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Adopting a Competency Based Human Resource Management System in Palestine Cellular Communication LTD-JAWWAL

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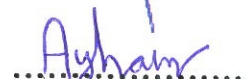This thesis was defended successfully on 8 /5 /2011 and approved by:
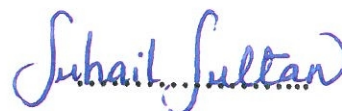
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DEDICATION

To Mom and Dad

With love

Acknowledgment

I would like to express my sincere thanks and appreciation to all those who supported me to complete this study.

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إقرار

إنا الموقع أدناه مقدم الرسالة التي تحمل عنوان:

Adopting a Competency Based Human Resource Management System in Palestine Cellular Communication LTD-JAWWAL

اعتماد تنافس الكفاءات كنظام لإدارة الموارد البشرية
في شركة الاتصالات الخلوية الفلسطينية – جوال

اقر بان ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص ، باستثناء مـــا تمـــت الإشارة إليه حيثما ورد، وان هذه الرسالة ككل من أو جزء منها لم يقدم من قبل لنيل أية درجـــة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

Dedication

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has been submitted elsewhere for any other degree or qualification.

Student's name:	…………………………………	سم الطالب:
Signature:	…………………………………	التوقيع:
Date:	…………………………………	التاريخ:

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ABSTRACT

The goal of this research is to identify JAWWAL core competencies that will serve as a foundation for a competency based human resource (HR) management system, which for this research will include recruitment and selection, training and development, and performance management for this research. In order to achieve the general objectives of this study, semi-structured interviews and focus groups with JAWWAL directors, managers and supervisors were conducted as well as gathering completed competency based training appraisal forms from direct supervisors of employees who have participated in a competency based training course. Based upon the analysis of responses, which formed 63% of the sample, the following conclusions were drawn:

- Eleven core competencies have been identified for JAWWAL employees, derived from JAWWAL's mission and vision statements and they will serve as the base for the HR competency system.

- JAWWAL will gain many advantages by adopting such a system. First, it will link its employees with the mission and vision statements; second, recruitment and selection will be competency based and not job based which encourages managers and other decision makers to clarify the verifiable, measurable results they expect from successful performers before a selection decision is

made. This makes selection methods more effective, which reduces turnover, where, in this study, turnover was reduced **by 0.196%** during a period of **seven** months, since the employees who are hired are more likely to do well in jobs or work roles that are matched to their existing or potential competencies.

- Competency based training allowed JAWWAL employees to structure their activities and processes in ways that are most meaningful to them. With this approach to training, JAWWAL managers, supervisors and employees are now more able to identify and use many learning resources in diverse settings. JAWWAL's competency-based approach to training consistently communicates a common set of performance expectations to every team member. JAWWAL started to focus all training on meeting employees' needs that support successful and creative team performance. Competency-based training began to help JAWWAL managers and supervisors keep JAWWAL employees focused on achieving exemplary performance.

- It was concluded by the respondents that in a competency based system the process will encourage frank and non adversarial communication between employees and their managers. It is not unusual for JAWWAL employees to express their concerns in performing work that is not aligned with their strengths or interests. It is not only the less productive employees but often exemplary performers as well, who express these concerns. It also gives JAWWAL employees the opportunity to convey their interests and satisfaction in performing work that is aligned with their

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competencies. JAWWAL employees' work results will be aligned with achievement of strategic objectives, and this contribution will be identified in specific and usually measurable terms. Work that is identified as nonstrategic can be eliminated; it will allow JAWWAL to use its resources in other more productive ways. A competency-based HR performance management system establishes a work environment at JAWWAL in which the roles, relationships, and responsibilities of both managers and employees are well defined.

- Communication of strategic change is the most important strategy that the HR Directorate must work on to ensure success of the competency system JAWWAL is seeking to adopt for HR functions.

In conclusion, this study recommends that JAWWAL's top management allow the HR Directorate to play an effective strategic role through adopting the competency based human resource management system that will align HR practices with JAWWAL's strategic objectives and employee development efforts as well as to integrate all components of the HR functions across JAWWAL.

Key words: JAWWAL, HR Directorate, Core Competencies, Competency Based Human Resource Management System, Recruitment and Selection, Training and Development, and Performance Management.

Chapter One

Introduction

Chapter One

Introduction

1.1 Introduction

In the globalised and skill based economies around the world, human capital is considered to be the most important resource for any organization, **Walker (1980)**. How the organization leverages this resource will ultimately decide if it can achieve its strategic objectives. It is imperative for any organization to align its employees' behavior to its strategic objectives for sustained success. The changing nature of work as organizations transition from an industrial to a knowledge-based economy has been documented through research in the early 21st century. The American Society for Training and Development [ASTD], 2006; the Business-Higher Education Forum [BHEF], 2003; and other studies have identified the various skills and competencies important for the 21st century workforce, as well as skill gaps.

Organizations must develop the ability to continuously and consciously transform themselves and their contexts. Contexts include restructuring for optimum effectiveness, reengineering key procedures and streamlining functions that are able to provide a source of competitive advantage. All this aims to adapt regenerate and most importantly, survive (McLean, 2006). Rothwell, Prescott, and Taylor (1998), examined many trends that affect businesses and organizations by prioritizing them as technological change, globalization, continued cost containment, market change, growing importance of knowledge capital and the increased rate and magnitude of change.

The character of organizational change and the changing nature of jobs are both the cause and result of an increased emphasis on human capital. The ASTD Public Policy Council (2003) described the success of organizations as being dependent on the knowledge and capabilities of their employees. "In the knowledge-based economy of the 21st century, it is not capital, equipment or technology that differentiates organizations; it is their workforce and the processes by which that workforce is established, leveraged, and maintained" (ASTD Public Policy Council, 2003, p. 5).

Competency-based human resource management became popular in the 90s, principally because it offered employers a new way of defining and assessing those hard-to-measure traits, or "soft skills", that so often make the difference between superior performers and the rest of the crowd--for example, initiative, adaptability, drive for achievement, etc. Competencies also provided fundamental building blocks for ensuring that all of the "people" processes in the organization could be fully integrated. No longer would there be one set of criteria for selection, another set for performance management, and yet a third set for learning and development. "Competencies" were proclaimed as the one common set of standards to be used for all HR processes (Houtzagers, 1999).

HR Directorate at Palestine Cellular Communication LTD-JAWWAL is still using the traditional roles for HR activities, which is far from the company's mission and vision. Through this research and through adopting the competency based human resource management system, the researcher aims to transform HRM to a business partner in achieving the company's strategic goals.

1.2 Problem statement

Palestine Cellular Communication LTD-JAWWAL is the first Palestinian provider of mobile communication in Palestine and is a model for continuing success and transparency through a diversified number of distinguished services that enable its customers to communicate using the most advanced global trends in mobile industry. Palestine Cellular Communication LTD-JAWWAL started as a project related to PALTEL Company, and after obtaining its license, worked tirelessly to build the first Palestinian GSM network and managed to make its first call in 1999. The company's policy has always been to attract the best and brightest Palestinian talent to join its staff. To do so, the company seeks to provide a challenging work environment, and continuing training that offers its team opportunities to enhance their knowledge and skills.

The HR directorate is in charge of measuring and evaluating the competencies of employees and providing the required training and development programs. There is a great gap between the potential and actual performance of the HR Directorate, in terms of services provided to accomplish its mission. This gap resulted from drawbacks and limitations in the current system including:

1. An inability to measure the real performance of employees. The current appraisal system only measures the technical skills that employees should have in order to accomplish their tasks. These skills are determined according to the annual plan of each directorate. There is no management system that is capable of measuring the behavioral skills that JAWWAL employees must demonstrate, skills

which have a competitive advantage, and can distinguish JAWWAL employees from others.

2. The current system doesn't provide the HR directorate and JAWWAL's management with the competencies that are considered essential to each employee. These competencies should link employees' performance with JAWWAL's mission and vision. There is a need for a new system that can foster positive outcomes with customers and suppliers.

3. The HR directorate does not have a training plan linked to JAWWAL's strategic objectives. The offered training lacks the ability to provide the employees with the required skills that are important to improve their performance, as well as align HR management practices with the mission, vision, values, and business strategies or objectives of the company. JAWWAL's intentions are to build on individual knowledge, skills, and attitudes to meet present or future work requirements. However, training should have an immediate and highly specific impact on work performance. Moreover, it should be grounded in the organization's requirements and unique corporate culture. It is different in this respect from education and employee development, which prepare the individual for life and future work.

4. The current system utilizes a traditional recruitment and selection process. It depends mainly on screening the applicants, then comparing their qualifications to job requirements by means of interviews. This method makes it difficult to attract individuals with

specific characteristics that cannot be acquired by training or development. Although the selected persons are likely to fit in their work roles, there is a need for new selection methods that provide insight into whether or not a new employee will fit in the organization's culture.

1.3 Study Importance

The task of this study is to adopt a competency based human resource system for HR professionals to serve in new roles as strategic business partners, advisors/consultants, and change agents as well as professional experts in all areas of HR management. The purpose of this study is to develop and validate a competency model for Palestine Cellular Communication LTD-JAWWAL. Developing such a competency based human resource management system and validating it is an important issue for JAWWAL and the HR directorate since it will involve a transition from the traditional way of managing human resources based on what people have (e.g. qualifications) to what people can do (performance). The benefits of using the competency based framework for human resources subsystems such as recruitment and selection, training and development, and performance management are:

1.   Shifting from a day to day organizational operation to a competency based one; an approach to managing employee performance based on both "what" is achieved and "how" results are derived.

2.   Providing a systematic approach to human resource activities and making them more effective. Competencies bring out the synergy between different subsystems by reinforcing each other and

minimizing needless overlap and contradictions. The competency used in selection assessment may yield benefits for training needs.

3. The competency based human resources management system will provide JAWWAL with a wide common language to understand different roles and responsibilities that will help employees to know how they can grow to fulfill their aspirations.

1.3.1 Research objectives

1. Identify and describe competencies required for Palestine Cellular Communication LTD-JAWWAL professionals to be successful now and in the future.

2. Construct a competency based human resource management system that includes core competencies and technical competencies, describes what they look like in practice, and reflects organizational preferences.

3. Ensure that the competency based human resource management system is a valid one.

1.3.2 Research Questions

Based on the above objectives, this study should result in answers to the following questions:

1. Why does JAWWAL need a competency system?

2. How does a competency-based human resource management approach differ from the familiar traditional approach?

3.   What advantages will the organization gain from a competency-based approach?

4.   What challenges will the organization experience in adopting a competency-based approach?

5.   What strategies should be taken into consideration to ensure success?

1.4 Assumptions of the study

The following assumptions underlie this study:

1.   Existing competency literature and frameworks are valid as menus for constructing a competency based human resource management system for Palestine cellular communication LTD- JAWWAL.

2.   Individual incumbents involved as participants in the study, such as the directors, managers, and supervisors, are able to articulate the competencies needed now and in the future.

3.   It is possible to identify competencies that predict performance.

4.   Use of participatory methods will yield valid results.

1.5 Structure of the Study

The study is organized into six chapters as follows:

Chapter 1: Introduction

This chapter provides the background, objectives and rational of the study. The scope and structure of the study are also included.

Chapter 2: Literature Review and Theoretical Framework

This chapter reviews the relevant literature on the research questions. It is divided into nine main sections. The first three sections review the identification of core and technical competencies. The fourth section reviews competency models and competency based human resource management. The fifth section presents how the competency models are the basis of and provide benefits to human resource management systems and their organizations. The sixth section summarizes research about competencies and competency modeling. The seventh section reviews the sources of competency based human resource management systems. The eighth section identifies the competency model framework. The last section is a conclusion of the research.

Chapter 3: Human Resource Management system at Palestine Cellular Communication LTD-JAWWAL

This chapter represents the history of the Human Resource Directorate at Palestine Cellular Communication LTD-JAWWAL; it highlights the challenges and services, and describes its current situation. The chapter describes the functions performed by the HR Directorate and the management system that is used to conduct daily business and provide service to other directorates.

Chapter 4: Research Methodology

The aim of this chapter is to justify the choice of research instruments, type of sampling and how the semi–structured interviews and focus groups are designed. To ensure that research instruments will meet

questions that will build the competency based human resource management system. Furthermore, the selection of the sample and how it is assessed is discussed.

