.** Report clearly and concisely and obtain information from people of different levels, backgrounds or interests. Clearly express information both orally and in writing.

Ye s	No	Order	Behaviors
			a. Addressing verbally and/or in writing other colleagues at different hierarchical levels.

			b. Talk to other colleagues to receive and/or give information and instructions.
			c. Talking to superiors to receive and/or give them information.
			d. Talk to people outside the company to receive and/or provide them with information.
			e. Summarize and clarify the information you receive to make sure you understand what you are being told.
			f. Check that the interlocutor has understood what he/she is saying and the consequences of the message.
			g. Give information over the phone in a clear and precise manner, abandoning any other information while speaking or listening.
			h. Deal face to face with work problems with other people.
			i. Gather different information, from different sources, on a given topic.
			j. Contrast and verify the information received.
			k. Establish and use peer networks in order to have more information on the different topics he/she deals with.
			l. Write letters, documents, memoranda, etc. using clear and precise language, as well as adapted to the needs and characteristics of the recipients.
			m. Explain or give details concerning problems or changes, adapting the messages to the needs of the recipients.
			n. Make public presentations adapted to the needs and level of understanding of the audience.
			o. Write letters to people outside the company, adapting language and content to the characteristics and needs of the recipients.
			p. Write detailed letters or interview notes for others to understand or make decisions, using motivational language.
			q. Regularly use email for internal communication.
			r. Others:

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 11: **Excellence.** To perform tasks seeking, in its activities, the highest levels of quality and the way to improve its previous performances.

Yes	No	Order	Behaviors
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			a. Constantly look for ways to improve the way in which each activity is carried out.
			b. Convey high expectations to colleagues about the need for excellence in work.
			c. Continually showing concern for progress in work effectiveness.
			d. Implement a plan or activity without being told to do so by others.
			e. Locate and address issues related to achieving improved levels of performance.
			f. Emphasize the need for efficiency when making plans.
			g. Motivating others to reach goals or achieve performance level improvements.
			h. Others:

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 12: **Negotiation**. Identify one's own and others' positions in a negotiation, reaching satisfactory agreements for both parties.

Yes	No	Order	Behaviors
			a. Prepare drafts, documentation, etc., prior to the development of a negotiation.
			b. Identify your own needs and those of the other part.
			c. Put yourself in the other party's shoes and try to anticipate their needs and expectations in the negotiation.
			d. Assess, as objectively as possible, the effects of anticipating your needs and expectations in the negotiation.
			e. Identify the advantages that both parties can obtain from the negotiation, as well as the disadvantages that would result from a non-negotiated solution to the conflict.
			f. Resist pressure from the other party, defending their interests and/or those of the parties they represent.
			g. Argue logically, coherently, clearly and persuasively.
			h. Obtain or create memories that satisfy one's own needs and are acceptable to the other part.
			i. Others:

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 13: **Staff development.** Create a positive work environment for training and continuous self and staff development.

Yes	No	Order	Behaviors
			a. Train and mentor others on the job to improve their effectiveness.
			b. Design plans and establish training schedules for other colleagues.
			c. Identifying your own training needs to improve their effectiveness.
			d. Identify training needs of peers to improve their effectiveness.
			e. Show recognition for a job well done by others.
			f. Praise and encourage good work done by others.
			g. Give feedback to peers on how they are performing their work, highlighting what they do well.
			h. Collaborate in seeking training and development opportunities for him/herself.
			i. Collaborate in seeking training and development opportunities for peers.
			j. Encourage developmental activities and express appreciation when they are undertaken.
			k. Identify and discuss employee development needs and preferences.
			l. Create a work environment in which employees can develop themselves.
			m. Regularly attend training courses and actions to improve their effectiveness.
			n. Regularly seek training courses and actions for employees to improve their effectiveness.
			o. Others:

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 14: **Stress Resilience.** Maintain emotional stability and level of efficiency and effectiveness in situations of pressure, opposition, disagreement, and difficulty or failure, releasing tension in a manner acceptable to others.