Chapter 5: Data Analysis

This chapter presents a comprehensive analysis and discussion of the results obtained from the semi- structured interviews, and focus groups, where the design of the analysis elaborates and summarizes the answers of the study questions that were stated in chapter one. Each research question will be answered by presenting and discussing the results obtained from the data analysis appropriate for each particular question. Also, results of the survey that were conducted to measure the performance of the employees who participated in competency based training courses will be presented and discussed.

Chapter 6: Conclusion and Recommendation

This chapter restates the research problem and provides an overview of the methodology used for the study. Results are summarized and then discussed in a more general sense than the discussion provided in Chapter five. The discussion includes conclusion, recommendations for JAWWAL, and suggestions for further research.

Chapter Two

Literature Review and Theoretical Framework

Chapter Two

Literature Review and Theoretical Framework

2.1 Introduction

The purpose of this chapter is to define the competency concept and take a short look at the background of core and technical competencies and the competency based human resource management system. The most relevant literature is reviewed concerning the research questions starting with which function of HR activities will adopt the competencies model, knowing that competencies will be divided into core and technical competencies.

2.2 Definitions of competencies

The first time the term competency was introduced to the psychology literature was in 1973. In his article 'Testing for competence rather than for intelligence' David McClelland (1973) claims that the content of traditional tests of academic aptitude and knowledge in fact have neither predicted job performance nor success. Since then competency has become a significant factor in Human Resource Development practices. A competency can be defined as "an underlying characteristic of a person which results in effective and or superior performance in a job" Boyatzis (1982: page 21).

A job competency represents ability. Individuals set of competencies reflect their skills, capability and behaviors. Functional competencies may be a motive, trait, skill, aspect of one's self-image or social role, or a body of knowledge that an individual uses, and the existence and procession of

these characteristics may or may not be known to the individual (Boyatzis,1982).

Individual characteristic is a competency that can be counted reliably and that can be shown to differentiate significantly between effective and ineffective performers. Meanwhile, competency can be described as a set of behavior patterns that an incumbent needs to bring to a position in order to perform its tasks and functions in the delivery of desired results or outcomes (Woodruffe, 1992).

Also Competency was viewed as "an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation (Spencer & Spencer,1993: page 104). In the business culture (including both business and public administration communities), the terms job competencies, core competencies, organizational competencies, management competencies, and individual competencies are becoming part of today's business language.

The concept of competency is also linked to a growing range of human resource-related activities - competency-based performance management, competency-based approaches to developing people, competency-based approaches to developing organizations.

Five types of competency characteristics were defined, they are consisting of motives, traits, self-concept, knowledge and skills. Motives are known to be the driving force which causes people to achieve goals. Motivation is related to, but distinct from, emotion. Motives drive, direct and select behavior toward certain actions or goals and away from others.

Traits are known as the physical characteristics and consistent responses to situations. Self-concept is an individual's attitudes, values or self-image. Knowledge is the information that an individual has in specific content areas. Finally, skill is the ability to perform a certain physical or mental task. Surface knowledge and skill competencies are easy to be developed and train in the most cost-effective way to secure those employee abilities (Spencer & Spencer, 1993). Figure 1 illustrates central and surface competencies.
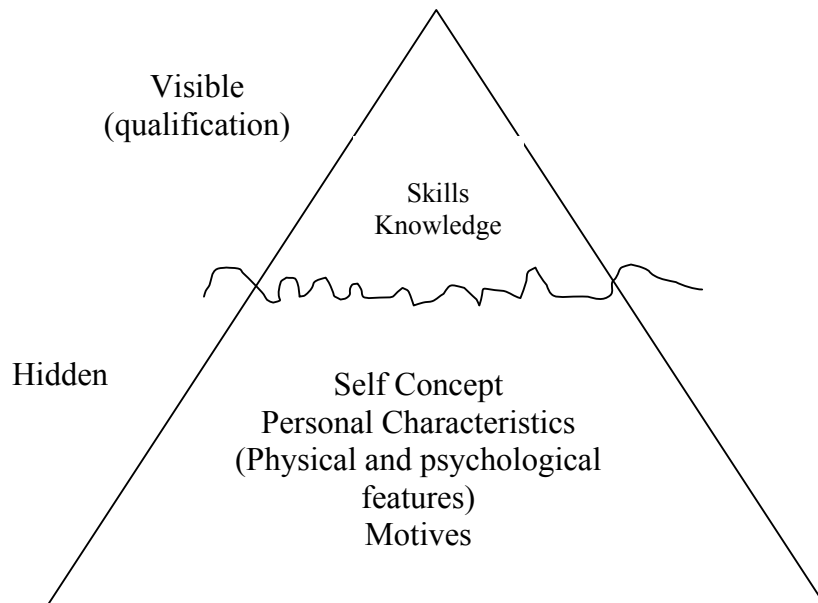
Figure 1: the Iceberg Model and Central and Surface Competencies
Source: Spencer & Spencer (1993: 11)

In other words, visible competencies such as knowledge and skills may be somewhat technical competencies basically required by the job, whereas hidden competencies such as self-concept, traits and motives are behavioral competencies that drive an individual's performance in the job. Boyatzis (1982) states that motive and trait competencies have the most direct impact on self-concept and also have an impact on skill. In an effort to provide a complete understanding of the different aspects that the term

"competencies" mean, Table 1, presents the main definitions from different writers or companies.

Table (1): Current definitions of the competency concept

Author	Definition
Marrelli (1998)	Competencies are measurable human capabilities that are required for effective work performance demands.
Dubois (1998)	Competencies are those characteristics-knowledge, skills, mindsets, thought patterns, and the like-that, when used either singularly or in various combinations, result in successful performance.
Boyatzis (1982)	Boyatzis described competencies as underlying characteristics of an individual, which are, causally (change in one variable cause change in another) related to effective job performance
Selby et al. (2000) UK National Vocational Council for Vocational Qualification (1997)	The National Vocational Council for Vocational Qualification described competency as performance standards, the ability to perform in work rules or jobs to the standard required in employment
Treasury Board of Canada Secretariat (1999)	Competencies" are the knowledge, skills, abilities and behaviors that an employee applies in performing his/her work and that are the key employee-related levers for achieving results that are relevant to the organization's business strategies
Perrenaud (2000)	A capacity to mobilize diverse cognitive resources to meet a certain type of situation
LeBoterf (1998)	LeBoterf says that competencies are not themselves resources in the sense of knowing how to act, knowing how to do, or attitudes, but they mobilize, integrate and orchestrate such resources. This mobilization is only pertinent in one situation, and each situation is unique, although it could be approached as an analogy to other situations that are already known

Author	Definition
Jackson and Schuler (2003)	Competencies are defined as "the skills, knowledge, abilities and other characteristics that someone needs to perform a job effectively"
Intagliata et al. (2000)	Most fundamentally, competencies provide organizations with a way to define in behavioral terms what their leaders need to do to produce the results the organization desires and do so in a way that is consistent with and builds its culture. They should provide the 'North Star' by which leaders at all levels navigate in order to create synergy and produce more significant and consistent results.
PeopleSoft	A set of measurable and observable knowledge, skills and behaviors that contribute to success in a job/position
Gartner group	A competency is a set of characteristics, including skills, knowledge and attributes, that causes or forecasts performance

Source: Draganidis and Mentza, Competency based management a review of systems and approaches (2005:53).

In conclusion, most of the authors mentioned in the table above that a competency is a mix of knowledge, behavior, skills and tacit, that gives people the potential for effectiveness in performing tasks.

2.3 Core Competencies

Competencies that are describing the behaviors that are keys to the success of an organization are known as core competencies. It defines the skills and abilities that all employees must demonstrate in order to drive business results. They are aligned with and support the primary goals and strategies of the organization. Specification of primary goals and organization strategies are the first steps of identifying core competencies. Some of the questions that might be included in the process of identifying core competencies include: What things company hope to achieve? What

are the critical business results? What are the primary drivers of success? Where is the company heading? A corporation's culture, mission, vision, and values should also be reflected in the organizations core competencies. Meeting with organization top management, leaders and strategists to fully understand the company's goals, mission values and strategies should be conducted before identifying core competencies. The majority of competency models include 7-9 core competencies that all employees must demonstrate for the company to achieve strategic goals and objectives (Maddy, 2002).

2.4 Technical Competencies

Technical competencies which are the knowledge and abilities that are required to drive results in the particular position and describe the behaviors that are keys to the success of an individual job or position within the organization are often built upon the foundation of the organization's core competencies.

Specification of position's major duties and responsibilities is the main step of identifying technical competencies for any positions. Sample of questions that might be used in the process of identifying technical competencies include: What are the responsibilities for an individual employee in this position? To what results is an employee held accountable? What behaviors must be demonstrated in order for an employee to be successful in this position?

For creating a competency model, organization need to combine organization's core with technical competencies. Taken together, the core and technical competencies for a job describe the skills, abilities, and

behaviors that must be consistently demonstrated in order for an employee to be successful in the job (Maddy, 2002).

2.5 Competency Models and Competency-Based Human Resource Management

From a Jobs-based to a Competency-based Approach

Job analysis is considered as the basis of human resource activities used for creating job descriptions and minimum requirements, (Dubois et al., 2004). Job analysis has focused on what employees actually do in their jobs, perceptions of what employees do, what employees should be doing, and what should be done in the future (Dubois et al., 2004; Walker, 1980). Problems occur when organizations focus on jobs as the criterion for matching employees with work that is important for organizational success.

Traditional job descriptions are written to identify activities and may not clearly describe outputs needed for organizational success also, traditional job descriptions become quickly outdated in today's rapidly changing, dynamic environment (Byham & Moyer, 2005; Dubois et al., 2004). Dubois et al. (2004) further suggested that job descriptions may become disregarded before they are written and thus become hindrance to organizational change. Several authors (Byham & Moyer, 2005; Carnevale, 1991; Dubois et al., 2004; Lawler, 1994; Weatherly, 2005a) have described forces or trends facing organizations and how a competency-based approach can help by moving the focus away from jobs and toward individuals and their competencies.

Other trends and issues facing organizations support a need for a competency based approach to human resource management are summarized in Table 2 Lawler (1994) described trends such as those in Table 2. One reason that cuts across the issues and trends is that competency-based HR management "focuses attention on the people who do the work rather than the work done by those people" (Dubois et al., 2004, p. 10). This focus on the people who do the work has resulted in competency-based HR management systems gaining recognition, acceptance, and support in organizations worldwide (Dubois & Rothwell, 2000; Lucia & Lepsinger, 1999; McLagan, 1996). In order to understand how competency models can be the basis of human resource management, it is important to explore the use of competency models in human resource systems and the literature on their benefits.

Table (2): Trends and Issues Supporting a Competency-Based Approach

Trend	Relationship to a Need for Competency-based HR
Technological change	Need to structure thinking around competencies that enable individuals to make best use of existing and emerging technology (Dubois et al., 2004)
Increased diversity and globalization	Requires more attention to diversity, open-thinking, and attention to employees who can work in and across different cultures. Competency-based HR helps identify capabilities needed and insures consistent standards are applied across an organization (Byham & Moyer, 2005; Dubois et al., 2004; Lucia & Lepsinger, 1999).
Accelerated speed to market change and aximizing Productivity	Customer expectations are changing quickly and they expect rapid responses. And as organizations are being forced to become more lean, it is increasingly important to have employees with the right competencies to be effective. Competency-based HR can help and focus selection, training, and evaluation systems based on current future needs (Dubois et al., 2004; Lucia & Lepsinger, 1999).

Growing importance of knowledge capital	Competency-based HR strives to identify and develop exemplary performance and bring average employees closer to exemplary (Dubois et al., 2004).
Rapidly changing, team-oriented environment	For organizations to anticipate and react to change, they must have individuals capable of dealing with the associated challenges where jobs change and roles change frequently. Competency-based HR management moves the traditional focus on work to individual competencies that may underpin all required roles, align with organizational problems and strategic issues. In an environment with jobs in flux, competency models provide a tool for describing skills required now and in the future as needs change (Byham & Moyer, 2005; Dubois et al., 2004; Lucia & Lepsinger, 1999).
Organizations with fewer layers, flatter structure, and empowerment/ increased employee involvement	Competencies can help identify the skills needed to operate in an organization with less hierarchy and a culture of high involvement where learning, flexibility, and initiative are important. Competencies help define organizational expectations in an environment where employees have the capacity to do more than in the past (Byham & Moyer, 2005). Fewer advancement opportunities and a need for horizontal movement increase the need for defining competencies so the right people can be identified and moved across or up in the organization without mismatches or errors (Byham & Moyer, 2005; Lawler, 1994).
Clarifying work expectations	Addresses issues raised about traditional human resource management by describing: (a) what skills, knowledge and characteristics are required; and (b) what behaviors have the most impact on performance success. This promotes shared understanding about how to perform and what it takes to succeed (Lucia & Lepsinger, 1999).
Popularity of multi-perspective instruments for evaluation	The use of multi-perspective instruments to help people understand how they are perceived by others has elevated the importance of competencies that form the categories against which people are evaluated (Byham & Moyer, 2005).

More difficult personal career planning	The dynamic nature of the workplace makes career planning more difficult because paths to advancement are less clear. Competencies provide a framework for self-development efforts and career planning (Byham & Moyer, 2005).

2.6 Benefits of Competency Based Human Resource Management System

HR management, human capital, intellectual capital, and talent management all share the common idea that people have capabilities that drive organizational performance (i.e., people make a difference in how organizations perform) (Dubois et al., 2004).

Effective organizations must find, use, develop, and keep people to fulfill their mission. Human resource management is the process of doing that (Dubois et al., 2004; Lado & Wilson, 1994). Traditional HR management systems typically include aspects of the following: recruitment and selection, performance management, compensation, training development, and career and development planning (Dubois & Rothwell, 2000; Lucia & Lepsinger, 1999; Schippmann, 1999). In traditional HR management, job analysis becomes the basis for recruiting, selecting, training, rewarding, appraising, and developing people. Using this approach, the HR function seeks to discover the skills, knowledge, and characteristics that contribute directly to the organization's success and configure HR activities around those competencies (Dubois et al., 2004; Lucia & Lepsinger, 1999; Thompson et al., 1996).

The objective of a competency-based approach is to "identify the competencies required of high performers in key positions throughout the organization; strive to eliminate any competency gaps that exist through effective selection and/or training and development; and ensure that meritorious performance is recognized and rewarded" (Weatherly, 2005a, p. 4). McLagan (1980) described competency models as a focal point for planning, organizing, integrating, and improving all aspects of HR management systems, a concept called horizontal alignment (Mulder, 2001). Stone and Bieber (1997) noted that "competencies help make forward-looking HR decisions by clarifying the knowledge, skills, and behaviors needed in the future and by serving as a foundation upon which to build employee selection, training, professional development, performance appraisal, and succession planning" (p. 2). Weatherly (2005b) stated that "competencies can be used to support the entire HR platform within an organization – from selection and recruitment to training and development, succession planning and total rewards" (p. 1). Many authors indorse that competency models can support HR management systems (Bernthal et al., 2004; Dubois et al., 2004; Hayes, 1979; Lucia & Lepsinger, 1999; McLagan, 1980; Moulton et al., 2006, Stone & Bieber, 1997; Weatherly, 2005b). These systems include: (1) recruitment and selection; (2) training and development (3) employees development; (4) performance management (e.g., multi-perspective feedback and appraisals); (5) compensation and benefits (e.g., salary adjustments based on merit); (6) career development; and (7) promotion and succession planning. One goal of looking at competencies is to discover the difference between fully successful and exemplary performers, pinpoint those differences, and then select more people who function at the exemplary level or help others

develop that capability (Dubois et al., 2004). Conceptually, an organization uses a competency model to staff positions with employees who possess the characteristics of high performers. To understand the reasons for using competencies in HR management, it is important to look at what competency-based HR management looks like, the benefits related to some of the HR management systems, Dubois et al. (2004) described the differences between traditional and competency-based HR management and the benefits as well as the differences in each of the HR systems. In terms of the overall HR function, competency-based HR management moves the focus from compliance and policies to HR playing an important role in talent management, a role that contributes directly to the organizational mission and productivity. While HR continues to fulfill its compliance responsibilities, it does so in a competency-based environment. HR planning shifts from a focus on head counts and forecasts based on the past to a concentration on talent and qualitative planning methods. Recruitment and selection moves away from qualifications, and assumptions that qualifications equal ability to perform to a focus on decisions based on competency, models for the organization that define the knowledge, skills, and attributes of high performers (Dubois et al., 2004). By clarifying behaviors and practices of effective employees, competency models increase the likelihood that resources invested in hiring put the right people in the right jobs (Lucia & Lepsinger, 1999). Competency models provide a complete picture of the job requirements; increase the chance that those hired will succeed, ensure a more systematic interview process, and help distinguish between competencies that can be improved through training and those that are more difficult to develop. Selection focuses on few technical or subject matter skills without taking into consideration the

other qualities needed to be successful for example customer focus. A competency model provides a more complete and clear picture for the interviewer and interviewee (Lucia & Lepsinger, 1999). Using competency-based interviewing techniques (e.g., behavior-based interviews), hiring managers can be more effective in determining if an individual has the knowledge, skills, and characteristics to be successful (Stone, 1997). A competency-based training and development system builds individual competencies aligned with measurable high performance and draw process for individuals to know their own competencies and for the organization to identify and cultivate talent (Dubois, et al., 2004). An important aspect of employee development is that much of the efforts to build competencies occur through learning experiences on the job that are intentional efforts. Also, organizations can target competencies that are most relevant or have the greatest impact, avoiding a short-term perspective. Lucia and Lepsinger (1999) described four primary benefits of competency based HR systems.

1. Competency-based HR systems enable a focus on relevant skills and behaviors. When people are clear about what it takes to succeed, they are better able to make decisions about training and development. Individuals are encouraged to become more active in their own development

2. Competency-based HR systems ensure alignment of training and development. Focus for training and development aligns with what is essential for the organization. A well constructed competency model describes behaviors for effectiveness on the job and supports the

organization's strategic direction. Thus, HR can develop programs to meet future needs.

3.   Competency-based HR systems make the most effective use of training and development. This approach removes the guesswork on where to focus scarce resources so time and money are well spent. Can help identify who needs which skills at which point in their career and then provide training and development when employees have a use for it; a time when they are more likely to apply and reinforce experiences.

4.   Competency-based HR systems provide a framework for bosses and coaches. The clarity and specificity of competency models provide bosses and coaches a shared picture of what it takes to succeed. Behaviors described in the model can be used as a basis for constructive development discussions.

The feedback described above is also important in performance management. Using traditional approaches to performance management, key concerns or issues have been raised such as lack of agreement on performance criteria, lack of balance in appraising what is accomplished and how it is accomplished, and lack of specificity in discussion of deficiencies (Lucia & Lepsinger, 1999). Competencies provide an evaluation tool against which all individuals, or at least a broad band of individuals, can be evaluated (Byham & Moyer, 2005). This is particularly beneficial in an environment where jobs may be fluid and people move from one job to another within an organization. Lucia and Lepsinger (1999) described three key ways a competency-based approach improves the

performance management system. First, use of a competency model provides a shared understanding of what will be monitored and measured. For example, integrating elements of the model into appraisal forms helps balance what gets done, showing a concern for both results and the behavior or manner in which they are attained. Secondly, competencies provide focus and help facilitate the performance appraisal dialogue. Finally, competencies are a framework for gaining information about behavior, offering a starting point by identifying specific behaviors (e.g., if the competency is teamwork, a boss can look for evidence of behaviors that support teamwork like resolving conflict). Gaining information through peer or 360-degree feedback is easier with competencies as a guide.

Another example of how competencies benefit HR systems is in succession planning. Many organizations prefer promoting from within, which makes sense for many reasons but is not simple. Lucia and Lepsinger (1999) described key components of succession planning to include: (a) a list of positions under consideration; (b) agreement among decision makers about what is required for success in each; (c) a list of who is ready for filling positions now and why; and (d) a list of who will be ready soon, accompanied by the person's developmental needs and actions to close the gaps. Using a competency model to support these components clarifies required skills, knowledge and characteristics; provides a method to assess candidate readiness; focuses training and development plans to address missing competencies; and allows an organization to measure its bench strength. The benefits of a competency-based approach were described for several of the HR systems. From an organizational perspective, benefits combine to provide positive results for organizations.

The use of competency models and approaches to HR management is widespread in the United States. Chase Manhattan Bank, 3M, Sony, AT&T, Burger King, Canadian Imperial Bank, and Geon are all examples of organizations using competencies (Dauphinee, 2001; Dewey, 1997; Lucia & Lepsinger, 1999), the Secretary's Commission on Achieving Necessary Skills (1991) and the Leadership Effectiveness Framework (Rothwell & Lindholm, 1999), professional organizations such as the American Society for Training and Development (Bernthal et al., 2004), and Extension organizations such as North Carolina State University Extension (Liles & Mustian, 2004) and Texas Extension (Stone & Coppernoll, 2004). Research based on a survey with 292 members of the HR Benchmark Group found that 75% of organizations were using competencies in selection, promotion, and training and development; 65% were using competencies in performance management; and many were also using them in career and succession planning (Cook & Bernthal, 1998). The American Compensation Association-sponsored research (Thompson et al., 1996) demonstrated that competencies can serve as a foundation of an integrated HR system. Respondents in this study were positive about the use of competencies in raising the bar on employee performance and providing a framework to integrate HR applications. Another study by the HR Benchmark group (Cook & Bernthal, 1998) found competencies to strengthen HR systems. Organizations reported positive impact in specific areas (e.g., 91% reported improved training and development processes when supported by competencies) and overall organizational outcomes (67% reported competences to be at least moderately effective in improving organization performance) when competencies supported their HR system. Cook and Bernthal also found that supporting multiple HR

systems with competencies increases overall performance and that impact increases over time. For organizations using competencies for two years or more, the percentage reporting improved organization performance increased to 75 percent.

Benefits of using a competency-based approach to HR management have been described in different key areas. Alignment is the term used to describe how competencies link where an organization is going (strategic objectives) and the talent needed to get there (skills of individuals). Competency-based HR management supports and facilitates an organization's strategic objectives (Dubois et al., 2004; Lawler, 1994; Mulder, 2001; Stone & Bieber, 1997). Concentration and focus has been used to describe the similar concept of competencies helping HR systems as well as employees behaviors and quality of work that supports the mission, values, and strategic goals of an organization (Byham & Moyer, 2005; Dubois et al., 2004; Lucia & Lepsinger, 1999;Mulder, 2001; Thompson et al., 1996). Adapting to and driving organizational change is another benefit. In an era of rapid change, new skills may be required for changing roles in organizations. Competency models provide a tool for identifying what is needed today and in the future. This approach creates a more flexible and responsive pool of talent by adjusting selection criteria and professional development systems and by supporting development of a broad set of skills (Byham & Moyer, 2005; Lucia & Lepsinger, 1999). "Core competencies are becoming increasingly important as organizations become more flexible in using their workforces and as they strive to drive organizational change throughout the organization using human resource systems as the vehicle" (Byham & Moyer, 2005, p. 78). For maximizing

productivity, competencies help businesses and individuals focus on what will have the important and biggest impact (Dubois et al., 2004; Lucia and Lepsinger, 1999; Mulder, 2001). Discussing the impact of competency-based approaches, Dubois et al. (2004) stated that "recognizing critical differences in individual productivity implies that more work might be done by fewer people, or that better work might be done by the same number of people" (p. xii). Costs can also be avoided because competencies reduce the costs of poor selection decisions and investments in professional development (Hay Group, 2003).

Organizational and employee commitment to learning is another benefit of competencies mentioned by several authors (Hamel & Prahalad, 1994; Lawler, 1994; Maddy et al., 2002; Stone, 1997; Thompson et al., 1996). This commitment to learning includes attracting employees with an interest in learning and fostering ongoing learning as well as an environment or organizational culture supporting lifelong learning. Specifically for Extension organizations, Maddy et al. (2002) recommended use of core competencies throughout the Cooperative Extension System as a best practice that would support and show a commitment to lifelong learning. Finally, Rothwell & Lindholm (1999) described competency-based HR management as the "keystone bridge between individual career development and organizational strategy" (p. 101). The concept of portability is important in an environment of boundary-less careers where individuals move throughout an organization and across organizations. Competencies are portable and are taken with an individual from project to project, job to job, and employer to employer.