Yes	No	Order	Behaviors
			a. Remain calm in situations of urgency or pressure.
			b. Maintain a logical and controlled approach in problematic or conflictive situations that require quick and precise action.
			c. Remain polite and calm when others express disagreement or opposition to one's ideas or opinions.
			d. React calmly and rationally to problems or adversities, despite tensions.
			e. Not getting emotionally involved in conflictive situations.
			f. Face setbacks, maintaining a high level of effectiveness in the development of their functions and activities.
			g. To maintain a criterion, or a decision, in spite of the existing pressures unless there are reasons that justify the change.
			h. Listen to customer complaints and respond sympathetically.
			i. Others:

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 15: **Technical knowledge.** Have extensive and detailed knowledge of the techniques and instruments currently used in their work.

Yes	No	Order	Behaviors
			a. To know in detail the most appropriate techniques in their work.
			b. Use computer systems and know how they work.
			c. Have experience in the use of the most appropriate techniques in their work.
			d. Have a detailed and accurate knowledge of the market.
			e. Have a detailed knowledge of the company's products.
			f. To know the existing risks in their work.
			g. Know the appropriate risk prevention measures in their work.
			h. Understand how work processes are carried out.



			i. Use technical knowledge and experience to improve their effectiveness.
			j. Others:

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 16: **Leadership**. Guiding the group in the accomplishment of a task, structuring it, directing it and delegating responsibilities for the achievement of the task. Establishing and maintaining the group spirit necessary to achieve the objectives set.

Yes	No	Order	Behaviors
			a. Coordinate the work of groups of colleagues.
			b. Motivate colleagues to perform an activity.
			c. Give instructions to others and delegate the completion of tasks.
			d. Take responsibility for the work of their team and its success or failure.
			e. Help solve problems that arise in the team.
			f. Oversee the completion of all team activities.
			g. Be the point of reference to whom colleagues turn.
			h. Get others to pay attention to your comments.
			i. Seek the support of others for your own ideas.
			j. Influence others by effectively using facts or information.
			k. Convincing others by relating one's ideas and actions to their needs and interests.
			l. Facing new challenges in order to complete a specific part of the job.
			m. Taking responsibility for issues that require additional effort to complete a specific part of the job.
			n. Extending one's own responsibilities in order to achieve the completion of an activity.
			o. Others:

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 17: **Planning/organization.** Define priorities; establish the necessary action plans to achieve the set objectives within budgets; allocate resources; define intermediate goals and contingencies that may arise; establish the appropriate control and follow-up measures.

Yes	No	Order	Behaviors
			a. Set ambitious but realistic goals for your team or department.
			b. Identify and develop appropriate methods for achieving team or department and company objectives.
			c. Include progress monitoring measures when defining plans.
			d. Identify factors, internal and external, that may affect the achievement of objectives.
			e. Anticipate the needs of the team or department when planning to achieve objectives.
			f. Distribute tasks within the department and team, taking into account workloads and personal preferences.
			g. Plan the appropriate corrective actions resulting from the results of monitoring the plans.
			h. Provide the necessary resources to achieve the objectives within the set deadlines.
			i. Organize and coordinate the necessary resources in the implementation of the plans.
			j. Plan one's own time and that of colleagues to carry out the planned activities.
			k. Establish the objectives to be achieved by others, indicating priorities, deadlines and possible deviations, so that they are achievable.
			l. Change plans when circumstances or priorities change.
			m. Verify that work and activities are carried out as planned and within deadlines.
			n. Act when problems are identified, correcting deviations from plan.
			o. Others:

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 18: **Collaboration.** Working effectively and efficiently, with people in different positions and at different levels and performing different functions, to achieve set objectives, identify problems and solve them.