2.7 Negative Outcomes of Competency Based Human Resource Management System

However, less valid and reliable competency based human resource management models can result in negative outcomes. For example, they can:

- Develop less meaningful competencies in organizations without clear visions of their goals or strategies

- Be quite expensive and time-consuming to administer

- Reduce core organizational competencies understanding as a result of poor employee buy-in

- Preserve the organizational status quo and in adequately address soft, integrative and/or innovative competencies such as intercultural or cross-cultural competency

- Add nothing in organizations that have difficulty in differentiating between successful and unsuccessful performance and when the competencies are too"generic". (Dubois et al., 2004).

2.8 Competencies and Competency Modeling – Existing Research

Efforts have been made to apply competency modeling in public education, government, professional associations, private sector businesses, and Extension organizations. This section will describe models developed in the public education and government sector, others developed for specific professional associations, generic models, an application in a

specific corporation, 3M, and will conclude with those for Extension organizations.

Private Sector

In addition to governmental efforts, professional associations, and generic models developed by researchers, numerous corporations have developed competency models including Sony, 3M, Allstate, Sharp Electronics, AT&T, Burger King, Canadian Imperial Bank, Chase Manhattan Bank, and Geon (Dauphinee, 2001; Dewey, 1997; Lucia & Lepsinger, 1999; Montier, Alai, & Kramer, 2006). Although there is considerable variation in how these models were developed and their intended audience, some examples are helpful to illustrate how competency models are being developed and described in the business world. 3M has created an executive-level competency model (Alldredge & Nilan, 2000). The research process at 3M was led by an in-house team and included: (a) an internal process to review the literature and learn about competencies, (b) internal groups used to coalesce around current expectations and future needs, (c) a team representing HR practitioners from the area of leadership development and assessment, and (d) critical incident interviews to collect data and develop behavioral expectations. The resulting model included competency labels, descriptions, and behavioral anchors for 12 competencies clustered by how they are expected to develop throughout an executive's career. Listed by cluster, they include:

1. Fundamental – ethics and integrity, intellectual capacity, and maturity and judgment;

2-   Essential – customer orientation, developing people, inspiring others, and business health and results; and

3-   Visionary–global perspective, vision and strategy, nurturing innovation, building alliances, and organizational agility.

Another example is Sharp Electronics, where a core competency model was developed initially and competency models specific to key job functions are being added (Montier et al., 2006). Sharp placed an emphasis on involving individuals at all levels in developing and validating a model that was customized for their organization. The Sharp research process included an examination of the business environment, interviews with senior executives, a review of other competency models and best practices, behavioral interviews with top performers, focus groups across functions and locations, validation meetings, and a final review with senior management. Themes emerging from the background data, interviews with executives, and behavioral interviews were used to construct an initial competency model. Focus groups then provided additional input, which helped create ownership in the process and further refine the model. Interview and focus group participants met to validate the model and senior management reviewed it for strategic alignment. The resulting core competency model included 14 competencies grouped into 4 themes. Sharp's model included the following core competencies: demonstrates creativity, learns continuously, establishes high standards, uses information technology, communicates effectively, partners with others, understands the organization, drives change, focuses on the customer, knows the global business, thinks strategically, delegates authority, develops and coaches, and leads others.

2.9 Sources of Competency-based Human Resource Management System

The widely used sources of data for developing competency model are theory, senior management interviews, focus groups with subject matter experts, behavioral event interview and generic competency dictionaries.

Models emerging from theoretical sources tend to be generic. Those generated by focus group and senior management are non-scientific since they are opinion based unless they are validated against performance data. Competency models that emerge from systematic observation of people and jobs use rigorous research methods to casually link competency with performance (Palaniappan, 2003).

2.9.1 Dimensions of a competency system

Any competency model should have two dimensions: the type of competency and the level at which the competency exists. Types related to core and technical competencies. Level refers to whether they are obvious as in skills and knowledge or underlying characteristics like motives, traits, self-concept, and values (Palaniappan, 2003).

2.10 Competency Model Framework

Conducting a competency study and developing a competency model for an organization is a multi-step process. Major approaches to competency modeling and the unique steps to those approaches were discussed previously. What steps are taken, and in what order, relies to a large degree on the methodology selected and the specific data collection methods used. However, there were steps in developing a competency

model that appeared across authors and methods; these steps were synthesized and are presented in Table 3.

Table(3): Steps Used in Competency Modeling by Researchers

Steps Used in Competency Modeling by Researchers	
Source Steps	
Bernthal et al., 2004	(1) needs assessment and data collection (literature review, expert interviews, focus groups), (2) new model velopment (data integration and model draft, expert group review and model revision, final expert review and model revision), (3) model validation, (4) final refinement and confirmation
Byham & Moyer, 2005	(1) background review, (2) data collection, (3) data integration, (4) validation, (5) finalization
Draganidis & Mentzas, 2006	Summarized key steps based in competency modeling based on a literature review: (1) creating of a competency systems team (CST), (2) identification of performance metrics and validation sample, (3) development of a tentative competencies list, (4) definition of competencies and behavioral indicators, (5) development of an initial model, (6) cross-check of initial model, (7) model refinement, (8) validation of the model, (9) finalize the model
Hay Group, 2003	(1) establish performance criteria and sample, (2) collect data, (3) analyze data and define competencies, (4) validate the model and revise, (5) Final model for HR system
Lucia & Lepsinger, 1999	(1) determine data collection methodology, (2) conduct interviews and focus groups, (3) perform job observations, (4) analyze data and develop interim model Next, or steps used if adapting an existing model – (1) test the model for accuracy and relevance, (2) analyze data and refine, (3) validate the model, (4) finalize
Naquin & Holton, 2006	(1) select previously identified model as a foundation, (2) tailor language to organization, (3) pilot test and validate, (4) revise and finalize model

Schoonover, 2002	(1) clarify organizational context and challenges, (2) design study, (3) develop initial model (using existing data, other models, benchmarking), (4) test models (validation survey and/or focus groups), (5) final model
Spencer & Spencer, 1993	(1) define performance criteria and criterion sample, (2) collect data, (3) analyze data and develop a model, (4) validate a model, (5) finalize and apply

Based on the steps used by researchers in Table 3 as well as the literature review of this research, common steps in competency modeling include:

1. Identifying performance metrics and validation sample – if methodology calls for this in selecting participants and conducting validation step;

2. Needs assessment, background data, and benchmarking;

3. Data collection and development of initial model;

4. Cross-check and model refinement (may occur in several steps);

5. Validation – face, content, and/or predictive (may occur as part of several steps); and

6. Finalization.

Decisions about each of these steps are influenced by many factors such as trends, recommendations, and guidelines described above. For example, several authors have suggested that alignment with organizational strategy (Cook & Bernthal, 1998; Dewey, 1997; Dubois, 1993; Green, 1999; Moulton et al., 2006; Rahbar-Daniels et al., 2001; Schoonover, 2002;

Tabet, 2003) and use of participatory approaches (Athey & Orth, 1999; Dewey, 1997; Dubois, 1993; Green, 1999; Liles & Mustian, 2004; Public Service Commission of Canada, 1998) are important for successful competency modeling. Authors who utilize some type of a team or expert group in one or more steps of their competency modeling are providing one opportunity for participation. Sometimes participation and alignment fit together. Dubois (1993) described one step of identifying a representative group that included key stakeholders, those most affected, those responsible for implementing, and customers. This group then looks at existing data (needs analysis, assessments, background, strategic goals) to generate information on organizational context, competence needs, current and future outputs, major tasks, and so forth (Dubois, 1993).Others have described using a steering committee or project team (Dubois & Rothwell, 2000; Liles & Mustian, 2004; Naquin & Holton, 2006) through many of the competency modeling steps.

2.11 Conclusion and Theoretical Framework

From the wide range of related literature, the definition of competency can be summarized as an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation. Job competency is a set of behavior patterns that a job incumbent needs to bring to a position in order to perform its tasks and functions with competence.

There are several methods for collecting and analyzing data, for deciding what to include in the model, and for formatting the model and its behavioral descriptors. Goals of key stakeholders, the needs of key users,

the budget and time available to develop the model, and the preferred styles of the model building team are all that must be taken into consideration in the process of choosing the competency model. Competencies should be coherent and different from other competencies. The behavioral descriptors should be clearly and crisply worded. The model should include too many competencies and behavioral descriptors make a model ponderous to read and use. A good model is often supplemented with components that will add value for an intended HR application (Mansfield, 2005). Competency models are created to explain how competencies lead to performance, when planning the development of a competency model, there are practical consideration that affect the design of the model, the format and content of the competency model, and the success of the models implementation. The following questions must be taken into consideration for the planning of the competency model:

1.   What HR application should be included in the model?

2.   Who are the key people involved in the process of developing and validating the model

Firms create a competency model to explain how competencies lead to performance, it explains personal and job related characteristics, the organizational context, and the inter-relationship of these elements that result in performance as per pre-determined standards.

There are at least three questions we should ask before embarking upon developing competency models (Mansfiled, 2005).

1.   Why a competency system is needed?

2.   What are the strategies for system building?

3.   What are the available resources?

A brief answers for the above mentioned question can be summarized as follows:

1.   The system will support the integration of human resources planning with business planning and this will be achieved by allowing the organizations to assess the current human resource capacity based on their competencies against the capacity needed to achieve business goals of the organization.

2.   Human resource strategies, plans policies and procedures to address gaps (e.g., hiring / staffing; learning; career development; succession management; etc.) are designed, developed and implemented to close the gaps.   Properly designed, competencies translate the strategic vision and goals for the organization into behaviors or actions employees must display for the organization to be successful

3.   Competency system standardizes and integrates all HR activities based on competencies that support organizational goals. Thus there will be efficient use of available resources.

Seven essential steps are needed to transform the HR functions and develop the Competency system. All these steps are critical and appear in some form in those successful organizations that have used a competency (Stephen C, 1998).

1.   Agree on the need to transform.

2.   Develop a statement and agreement of the new role.

3.   Identify roles, competencies, and accountability

4.   Communicate roles and competencies throughout organization.

5.   Establish process to gain competencies

6.   Measure results of the HR staff impact on mission

7.   Correct, adjust and improve the transformation process based on experience and results obtained

To ensure the consistent and effective use of competency-based practices, it is recommended that a standing team, which can be called the Competency Resource Team, be created and supported. The transition team will have the task of getting the Competency Resource Team up and running. The Competency Resource Team should consist of competency content experts and/or members of Human Resources. Communication, education and easily available information and tools are the main success factor of a competency based system. On-line information and interactive applications are a core part of the implementation of such a system. In the following figure (Figure 2) the researcher suggests the framework for building a competency based human resource management in three major functional areas at JAWWAL and the expected benefits of the organization.

Competency based Human resource management system Framework

Vision and Mission

Core And

Technical
competencies

Training

and

Development

Recruitment
and

selection

Performance
Management

1. Higher performance
2. Achievement of strategic goals
3. Reduction in cost
4. Higher productivity
5. Driving organizational change
6. Organizational and individual commitment to
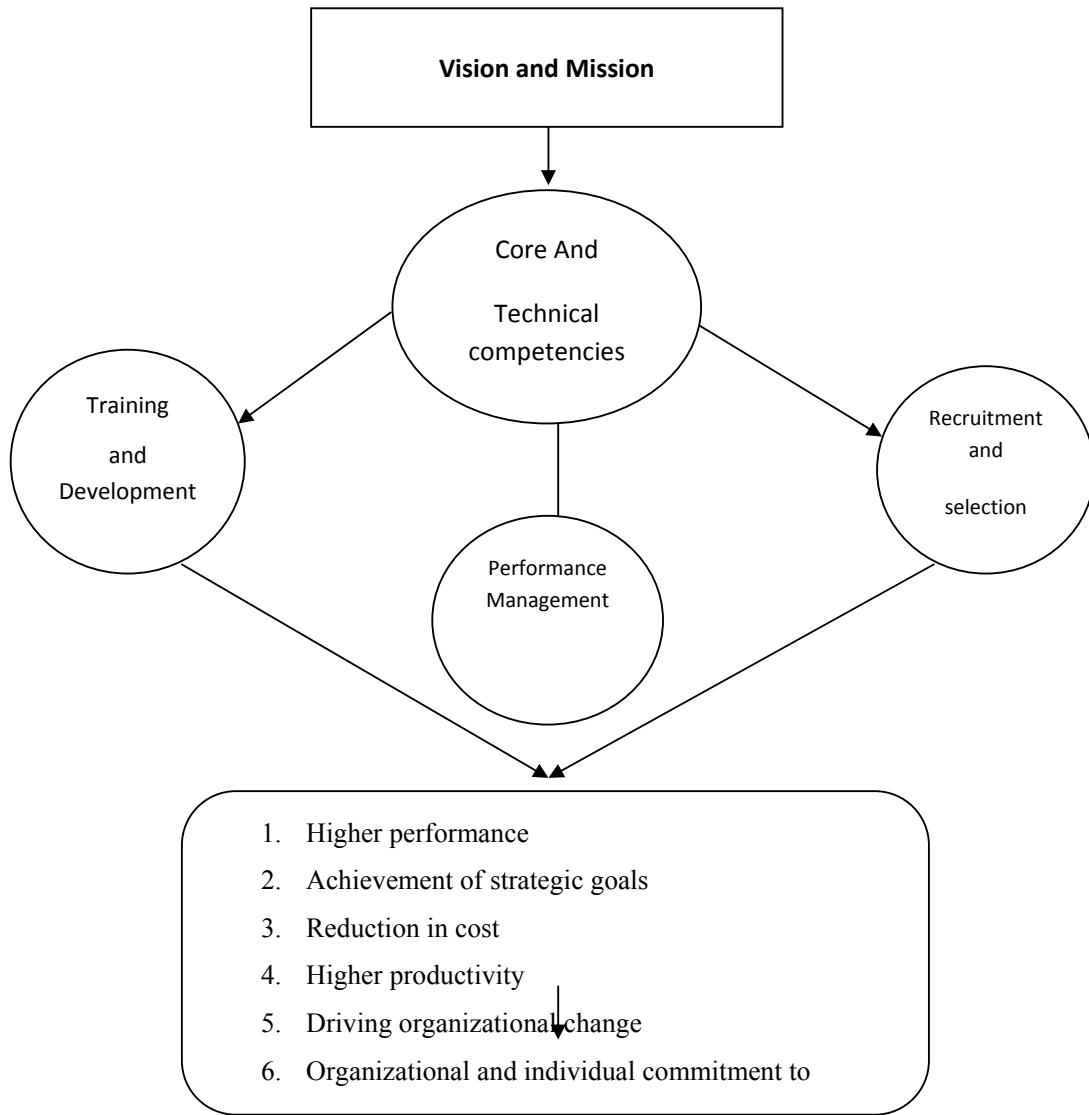
Figure (2): Competency based human resource management system framework

Chapter Three

Human Resource Management at Palestine Cellular Communication LTD-JAWWAL

Chapter Three

Human Resource Management at Palestine Cellular Communication LTD-JAWWAL

3.1 Introduction

This thesis is a holistic single-case revelatory study. Chapter 3 represents the history of the Human Resource Directorate at JAWWAL; it highlights the challenges and services, and describes its current situation. The chapter describes the functions performed by the HR Directorate and the management system used to conduct daily business and provide service to other directorates. This chapter is important because it embodies the context in which the proposed methodology for measuring the performance of the competency based human resource management system is implemented.

3.2 A brief background

The Human Resource directorate is one of the main directorates of JAWWAL's organizational structure. At JAWWAL, HR is organized according to a functional method into departments such as recruitment and employee relations, training and development, performance appraisal, organizational development, compensation and benefits, and payroll. Each is considered a function because it bears specific responsibilities for the organization's total HR system. A review of the three major functions that have potential for starting the implementation of a competency based system is given below, where the weaknesses of the function and needs for the new systems are highlighted.

3.2.1 Recruitment and Selection

The HR directorate meets JAWWAL's needs for manpower through the recruitment and selection department. As part of its ongoing quest to keep pace with technological developments, JAWWAL has developed its own online recruitment site (e-career) in 2003, five years after its establishment. With online recruitment, JAWWAL reaches a wider pool of potential employees. For example, many Palestinians abroad considering a return to Palestine can apply to the company. This way the company receives many qualified applications and does not depend only on the availability of qualified people in the local market. Online recruiting is less costly and no paper work is needed. As a result, JAWWAL has better and faster screening of job application information and can decide on the number of interviewees.

We can summarize the traditional process of the recruitment and selection process in four main steps:

Step 1: Clarify the position to be filled through recruitment

The traditional starting point for recruitment is a job description and a job specification. The job description describes the work activities or responsibilities of the successful job incumbent. The job specification specifies the qualifications an individual should possess in order to carry out the work. Qualifications are usually expressed as the minimum education, experience, and other requirements necessary to do the job. As mentioned above and according to the on-line recruitment site, JAWWAL's recruiting is a continuous process regardless of the number of vacant positions. For example, the HR directorate recruits engineers all the

time so that an appropriate applicant pool is available whenever an opening occurs. HR plans and forecasts the number and types of people who will be needed each year for different positions.

Step 2: Review and update job descriptions and specifications for the position

Job descriptions clarify the tasks successful applicants will perform on the job. Job specifications enumerate the required qualifications. Without current job descriptions and specifications, HR practitioners cannot screen applicants by comparing individual qualifications to work requirements.

Step 3: Identify possible sources of qualified applicants

Applicants may come from inside or outside JAWWAL. There are a number of advantages associated with recruiting from within. Internal recruitment maximizes the return on the organization's investment in its employees. By seeking internal applicants, management gains increased awareness of individuals who are interested in furthering their careers and reduces time spent on orientation and training for employees with whom it is already familiar. Applicants may be found internally through managers' nominations.

Step 4: Select the most effective means of communicating with and attracting qualified applicants

This step usually involves employer's branding of JAWWAL to prospective applicants. After all, people often self-select themselves, which means they choose to apply based on the perception that an organization's

image matches their own self-image. HR practitioners are familiar with methods of communicating with possible applicants. These include participating with universities in open career days and campus recruiting, presentations to groups of targeted job applicants, and internships.

The selection process can be summarized through the following steps:

Step 1: Clarify the selection process

At JAWWAL, the HR recruitment supervisor formulates a selection committee that includes, at most, three employees for each vacant position; one member from the HR directorate and two from the directorate that is looking for a candidate. The selection decision will be made by the committee, which is aware that the applicant should meet subjective and objective criteria.

Step 2: Clarify the selection Tools

The HR recruitment supervisor uses several tools to pinpoint the most appropriate applicant from within a group. These tools include the applicant's resume, reference check, personality test, IQ test, medical test and planned (structured) or unplanned (unstructured) job interviews.

Step 3: Shorten the list of potential candidates by comparing the applicants to the selection criteria

A list of the most appropriate candidates is prepared according to the selection criteria mentioned in step 2.

Step 4: Establish a list of finalists for the target jobs

After individuals have been screened by one or more selection methods, only a few well-qualified people should remain. One candidate usually emerges as the preferred choice. The names of other candidates may be retained to contact in the event that negotiations and the job offer with the preferred candidate were unsuccessful.

Step 5: Make the selection decision

The recruitment committee, in consensus, makes the selection decision according to the selection criteria for which individuals are best equipped to do the job.

Step 6: Negotiate a competitive compensation and benefits package with the successful candidate and sign the contract

The goal at this stage is to match the candidate's expectations with the employer's ability to pay. This step is likely to be completed successfully when applicants have already been informed of the pay range and associated benefits. Upon acceptance of a job offer, the candidate signs the employment contract.

Another important unit that relates to the personnel department is employee relations, through which the company tries to open communication channels with all employees and participates with them, on all occasions, as one family at JAWWAL.

From the above mentioned steps, it is clear that JAWWAL does its best to have an effective recruitment and selection process through using on-line

recruitment. This reduces the cost of the recruitment process as well as assisting JAWWAL in selecting the most qualified candidate. However, the recruitment and selection process is still subjective, inconsistent and lacks awareness of the importance of key procedural and procedural fairness. Selection is narrowly focused on interviews, application forms and reference checks are not managed comprehensively, by either the personnel department or the managers. Current challenges include insufficient guidance and training for recruitment committees, difficulties regarding the efficiency and speed of the recruitment process, and insufficient guidance on the composition and operation of interview panels. There is also a lack of information given to candidates in advance of selection, too much dependence placed on interviews as a selection tool and less predestine of equal opportunities.

The decision to move to a more focused, objective approach to recruitment and selection through adopting of the competence-based approach to recruitment and selection requires positive changes to the existing system. Competency-based recruitment and selection is result oriented process. It is easier to concentrate on the results expected of a successful performer. It focuses less attention on educational level or years of experience that have little connection to verifiable results. Competency-based recruitment have an important role in attracting individuals who possess skills, capabilities, and behaviors that might be difficult, if not impossible, to develop it by training or development efforts (Garrett, 2007).

A competency-based approach encourages directors and managers to clarify the verifiable, measurable results they expect from successful performers before a selection decision is made. The competency model will

make selection methods more effective, it will reduces turnover, the persons who are hired are more likely to do well in jobs or work roles that are matched to their existing or potential competencies (Wood & Payne, 1998). The competency model will provides insight into whether or not a new hire will be a good fit with the organization's culture (Guinn, 1998). In addition, competency-based practices can be very effective in hiring for virtual or part times positions (Vincola & Mobley, 1999). This type of recruitment provides applicants with opportunities to outline, explain, and demonstrate their qualifications in competency-based terms. The traditional selection process with questions that have little or no bearing on people abilities to produce work results will not be a confronted process. Also, since competencies are readily transferable across work situations, competency-based selection may help the organization to function effectively even during times of rapid or unanticipated change, although there are limitations. Managers and supervisors will be encouraged to clarify the desired work results and to find employees who are exemplary performance, regardless of age, gender, or other considerations that have little or no bearing on their ability to perform (Gray,1999).

3.2.2 Training and Development

Training and development is another main function of the HR directorate. The training and development department at the end of each year identifies JAWWAL training needs according to many factors. The training and development process can be summarized through the following steps:

Step 1: Identify directorate training needs

According to JAWWAL's strategic objectives, the HR directorate identifies JAWWAL's training needs through the following;

1.   New hired employees

2.   New projects and systems

3.   ISO 14001 Environmental management system

4.   Promotions

5.   Appraisal system results

Step 2: Prepare annual training plan and budget

Once each directorate identifies its training needs according to the criteria mentioned in step 1, the training and development department starts preparing the annual training plan, which will contain the training courses, nominees, suggested training dates, and the total budget needed.

Step 3: Budget approval and modifying the plan

Once the budget is approved, the HR directorate reviews the training plan and modifies it according to the budget.

Step 4: Implementing the annual training plan

By the beginning of the year, the HR directorate starts the implementation of the training plan with the involvement of the employees in training courses.

Step 5: Evaluating the training program in general

The training and development department uses a traditional evaluation form that doesn't have the ability to measure the effects of the training on employees' performance. This is because most of the training is focused on employees who are working and the evaluation form is a subjective one.

From the above mentioned steps for the training and development process, the HR directorate does not have a training plan linked to JAWWAL's strategic objectives. The offered training lacks the ability to provide the employees with the required skills that are important to improve their performance, as well as align HR management practices with the mission, vision, values, business strategies and objectives of the company. JAWWAL's intention is to build on individual knowledge, skills, and attitudes to meet present or future work requirements. However, training should have an immediate and highly specific impact on work performance. Moreover, it should be grounded in the organization's requirements and unique corporate culture. It is different in this respect from education and employee development, which prepare the individual for life and future work.

A competency-based approach to training has many advantages and challenges. It adds a powerful dimension to traditional job analysis results. It Depicts employee competencies clearly in organization-specific terms. Focusing the training on the corporate culture is one of the main tasks that competency based training does in a better way than what job description approach does. Competency models thus provide a more totalitarian

approach than job descriptions do. Competency models recognize that there are dimensions to performance that exceed knowledge, skills, or attitudes. Competency-based training requires trainers to make a big shift from only achieving single behavioral objectives to competency acquisition and its application for competent performance. It may not be time or resource efficient to make investments in competency-based training when a small number of employees are expected to participate in such training or when the shelf life of the training is expected to be short. (Dubois, 1993).

3.2.3 Performance Management

In reviewing the current performance management system in place at JAWWAL, it becomes apparent that it should be more correctly called an appraisal system since the only thing it does is evaluate employees according to specific tasks they are asked to achieve during the year and according to each directorate annual plan. JAWWAL's appraisal system can be summarized in the following steps:

Step 1: Identifying the Key Performance Indicators (KPI)

The HR directorate, in coordination with all JAWWAL directorates, starts to gather the KPI's for each job title according to the annual plan of each directorate.