Yes	No	Order	Behaviors
			a. Provide peers with information, instructions, etc.
			b. Provide help to other colleagues when they need it.
			c. Accept help from peers when needed.
			d. Insist on the need for cooperation among all peers.
			e. Help resolve conflicts and disagreements by exploring differences and identifying common ground.
			f. Show appreciation and value the opinions and ideas of others.
			g. Seek ideas and information from other peers, both inside and outside their unit, to identify and solve a problem.
			h. Emphasize the need for cooperation across hierarchical levels.
			i. Others:

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 19: **Problem solving.** Study the problems, identifying their most relevant aspects and their causes in order to choose the best quality solutions within the established time frame.

Yes	No	Order	Behaviors
			a. Relate different information to each other, so that they are easy to understand.
			b. Simplify information to explain, in a simple way, what happened.
			c. Correctly interpret information of very different types and origins.
			d. Determine the objective causes of a problem.
			e. Establish how the cause of a problem leads to a given result.
			f. Offer various options and alternatives to a problem.
			g. Rationally study the advantages and disadvantages of different possible solutions to a problem.
			h. Study and take into account, objectively, the different interests

			and points of view held by other colleagues about the problem.
			i. Take into account any factors that may give rise to future problems before adopting a solution to the current one.
			j. Follow up on solutions adopted to problems.
			k. Work with details, numbers, graphs, etc
			l. Anticipate the effects of using different solutions to a problem.
			m. Others:

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 20: **Teamwork.** Work openly, kindly and cooperatively with others, facilitating teamwork.

Yes	No	Order	Behaviors
			a. Emphasize the need for employees to work together and collaborate to solve work difficulties.
			b. Emphasize the need to maintain a team approach to problems.
			c. Help maintain a team attitude to solve problems.
			d. Offer to help co-workers solve work problems.
			e. Try to reach agreements on work issues.
			f. Keep others informed, sharing one's own ideas and feelings.
			g. Make appropriate use of good humor to reduce tension at work.
			h. Ask team members to contribute ideas and suggestions on work problems.
			i. Assuming the group's vision and objectives as one's own.
			j. Pay attention to the needs and feelings of others.
			k. Obtain the agreement of others on decisions made.
			l. Others:

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 21: **Continuous improvement.** Establishing individual and team goals and criteria, coaching, training and evaluating to achieve continuous improvement in effectiveness and efficiency.

Yes	No	Order	Behaviors
			a. Establish systems to improve the management and results of your team or department.
			b. Design work methods that ensure maximum effectiveness and efficiency of the team or department.
			c. Search for procedures to increase revenues and/or reduce costs.
			d. Establish performance levels to evaluate the performance of the team or department.
			e. Emphasize the importance of efficiency and productivity when planning work.
			f. Involve colleagues in establishing objective and measurable performance evaluation criteria.
			g. Systematically use the performance appraisal program with colleagues.
			h. Actively support and encourage colleagues to do whatever is necessary to improve their effectiveness.
			i. Identify and organize the necessary activities to train and coach employees.
			j. Reinforce the self-confidence of colleagues, making it easier for them to take on new challenges or solve the problems they face.
			k. Evaluate the performance of your employees accurately and fairly, providing them with regular feedback.
			l. Others:

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

## 7.2- Answers to questionnaires:

In this section we add the answers to the questionnaires in order to implement the competency-based system in the company Kerakoll, we add the answers of the heads of the four selected departments.

Firstly, Estela Castejón, head of the procurement and production planning department, secondly, José Galdon Rubio, head of the logistics area, thirdly, Javier Amil, head of support project, and finally, Carlos de la Cruz, head of the production area.

Name:	Estela Castejón
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Position:	Head of the procurement and production planning department.
Date:	06/06/22

Part 1:

Table 22: Key competencies of the positions:

Yes	No	Order	Behaviors
x		3	2.Flexibility. Modify behavior to adapt to changing or ambiguous situations, maintaining effectiveness in different environments, with different tasks, responsibilities and people.
x		4	3.Decision. Making decisions quickly and making judgments even though they may be difficult or unpopular.
x		2	4.Communication. Report clearly and concisely and obtain information from people of different levels, backgrounds or interests. Clearly express information both orally and in writing.
x		6	6.Stress Resilience. Maintain emotional stability and level of efficiency and effectiveness in situations of pressure, opposition, disagreement, and difficulty or failure, releasing tension in a manner acceptable to others.
x		5	7.Negotiation. Identify one's own and others' positions in a negotiation, reaching satisfactory agreements for both parties.
x		1	11.Planning/organization. Define priorities; establish the necessary action plans to achieve the set objectives within budgets; allocate resources; define intermediate goals and contingencies that may arise; establish the appropriate control and follow-up measures.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Part 2:

Table 23: **Planning/organization.** Define priorities; establish the necessary action plans to achieve the set objectives within budgets; allocate resources; define intermediate goals and contingencies that may arise; establish the appropriate control and follow-up measures.

Yes	No	Order	Behaviors
x		1	p. Set ambitious but realistic goals for your team or department.
x		2	q. Distribute tasks within the department and team, taking into

			account workloads and personal preferences.
x		4	r. Establish the objectives to be achieved by others, indicating priorities, deadlines and possible deviations, so that they are achievable.
x		3	s. Verify that work and activities are carried out as planned and within deadlines.
x		5	t. Act when problems are identified, correcting deviations from plan.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 24: **Communication.** Report clearly and concisely and obtain information from people of different levels, backgrounds or interests. Clearly express information both orally and in writing.

Yes	No	Order	Behaviors
x		2	s. Talk to other colleagues to receive and/or give information and instructions.
x		1	t. Talking to superiors to receive and/or give them information.
x		3	u. Deal face to face with work problems with other people.
x		4	v. Regularly use email for internal communication.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 25: **Flexibility.** Modify behavior to adapt to changing or ambiguous situations, maintaining effectiveness in different environments, with different tasks, responsibilities and people.

Yes	No	Order	Behaviors
x		4	k. Perform a wide variety of activities effectively and efficiently.
x		1	l. Control situations in which different people demand different things simultaneously.
x		2	m. Adapt easily to changing activities and responsibilities.
x		3	n. Continue to be effective when activities and priorities change rapidly.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 26: **Decision.** Making decisions quickly and making judgments even though they may be difficult or unpopular.

Yes	No	Order	Behavior
x		1	h. Make decisions or recommendations when a quick response is needed.
x		3	i. Defend, with reasoned arguments, one's own decisions when they are questioned.
x		2	j. Make decisions in place of the superior when he/she is not available.
x		4	k. Show self-confidence when justifying and defending a decision you have made.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 27: **Negotiation.** Identify one's own and others' positions in a negotiation, reaching satisfactory agreements for both parties.

Yes	No	Order	Behaviors
x		3	j. Put yourself in the other party's shoes and try to anticipate their needs and expectations in the negotiation.
x		1	k. Identify the advantages that both parties can obtain from the negotiation, as well as the disadvantages that would result from a non-negotiated solution to the conflict.
x		2	l. Argue logically, coherently, clearly and persuasively.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 28: **Stress Resilience.** Maintain emotional stability and level of efficiency and effectiveness in situations of pressure, opposition, disagreement, and difficulty or failure, releasing tension in a manner acceptable to others.

Yes	No	Order	Behaviors
x		1	j. Maintain a logical and controlled approach in problematic or conflictive situations that require quick and precise action.
x		3	k. React calmly and rationally to problems or adversities, despite tensions.
x		2	l. To maintain a criterion, or a decision, in spite of the existing pressures unless there are reasons that justify the change.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.



Name:	José Galdon Rubio
Position:	Head of the logistics area.
Date:	07/06/22

Technical knowledge is learned over time (José Galdon).