Step 2: Enter the KPI's into the HR management system

Once the KPI's are approved, they must be entered into the HR management system.

Step 3: Announcing the evaluation period and making the system live

Once the KPI's are identified through the system, the HR Directorate, through an official announcement, announces the starting of the evaluation process with a limited period given to all JAWWAL directorates to evaluate their employees during this period.

Step 4: Following up the evaluation process

The HR directorate follows up on the evaluation process to make sure that everything is going as planned, there are no problems, and all the employees have been evaluated with both self evaluations and managers' evaluations.

As mentioned above, the current appraisal system lacks the ability to measure the real performance of employees. It only measures the technical skills that employees should have in order to accomplish their tasks. These skills are determined according to the annual plan of each directorate. There is no management system in place capable of measuring the behavioral skills that JAWWAL employees must demonstrate which would lead to a competitive advantage, and can distinguish JAWWAL employees from others.

Adopting a competency-based approach to performance management can be dramaturgic. A frank communication between employees and their managers will be achieved through this process. It is not uncommon for employees to express their concerns in performing work that is not aligned with their competency strengths or interests. And it is not only the less productive employees but often high performers as well who will express these concerns. It also gives employees the opportunity to convey their

interests and satisfaction in performing work that is aligned with their competencies.

In a competency-based approach, employees' work results are aligned with achievement of JAWWAL's strategic objectives, and the contributions of the results are identified in specific, and usually measurable, terms. Thus, work that is identified as nonstrategic can be eliminated which allows available resources to be used in other more productive ways. This approach affords the opportunity to identify and develop needed competencies. In turn, competency assessment results provide a strong tool for identifying training needs that can be used to plan and deliver employees' training in a targeted manner. The benefits of a competency-based system are more valuable than financial rewards for some employees.

A competency-based performance management approach identifies clear roles, relationships, and responsibilities of employees and managers. This straightforward and mutually understood system builds trust as it ensures accountability and improves performance (Pickard, 1996).

3.3 Transitioning to Competency-Based HR Management

Adopting competency-based HR management has the potential to meet JAWWAL's business needs. The practice of identifying, defining, and applying competencies helps employees to understand the areas in which their efforts will improve their performance, and this in turn helps JAWWAL. The competency based approach supports the integration of various workforce performance management activities — selection, training and development and performance management because all are

derived from a common competency model. It serves two complementary objectives: it is directed to the accomplishment of JAWWAL's goals and to the individual's development. Implementing this strategically driven initiative helps JAWWAL reach its goals by getting the right people in the right jobs that possess the right competencies and creates a more committed workforce by providing developmental opportunities aligned with these goals.

JAWWAL will introduce competency based HR management through their recruitment and selection applications. This will be a response to growing awareness of the critical need to match people to work rather than work to people. Talent will be increasingly recognized as a major competitive resource, and competency based HR management is a more effective approach to identifying the people who are essential to sustained competitive advantage. Performance management is the second HR management processes that will most likely become competency based. In the case of performance management, JAWWAL will be responding to its need to achieve organizational success by utilizing the full potential of existing employees. In other words, managers who are expected to do more with less will turn into exemplary performers for the huge advantages this offers compared to their fully successful peers.

Because employees recognize the benefits of a wide spectrum of competencies, which makes them highly marketable both within their organizations and externally, they will expect growth and development opportunities at unprecedented levels. This will require many leaders to understand the importance of a competency-based employee training and development function as a key HR management strategy. Competency-

based employee training and development defines competency acquisition needs as those that align with life-careers as well as with development. When both of these dimensions are successfully addressed, organizations will be better able to attract and retain exemplary performers. The HR Directorate believes that competency-based HR management practices that enhance encourage, and support exemplary performance will dominate the HR management scene in the future (Joinson, 2000).

3.4 Conclusion

From the above discussed traditional process that JAWWAL is implementing, one can say that job descriptions, the basis of traditional work-based HR management, are no longer effective means of making good employment decisions. There are several reasons for this. First, job descriptions tend to focus on activities or responsibilities instead of on measurable outcomes or results. Second, they do not take into account the abstract qualifications that affect customer satisfaction and are integrally related to exemplary performance. And third, in the volatile business world of today, job descriptions simply cannot be written quickly enough to keep up with work changes.

Competency models are based on measurable work results and are specific to the organization's culture and success factors they are more adaptable and more consistent than job descriptions. Competency models are more effective at describing characteristics associated with exemplary individual performance. Competency based human resource management system will enhance the capability of HR practitioners to link organizational core competencies to the competencies of individual

exemplary performers. Taking into consideration that the characteristics of high performers holds out the promise of making obvious improvement in productivity if HR systems are retooled such that the competencies of high performers become the foundation for all HR practices.

Compensation and benefits are one of the most important functions in the HR directorate because it has been an extremely important issue for both employer and employees, as money is directly or indirectly related to the fulfillment of most human needs. Thus, JAWWAL, in the future and once the competency system has been implemented in an effective way in the three mentioned functions of HR, will be required to design a better compensation system to align employees' performance with its objectives. A competency based compensation and benefits system is one which can satisfy the current scenario of performance-linked pay in which employees are paid on the basis of actual performance. The competency based compensation and benefits system will be designed on the basis of employees' capabilities and experience and by taking into account the market demand for unique skills and experience.

Chapter Four

Research Methodology

Chapter Four

Research Methodology

4.1 Introduction

The aim of this chapter is to justify the choice of research instruments, type of sampling and how the semi–structured interviews, focus groups and questionnaire were designed to ensure that the research instruments consist of questions that aim to build the competency based human resource management system. Furthermore, selection of the sample is discussed and how the sample was accessed. The validity and the reliability of data will be discussed. Finally, a discussion of the limitations of the research will be presented.

4.2 Triangulation Method

"Triangulation is a method that is usually used to indicate that more than two methods are used in a study with a view to double (or triple) checking results", Keay (2000). Triangulation method is used to be more confident with a result when different methods lead to the same results. It is a technique that facilitates validation of data through cross verification of more than two sources. The researcher in this study combines qualitative and quantitative methods in addition to her actual experience as an observer of the situation and active participant working in the human resource department at JAWWAL to initiate the competency model.

The researcher used semi-structured interviews, focus groups and a questionnaire to gather data that is essential for adopting a competency based human resource management system. The questionnaire is used to

make validation for the data gathered regarding the benefits that JAWWAL has gained through adopting such a system in the training function.

4.3 Research Categories

There are two principal research categories: quantitative and qualitative Easterby-Smith et al. (2002). Some researchers associated quantitative research with a positivist stance, and qualitative research with an interpretive stance Crossan (2003) Denzin & Lincoln (2003). However, qualitative and quantitative research is not synonymous for interpretive and positivist stances respectively. Myers (1997) believes that qualitative and quantitative research can be interpretive, positivist, or critical. It is possible for case study research to fall under any of these three categories. The choice of either qualitative or quantitative research depends on the researcher's assumptions. The following sections highlight some issues regarding quantitative and qualitative research and their respective associated research methods.

4.3.1 Quantitative Research

Quantitative research, according to Cornford and Smithson (1996), is research that "relies on developing metrics (numbers) that can be used to describe the phenomena (objects and relationships) under study" (p.40). Quantitative research is a deductive process (i.e. logic based on rules, models, and laws) Trochim (2002), which consists of measuring and analyzing the relationships between variables. Quantitative research tells us how often or how many people act in a certain way, but it doesn't answer the question "why" Denzin & Lincoln (2002). Different kinds of methods can be used for quantitative research such as field and laboratory

experiments to investigate a research problem Straub et al. (2004). Analysis of data collected in quantitative research is typically performed using statistical techniques to produce results which can then be used to prove or disprove the hypothesis underpinning the research Easterby-Smith et al.(2002).

4.3.2 Qualitative Research

Researchers in the field of social sciences realized the limitations of quantitative research for understanding situations which involve the complex interaction of human behaviors, interpersonal relationships, cultural transitions, economics and politics. Consequently, qualitative research has become increasingly favored, especially in the social sciences Denzin &Lincoln (2002).Qualitative research is "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" Strauss & Corbin (1990, p.17). The purpose of qualitative research is "to understand human experience to reveal both the process by which people construct meaning about their worlds and to report what those meanings are" Hull (1997, p.2). Table 4.1 provides a summary of the key typical differences between qualitative and quantitative research

Table (4): Comparison between qualitative and quantitative research. (Miles & Huberman (1994) page 40)

Qualitative	Quantitative
What is X	How many X
Inductive Process	Deductive Process
Sample is selective (non-random)	Sampling is random
Researcher looks for patterns and concepts	Hypotheses and concepts are chosen before the research begins
Theories are developed or compares patterns with other theories	An instrument is used to measure the variables in the study

Merriam (1998) agrees that "qualitative researchers are interested in understanding the meaning people have constructed; that is, how they make sense of their world and the experiences they have in the world" (p.6). With this research it is necessary to understand JAWWAL's directors', managers', and supervisors' experiences of the phenomenon of the competency based human resource management system at JAWWAL in order to gain specific insight into that phenomenon and to determine the factors that affect the competency based human resource management system at JAWWAL over time. The research covers competencies of JAWWAL employees and the aim is to identify sensitive information, such as:

• JAWWAL core competencies

• JAWWAL technical competencies

• Generating a competency based human resource management system

Such questions will be discussed and answered with all directors, managers and supervisors.

The research method best suited for this purpose is qualitative research with an interpretive underlying position. The analysis of qualitative research is frequently inductive and interpretive, and findings are richly descriptive, often being used to create or expand on theory (Charmaz, 1999; Merriam, 1998). Data analysis consists of analyzing tests, and stating the meaning of the findings Strauss &Corbin (1990), Creswell (2005), a result that this research intends to achieve with regard to analyzing the interviews and developing concepts and categories.

4.4 Type of sampling (random or purposive)

The population is identified as eight directors, thirty-three managers and one hundred supervisors from Palestine Cellular Communication LTD –JAWWAL, which has 850 employees. The type of sampling is purposive, which according to Zikmund (2000) is a sampling technique in which selection of the sample is based upon some appropriate characteristic of the sample members, since the target group is specific (directors, managers and supervisors), as it is only these people who can provide the desired information. According to Sekaran (2003), there are two major types of purposive sampling, namely judgment sampling and quota sampling. In this case, judgment sampling is found most suitable, since, as Sekaran (2003) states, the judgment sampling design is used when a limited number or category of people have the information that is sought. For the present study, directors, managers and supervisors of the organization were chosen as subjects as they are in the best position to act as informant's on the competencies they desire in JAWWAL's employees.

4.5 Data Collection Methods

According to Palaniappan (2003), the most commonly used data collection methods are:

1. Resource panels or Focus groups: Focus groups may include job incumbents and others such as human resources and training staff who have worked closely with job incumbents. Focus groups are structured process that get participants to think systematically about the job and the personal skills and other characteristics needed for effectiveness, where a facilitator poses to the participants a series of

questions about the responsibilities and tasks, performance measures, typical situations encountered, and personal characteristics required for effectiveness. It generates inputs regarding the job, and also can be used to validate draft competency models.

2.   Behavioral event interviews: behavioral event interviews provide the main source of data in building competency models. They involve in-depth probing of a small number of broad events or experiences. They can provide highly detailed examples of how specific competencies are actually demonstrated by job incumbents. Because of their value, the interviews are usually included in the model building projects focused on a single critical job. But when an organization wants to develop multiple competency models for a number of jobs, the time and cost of including the interviews are often prohibitive.

3.   Competency dictionaries: they are competency databases. They list competencies that are core or functional. A competency dictionary provides a common conceptual framework and a starting point for building a competency model. It can also be presented before focus groups to allow participants to give their inputs on the framework. They are very useful in developing multiple competency models within the same organization.

The researcher has adopted two methods for gathering the data that is essential for initiating the competency based human resource management system. Semi-structured interviews and focus groups are the main methods used in this research.

Interviews are discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics. Interviews can be conducted in person or over the phone. Interviews differ from surveys by the level of structure placed on the interaction.