Part 1:

Table 29: Key competencies of the positions:

Yes	No	Order	Behaviors
x		1	2.Flexibility. Modify behavior to adapt to changing or ambiguous situations, maintaining effectiveness in different environments, with different tasks, responsibilities and people.
x		3	4.Communication. Report clearly and concisely and obtain information from people of different levels, backgrounds or interests. Clearly express information both orally and in writing.
x		7	6.Stress Resilience. Maintain emotional stability and level of efficiency and effectiveness in situations of pressure, opposition, disagreement, and difficulty or failure, releasing tension in a manner acceptable to others.
x		6	7.Negotiation. Identify one's own and others' positions in a negotiation, reaching satisfactory agreements for both parties.
x		4	12.Collaboration. Working effectively and efficiently, with people in different positions and at different levels and performing different functions, to achieve set objectives, identify problems and solve them.
x		2	13.Problem solving. Study the problems, identifying their most relevant aspects and their causes in order to choose the best quality solutions within the established time frame.
x		5	14.Teamwork. Work openly, kindly and cooperatively with others, facilitating teamwork.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Part 2:

Table 30: **Flexibility**. Modify behavior to adapt to changing or ambiguous situations, maintaining effectiveness in different environments, with different tasks, responsibilities and people.

Yes	No	Order	Behaviors
x		3	o. Perform a wide variety of activities effectively and efficiently.
x		1	p. Adapt easily to changing activities and responsibilities.
x		2	q. Continue to be effective when activities and priorities change rapidly.
x		4	r. Continue to be effective when interruptions and distractions are frequent.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 31: **Problem solving.** Study the problems, identifying their most relevant aspects and their causes in order to choose the best quality solutions within the established time frame.

Yes	No	Order	Behaviors
x		1	n. Simplify information to explain, in a simple way, what happened.
x		2	o. Determine the objective causes of a problem.
x		3	p. Offer various options and alternatives to a problem.
x		4	q. Take into account any factors that may give rise to future problems before adopting a solution to the current one.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 32: **Communication.** Report clearly and concisely and obtain information from people of different levels, backgrounds or interests. Clearly express information both orally and in writing.

Yes	No	Order	Behaviors
x		5	w. Talk to other colleagues to receive and/or give information and instructions.
x		4	x. Give information over the phone in a clear and precise manner, abandoning any other information while speaking or listening.
x		1	y. Deal face to face with work problems with other people.
x		2	z. Contrast and verify the information received.
x		3	aa. Regularly use email for internal communication.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 33: **Collaboration**. Working effectively and efficiently, with people in different positions and at different levels and performing different functions, to achieve set objectives, identify problems and solve them.

Yes	No	Order	Behaviors
x		1	j. Provide peers with information, instructions, etc.
x		2	k. Provide help to other colleagues when they need it.
x		2	l. Accept help from peers when needed.
x		4	m. Insist on the need for cooperation among all peers.
x		5	n. Show appreciation and value the opinions and ideas of others.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 34: **Teamwork**. Work openly, kindly and cooperatively with others, facilitating teamwork.

Yes	No	Order	Behaviors
x		1	m. Emphasize the need for employees to work together and collaborate to solve work difficulties.
x		2	n. Help maintain a team attitude to solve problems.
x		3	o. Keep others informed, sharing one's own ideas and feelings.
x		4	p. Make appropriate use of good humor to reduce tension at work.
x		5	q. Ask team members to contribute ideas and suggestions on work problems.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 35: **Negotiation**. Identify one's own and others' positions in a negotiation, reaching satisfactory agreements for both parties.

Yes	No	Order	Behaviors
x		1	m. Identify your own needs and those of the other part.
x		2	n. Put yourself in the other party's shoes and try to anticipate their needs and expectations in the negotiation.
x		3	o. Identify the advantages that both parties can obtain from the negotiation, as well as the disadvantages that would result from a non-negotiated solution to the conflict.
x		4	p. Argue logically, coherently, clearly and persuasively.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 36: **Stress Resilience.** Maintain emotional stability and level of efficiency and effectiveness in situations of pressure, opposition, disagreement, and difficulty or failure, releasing tension in a manner acceptable to others.