This study used semi-structured interviews as the data collection mode. Semi-structured interviews are extensively used in strategy studies. The main advantage of this method is that the researcher can easily adapt the questions as necessary, clarify doubt, and ensure that the responses are properly understood by repeating or rephrasing the questions Sekaran, (2003).

In total, 87 semi-structured interviews were conducted with JAWWAL top and middle management to gain their viewpoints regarding the competency based human resource management system at JAWWAL. (See appendix #1) for interview questions). The researcher tape recorded each semi-structured interview session, which allowed interaction and careful concentration on what was being said, rather than focusing on trying to write down every detail mentioned. With respect to the semi-structured interviews, the researcher phoned or emailed each participant to confirm the meeting date, time and location. Prior to each scheduled interview, the researcher made a follow-up phone call or sent an e-mail to remind participants of the meeting's date, time and location. Interviews were conducted by the researcher at JAWWAL head quarters.

As Glesne (1999) explains, "rapport is tantamount to trust and trust is the foundation for facilitating full and detailed answers to your questions" (p.83). The researcher tried to make each interview similar to a conversation, as recommended by Strauss and Corbin (1990), because it is important for participants to feel comfortable sharing information and talking about their understandings. Creating an atmosphere of informality was a critical component of the interview process. In a more formal interview situation, participants might have felt inhibited from talking freely about their experiences. The researcher built a rapport with each participant through natural conversation and exchange of information. The questions centered on identification of factors, benefits, challenges and barriers in such a way as to try to get as many different factors from different point of views as possible. Also the research conduct large number of semi structured interviews to get much data, information and new ideas about the new suggested system.

4.6 Transcription and Translation

Semi-structured interviews were conducted in Arabic and were recorded on an MP3 recorder where possible before being transcribed. The researcher read the transcripts several times to ensure accuracy of correlation between tape and written transcript. However, some participants did not want the interview to be tape-recorded. In such cases, the researcher tried to transcribe as much as possible the most significant information expressed by the interviewees and then each participant was given the opportunity to review and confirm the final draft of their answers. The Arabic transcripts were then translated into English.

4.7 Focus Group

Focus groups are considered to be similar to individual interviews, although group interaction is the main difference between the two methods, and they can be used separately as a stand-alone qualitative method or in combination with other methods such as participant observation and individual interviews.

"The hallmark of focus groups is their explicit use of group interaction to produce data and insights that would be less accessible without the interaction found in a group" Morgan (1997).

Focus groups are good methods for gathering ideas about new initiatives. Also they are considered to be more efficient than conducting several individual interviews. Focus groups are useful when "gaining access to a sense of participant commonality is the central concern" Parker & Tritter, (2006).

A total of eighty employees participated in eight focus group sessions, where they were asked to identify JAWWAL's core and technical competencies and generated ideas for key actions. (See appendix # 2 for focus groups issues).

All the focus groups had the same purpose: they intended to define JAWWAL's core and technical competencies, and help in identifying the framework for the competency based human resource management system at JAWWAL. The researcher served as the moderator of the groups with the assistance of HR staff. The researcher started each focus group with a short and brief presentation about the research objectives and questions as

well as the importance of the study. All the focus groups took place at JAWWAL's headquarters . After the presentation, the researcher started the discussion by asking participants specific questions and opened the discussion with the group to gather as much information as possible. Open discussions gave the researcher a chance to get new ideas

The questions used during the focus groups and their sequencing was pre-determined. Also, piloting the questions was done in advance to check that they were understood. If changes were made to the sequence of questions during the course of a focus group, this was noted, as it can have an effect upon the data generated. After each focus group, the researcher summarized and highlighted the main points that had been discussed and came up with the general points that the group agreed upon.

4.8 Type of Questions

The researcher used the semi-structured interviews and focus groups for collecting data from particular individuals by meeting with them once.

During a semi-structured interview, the researcher asked an interviewee questions based on a prepared written list of questions and topics. At the same time, the researcher encouraged the interviewee to freely express ideas and provide information that the interviewee thinks is important. With this flexibility, the researcher obtained unexpected significant information as well as answers for prepared interview questions.

4.9 Competency based training courses appraisal form

A questionnaire as seen in appendix #3 was designed to evaluate and measure the performance of a sample of one hundred employees who

participated in a competency based training course. The one hundred employees participated in courses related to oral and written communication competency. The questionnaire was developed in coordination with the employees' direct supervisors. The questionnaire was intended to measure and evaluate the performance of the respondent sample after one month of delivering the competency based training courses and to verify if the competency based training courses had built the communication competency of employees according to their levels.

4.10 Validity

Trustworthiness and validity are the two terms that researchers use to describe how qualitative methodologies establish confidence in their research Jones et al. (2006), Lincoln & Guba, (1985). To evaluate the trustworthiness and validity of this study, the researcher used the following verification procedures to address validity:

1. Triangulation in qualitative research has been described as using multiple data sources, data gathering methods, and theoretical schemes to ensure that interpretations are credible, Glesne (2006) Lather (1986). This research relied on multiple data sources and multiple gathering methods. For example, to identify JAWWAL's core competencies, data from directors, managers and supervisors was used. Data was gathered from literature reviews, semi-structured interviews, focus groups and the training appraisal form.

2. An internal survey was used to measure the effectiveness of the competency based training and development and the questionnaire was reviewed and validated by JAWWAL's managers and

supervisors as well as by Dr. Grace Khoury -the researcher's supervisor.

3.   Documentation was provided on relevance of this study to participants, the organization, and professional practice. While it may be beyond the scope of this study, an attempt was made to document and share any benefits noticed during the course of the research with participants and the organization. Also, findings from this research were made available for immediate use by JAWWAL. The ultimate effectiveness or validity of this research is in how the competency model is used.

Self as Researcher: Clarification of Researcher's Bias

As the researcher has been part of the process, bringing her own opinions and points of view, it is important to note that she serves as an instrument, involving herself with managers, directors and supervisors and groups as a data gathering tool. As mentioned above, she is also a member of the organization being studied, specifically a member of the Human Resources team in JAWWAL. As a researcher with opinions about competencies of successful professionals, she needs to be aware of the likelihood that she might hear what she wanted to hear and find ways of focusing on those ideas that she agrees with in the research process.

In this study, her opinions, knowledge, and experience with JAWWAL were used, but still represent a potential source of bias. Therefore, it was important for her to monitor her bias through the discussions and interviews with JAWWAL's managers and supervisors, as

well as through the contact with other operators who are adopting the competency system in their organizations.

4.11 Reliability

Reliability is a vital component of a trustworthiness it refers to the consistency of a measure. Measures are considered reliable if we get the same result repeatedly Sekaran (2003). In other word we can say that measures are reliable only when using tests to measure a trait and each time the test is administered to a subject, the results should be approximately the same.

The researcher in this study was concerned with the internal consistency of measures which is an indicative of the homogeneity of the items in the measure that tap the construct. One popular form of examining the internal consistency is the inter-item consistency reliability.

4.11.1 Inter-item consistency reliability

This is a test of the consistency of respondents' answers to all items in a measure. To the degree that items are independent measures of the same concept, they will be correlated with one another. The most popular test of inter-item consistency reliability is the Cronbach's Alpha coefficient. The closer the Cronbach's alpha gets to 1.0, the best and the higher the internal consistency of a dimension. In general, values higher than 0.8 are considered satisfactory, between 0.7 and 0.8 are considered accepted, while less than 0.7 are considered poor.

Therefore, using the SPSS software Cronbach's alpha coefficient was calculated for each item in the competency based appraisal form and

the results proved the internal consistency of each enabler's elements in the questionnaire, since the Cronbach's alpha coefficient for all the items were 0.98 which is greater than 0.8. The exact coefficients for each enabler are presented in appendix #4.

4.12 Data Analysis

The data was collected, entered, analyzed, and reviewed. The semi-structured interviews and focus groups' data was collected, analyzed and summarized by the researcher. After each focus group, the researcher summarized and highlighted the main points gathered during the discussions and compared it with data and information gathered through the semi-structured interviews, then Excel was used for analyzing the data. After the training course evaluation questionnaire collection phase was completed, all the data was analyzed using SPSS for creating statistical tables. Then, Microsoft Excel was used to generate related graphs and tables. The results are given in chapter five.

4.13 Limitations of the study

The study faced limitations throughout some phases of data collection. Some of the directors, managers and supervisors were unwilling to participate in the semi-structured interviews and the focus groups since they were not satisfied with HR services and performance. Also, they didn't expect any achievements to be reached in recruitment and selection, training and performance management upon the adoption of the competency based human resource management system. Some of the direct supervisors of the employees who participated in the competency based training course were unwilling to participate in developing the evaluation

form regarding the oral and written training course because they thought that this evaluation form would be subjective and they can't fairly observe the performance of their employees regarding communication competency. Despite all these limitations, the researcher was able to get a hold of adequate data that is considered representative of the outcomes of the study although some time is required to be able to measure and evaluate the success of applying the competency model and its impact on selection and recruitment, training and development and performance appraisal.

4.14 Conclusion

This chapter gives an overview of the research setting and methodology and highlights the importance of adopting the triangulation technique in this study. It also illustrates data gathering procedures.

The analysis stage is imperative and significant in order to draw a meaningful conclusion. Chapter five highlights the semi-structured interviews and focus groups findings; also, it compares these findings with those revealed from the survey.

Chapter Five

Findings and discussion

Chapter Five

Findings and discussion

5.1 Introduction

This chapter presents a comprehensive analysis and discussion of the results obtained from the semi- structured interviews and focus groups , where the design of the analysis is such that it elaborates and summarizes the answers of the study questions that were stated in chapter one. Each research question will be answered by presenting and discussing the results obtained from the data analysis appropriate for each particular question. Also, results of the survey that was conducted to measure the performance of the employees who have participated in a competency based training course will be presented and discussed. Moreover, analysis of JAWWAL's records regarding employee turnover was conducted to measure the influence of applying a competency based system on recruitment and selection.

5.2 Results of Focus Groups and Semi-Structured Interviews

5.2.1 JAWWAL Core Competencies

Figure (3) illustrates JAWWAL Core Competencies that 95% of the respondents agreed upon during the focus group. The eleven core competencies that have been identified for JAWWAL are mentioned in (Appendix #5). Five percent of the respondents had less agreement on four of the core competencies, because they thought that these competencies (for example, leadership) must be identified only for JAWWAL top management and not for other levels. The core competencies were

identified after reviewing and analyzing JAWWAL's mission and vision which are stated on Jawwal website as follows

"Jawwal seeks to realize its vision in maintaining leadership in a market where all Palestinians enjoy the benefits of wireless communications. Jawwal also seeks to be a trusted and smooth partner that unites hearts and enriches lives in its local community, and one that prospers in a global market without limitations or boundaries".

Jawwal Mission …

- We will listen to our customers and meet their changing needs.

- We will actively develop a national network that is reliable and trusted.

- We will be a leading example of professionalism and integrity by developing a world class team of professionals.

- We will be innovative in overcoming the barriers that exist in our

    market to support our growth and deliver on our vision. (www.jawwal.ps).