Yes	No	Order	Behaviors
x		1	m. Remain calm in situations of urgency or pressure.
x		4	n. Maintain a logical and controlled approach in problematic or conflictive situations that require quick and precise action.
x		2	o. React calmly and rationally to problems or adversities, despite tensions.
x		3	p. Not getting emotionally involved in conflictive situations.
x		5	q. Listen to customer complaints and respond sympathetically.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Name:	Javier Amil Martín
Position:	Support project.
Date:	07/06/22

Part 1:

Table 37: Key competencies of the positions:

Yes	No	Order	Behaviors
x		4	4.Communication. Report clearly and concisely and obtain information from people of different levels, backgrounds or interests. Clearly express information both orally and in writing.
x		1	11.Planning/organization. Define priorities; establish the necessary action plans to achieve the set objectives within budgets; allocate resources; define intermediate goals and contingencies that may arise; establish the appropriate control and follow-up measures.
x		2	14.Teamwork. Work openly, kindly and cooperatively with others, facilitating teamwork.
x		3	15.Continuous improvement. Establishing individual and team goals and criteria, coaching, training and evaluating to

			achieve continuous improvement in effectiveness and efficiency.
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Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

## Part 2:

Table 38: **Planning/organization**. Define priorities; establish the necessary action plans to achieve the set objectives within budgets; allocate resources; define intermediate goals and contingencies that may arise; establish the appropriate control and follow-up measures.

Yes	No	Order	Behaviors
x		2	u. Include progress monitoring measures when defining plans.
x		3	v. Anticipate the needs of the team or department when planning to achieve objectives.
x		4	w. Provide the necessary resources to achieve the objectives within the set deadlines.
x		1	x. Establish the objectives to be achieved by others, indicating priorities, deadlines and possible deviations, so that they are achievable.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 39: **Teamwork**. Work openly, kindly and cooperatively with others, facilitating teamwork.

Yes	No	Order	Behaviors
			r. Help maintain a team attitude to solve problems.
			s. Keep others informed, sharing one's own ideas and feelings.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 40: **Continuous improvement**. Establishing individual and team goals and criteria, coaching, training and evaluating to achieve continuous improvement in effectiveness and efficiency.

Yes	No	Order	Behaviors
x		2	m. Establish systems to improve the management and results of your team or department.
x		1	n. Emphasize the importance of efficiency and productivity

			when planning work.
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Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 41: **Communication.** Report clearly and concisely and obtain information from people of different levels, backgrounds or interests. Clearly express information both orally and in writing.

Yes	No	Order	Behaviors
x		1	bb. Summarize and clarify the information you receive to make sure you understand what you are being told.
x		2	cc. Establish and use peer networks in order to have more information on the different topics he/she deals with.
x		3	dd. Regularly use email for internal communication.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Name:	Carlos de la Cruz Figueroa
Position:	Responsable de unidad productiva
Date:	06/06/22

Part 1:

Table 42: Key competencies of the positions:

Yes	No	Order	Behaviors
x		8	5.Excellence. To perform tasks seeking, in its activities, the highest levels of quality and the way to improve its previous performances.
x		7	8.Staff development. Create a positive work environment for training and continuous self and staff development.
x		5	10.Leadership. Guiding the group in the accomplishment of a task, structuring it, directing it and delegating responsibilities for the achievement of the task. Establishing and maintaining the group spirit necessary to achieve the objectives set.
x		1	11.Planning/organization. Define priorities; establish the necessary action plans to achieve the set objectives within budgets; allocate resources; define intermediate goals and

			contingencies that may arise; establish the appropriate control and follow-up measures.
x		4	12.Collaboration. Working effectively and efficiently, with people in different positions and at different levels and performing different functions, to achieve set objectives, identify problems and solve them.
x		6	13.Problem solving. Study the problems, identifying their most relevant aspects and their causes in order to choose the best quality solutions within the established time frame.
x		2	14.Teamwork. Work openly, kindly and cooperatively with others, facilitating teamwork.
x		3	15.Continuous improvement. Establishing individual and team goals and criteria, coaching, training and evaluating to achieve continuous improvement in effectiveness and efficiency.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Part 2:

Table 43: **Planning/organization.** Define priorities; establish the necessary action plans to achieve the set objectives within budgets; allocate resources; define intermediate goals and contingencies that may arise; establish the appropriate control and follow-up measures.

Yes	No	Order	Behaviors
x		1	y. Set ambitious but realistic goals for your team or department.
x		2	z. Identify and develop appropriate methods for achieving team or department and company objectives.
x		4	aa. Include progress monitoring measures when defining plans.
x		3	bb. Identify factors, internal and external, that may affect the achievement of objectives.
x		5	cc. Distribute tasks within the department and team, taking into account workloads and personal preferences.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 44: **Teamwork.** Work openly, kindly and cooperatively with others, facilitating teamwork.

Yes	No	Order	Behaviors
x		1	t. Emphasize the need for employees to work together and collaborate to solve work difficulties.

x		2	u. Help maintain a team attitude to solve problems.
x		3	v. Offer to help co-workers solve work problems.
x		6	w. Keep others informed, sharing one's own ideas and feelings.
x		4	x. Make appropriate use of good humor to reduce tension at work.
x		5	y. Ask team members to contribute ideas and suggestions on work problems.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

**Table 45: Continuous improvement.** Establishing individual and team goals and criteria, coaching, training and evaluating to achieve continuous improvement in effectiveness and efficiency.

Yes	No	Order	Behaviors
		1	o. Establish systems to improve the management and results of your team or department.
		2	p. Establish performance levels to evaluate the performance of the team or department.
		3	q. Emphasize the importance of efficiency and productivity when planning work.
		4	r. Involve colleagues in establishing objective and measurable performance evaluation criteria.
		5	s. Actively support and encourage colleagues to do whatever is necessary to improve their effectiveness.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

**Tabla 46: Collaboration.** Working effectively and efficiently, with people in different positions and at different levels and performing different functions, to achieve set objectives, identify problems and solve them.

Yes	No	Order	Behaviors
x		2	o. Provide help to other colleagues when they need it.
x		5	p. Accept help from peers when needed.
x		3	q. Insist on the need for cooperation among all peers.
x		4	r. Help resolve conflicts and disagreements by exploring differences and identifying common ground.



x		1	s. Seek ideas and information from other peers, both inside and outside their unit, to identify and solve a problem.
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Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

**Tabla 47: Leadership.** Guiding the group in the accomplishment of a task, structuring it, directing it and delegating responsibilities for the achievement of the task. Establishing and maintaining the group spirit necessary to achieve the objectives set.

Yes	No	Order	Behaviors
x		1	p. Coordinate the work of groups of colleagues.
x		2	q. Motivate colleagues to perform an activity.
x		3	r. Give instructions to others and delegate the completion of tasks.
x		5	s. Take responsibility for the work of their team and its success or failure.
x		4	t. Help solve problems that arise in the team.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

**Tabla 48: Problem solving.** Study the problems, identifying their most relevant aspects and their causes in order to choose the best quality solutions within the established time frame.

Yes	No	Order	Behaviors
x		1	r. Simplify information to explain, in a simple way, what happened.
x		2	s. Rationally study the advantages and disadvantages of different possible solutions to a problem.
x		3	t. Study and take into account, objectively, the different interests and points of view held by other colleagues about the problem.
x		4	u. Follow up on solutions adopted to problems.
x		5	v. Work with details, numbers, graphs, etc

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques

**Table 49: Staff development.** Create a positive work environment for training and continuous self and staff development.

Yes	No	Order	Behaviors
x		1	p. Train and mentor others on the job to improve their effectiveness.

x		2	q. Identify training needs of peers to improve their effectiveness.
x		3	r. Give feedback to peers on how they are performing their work, highlighting what they do well.
x		4	s. Identify and discuss employee development needs and preferences.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

Table 50: **Excellence**. To perform tasks seeking, in its activities, the highest levels of quality and the way to improve its previous performances.

Yes	No	Order	Behaviors
X		2	i. Constantly look for ways to improve the way in which each activity is carried out.
X		3	j. Implement a plan or activity without being told to do so by others.
X		1	k. Motivating others to reach goals or achieve performance level improvements.

Source: Own elaboration of Pereda, Berrocal y Alonso (2011), Competency-based human resources management techniques.