95% of the sample agreed that JAWWAL core competencies must be the base of recruitment and selection, training and development and performance management processes.
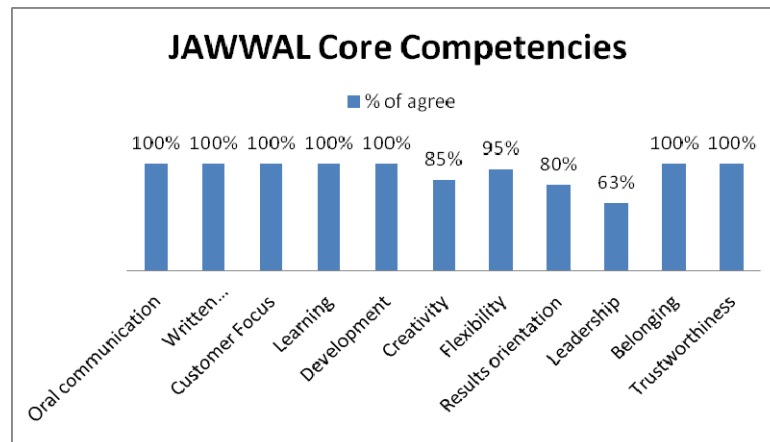
Figure (3): JAWWAL Core Competencies

5.2.2 Weaknesses of current human recourse functions

85% of the respondents during the focus group sessions agreed that the current recruitment and selection processes don't measure the current abilities that job seekers have. Also, the current processes can't determine if the new employees will merge quickly with JAWWAL's culture. The deployment and maintenance manager stated that "*HR functions are not linked with JAWWAL's strategy*". Also, he mentioned that the current functions are separated, and the performance management process doesn't provide any input for the training plan. 63% of supervisors in the sample mentioned that the current training process doesn't have the capabilities to provide JAWWAL employees with the skills and knowledge they need to perform their task in an effective way. For the current performance management system, 56.05% of the respondents mentioned that the current system doesn't provide JAWWAL's direct supervisors and department managers with tools to evaluate the skills and abilities of their employees. JAWWAL, currently and during the job analysis process, will identify the technical competencies for each job, according to the job specific accountabilities

5.2.3 The need for a competency system at JAWWAL

Figure (4) illustrates that 73.05% of the respondents fully agreed on JAWWAL's need for a competency based human resource management system.
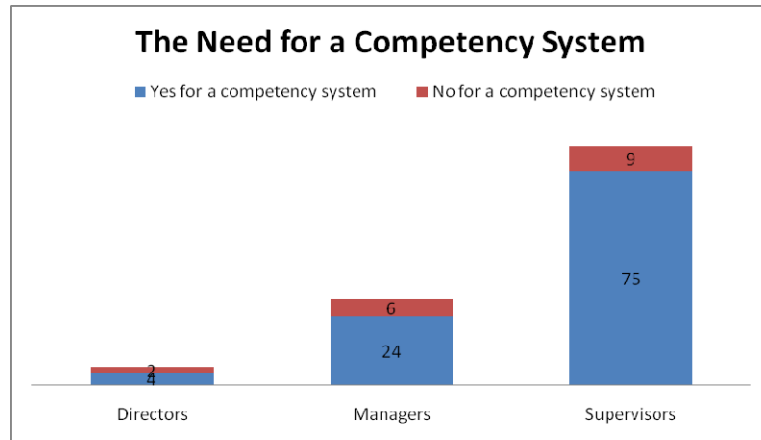
Figure (4): The need for a competency based human resource management system

During the semi-structured interviews, interviewees were asked to explain the current situation of the HR directorate and the performance of the three main functions of HR including: recruitment and selection, training and development and performance management. They were asked to specify the needs of a new HR that will add a competitive advantage for JAWWAL's employees, especially with the entrance of a new competitor to the Palestinian market; as well as how to establish systematic linkage and integration among HR management practices and align HR management practices with the mission, vision, values, and the business strategies or objectives of JAWWAL. 103 Out of 141 (73.05%) of the sample in the semi-structured interviews revealed the best reasons for a competency system: is to improve JAWWAL's performance, increase the ability to be competitive, support cultural change, enhance training and development effectiveness, improve processes associated with recruitment

and selection, reduce turnover, clarify managerial roles and specialist roles, increase emphasis on business objectives, aid in career and succession planning, help leverage the strengths of employees and unleash their potential in a way that is less likely to occur in a work-based system, strengthen current skills and abilities, project deficiencies in skills, improve workforce flexibility, and support the integration of overall HR strategies.

The HR director stated: "*JAWWAL needs a system that will reinforce JAWWAL's strategy, culture, and vision. A system that will establish expectations for performance excellence, resulting in a systematic approach to professional development, improved job satisfaction, and better employee retention. Moreover, (the system should) increase the effectiveness of training and professional development programs by linking them to success criteria (i.e., behavioral standards of excellence), provide a common framework and language for discussing how to implement and communicate key strategies, provide a common understanding of the scope and requirements of a specific role ,and provide common, organization-wide standards for career levels that enable employees to move across business boundaries*".

Most of the supervisors mentioned that JAWWAL needs a system that will support the integration of various workforce HR activities — selection, training, and performance management because all are derived from a common competency system. JAWWAL needs a system that will change the role of the current HR to a new role as a strategic business partner, advisor/consultant, and as a change agent. Accordingly, 65.90% of the respondents agreed that the purpose of developing the competency system is to:

- Redefine the role of the HR directorate in JAWWAL;

- Define knowledge, skills, abilities, and other traits needed by JAWWAL's employees;

- Provide a tool for hiring, developing, and assessing the performance of JAWWAL's employees;

- Establish a framework for internal strategic and workforce planning for HR.

The customer care manager stated: *"Traditional approaches to HR management do not seem to be effective anymore. Using activities or jobs as the foundation for work design is increasingly out of touch with the current competitive position JAWWAL is in"*.

5.2.4 Preference for a competency-based Human resource management approach versus a familiar traditional HR approach

Table (5) shows the respondents' preference regarding the familiar traditional HR approach or the competency based human resource management system approach.

Table (5): The comparison between a traditional HR approach and the competency approach

Respondent Sample		% Preference for competency based HR	% Preference for traditional HR approach
Directors	4	50%	50%
Managers	26	76.92%	23.08%
Supervisors	79	74.78%	25.22%

109 out of 141 of the respondents during the semi-structured interviews mentioned the weaknesses and strengths of each function

separately and highlighted the benefits that JAWWAL will gain by adopting the competency based HRMS. For the recruitment and selection function, managers and supervisors in the sample mentioned that the current recruitment and selection process is a job description based process, where the job description tells what the employee does and the job specification clarifies the minimum requirements necessary to qualify for the job. These are keys to the recruitment and selection process. The respondents mentioned that the current process clarifies only the activities and tasks the employees are supposed to perform and doesn't clearly describe the outputs or results expected from the employees to meet the requirements of JAWWAL. The engineering managers mentioned that the current job description describes the current activities and tasks needed for a job and doesn't take into consideration the changes that might happen according to new demands at work.

According to the marketing manager: *"The current process has a mismatch between employee's capabilities and the outputs or results they are required to produce: also, the expected output might not conform to traditionally defined jobs that are rigid, compact, and inflexible."* 79% of supervisors agreed that the new system will include the core competencies and key behaviors required for excellent performance and will be a major difference from the current process. The first one looks at what, whereas the suggested one will focus on how and it will study the people who do the job well and define the job in terms of the characteristics and behavior of these people.

Regarding training and development, 69.29% of the respondents agreed that the current training and development process isn't intended to

build on individual knowledge, skills, and attitudes to meet present or future work requirements. *"The current training and development process doesn't have an immediate and highly specific impact on work performance and doesn't contribute to JAWWAL's requirements and unique corporate culture,"* according to the customer service manager. The quality assurance supervisor stated that *"The current training needs assessment process limits the attention to work requirements, and doesn't take into consideration the personality traits. The role of training must expand; we must train people how to become successful, or even become exemplary performers."*The current training and development process doesn't have a link to the performance management system. Managers and supervisors don't know if weak performance and problems occur at work due to a lack of employee knowledge, skills or appropriate attitude or because of a work environment that can't be controlled by the employees. Deficiency appears clearly in the current training and development process; it lacks the ability to evaluate the effectiveness of training and its ability to provide the employees with knowledge and skills needed to improve their performance.

Regarding the current performance management process, 69.29% of the respondents agreed to call it an appraisal system, not a performance management system since the only benefit of this process is to evaluate employee's performance according to identified goals for each job title. These goals are taken from JAWWAL's business plan for each directorate. The current process doesn't provide JAWWAL's employees with performance feedback that clarifies JAWWAL's expectations and focuses on their developmental needs. The results of the appraisal system don't

have any input for the training and development process. A sales director agreed that the current system lacks the ability to measure the skills and abilities that employees have.

Only 9.21% of the respondents thought that the traditional HR approach is clearer and simpler for recruitment, selection, and training and development, because the job description which identifies the main tasks for each job title is the reference for this function, and it is not easy for them to use the core competencies in HR functions.

5.2.5 Advantages gained from a competency-based approach

Figure (5) illustrates the respondents who have agreed that JAWWAL will gain from a competency based approach.
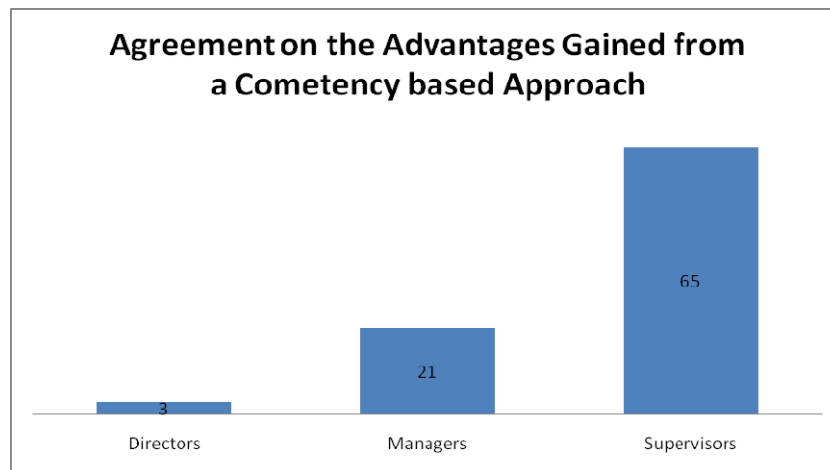
Figure (5): No. of respondents who have agreed that JAWWAL gained and will gain more advantages from a competency based approach

55.54% of the respondents believe that the competency-based human resource management system will be able to provide JAWWAL with a competitive advantage. The customer care director sees the competency system as a tool to encourage skill formation and improve the focus on the customer; he also believes that adopting such a system can positively

influence behavior and motivate staff. An accounting manager agrees adopting such a system will align employees' work results with JAWWAL's strategic objectives, since the contributions of the results are specific and measurable. The respondents' agreed that the suggested system will provide the opportunity to identify and develop needed competencies. In turn, the training needs assessment data can be used to plan and deliver employee training in a targeted manner. A competency based human resource management system will provide employees with information that is essential for their career development and provide them with opportunities to meet their needs. For some employees, the benefits of a competency-based system are more valuable than immediate financial rewards.

Twenty one of the surveyed managers believe that adopting such a system will give JAWWAL employees the opportunity to convey their interests and satisfaction in performing work that is aligned with their competencies. This system will establish a work environment in which the roles, relationships, and responsibilities of both managers and employees are well defined and clearly stated. This straightforward and mutually understood system builds trust as it ensures accountability and improves performance. The responding managers and supervisors summarized the advantages that JAWWAL will gain through adopting such a system:

- The approach ensures that selection criteria is more relevant to a role than in traditional approaches where the focus was on qualifications and years of service;

- The approach is more objective because the focus of assessment is on explicit criteria and a common understanding of what is being assessed;

- The system is fair, open and transparent, because the basis for assessment and recording of performance is outlined in advance.

- It provides a basis for a strategic approach to HRM planning by identifying the range of skills and competencies required in JAWWAL;

- It enables the skills and competencies required at JAWWAL to achieve its key objectives, thus providing a vehicle to drive strategy forward;

- A competency based human resource management system provides a focus for personal development and career advancement by explicitly outlining what is required within a role at various levels in JAWWAL;

- Such a system ensures that what is required of each individual at each level within JAWWAL is explicit, thus outlining the contribution that each can make to JAWWAL in achieving its aims.

Figure (6) illustrates some of the advantages gained from a competency based approach.
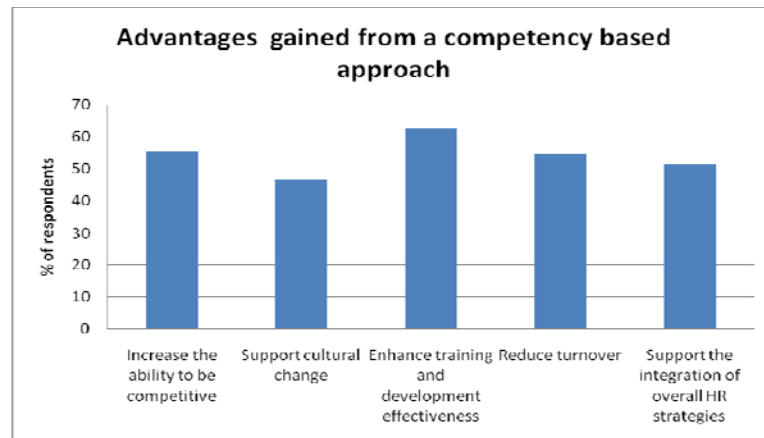
Figure (6): advantages gained from a competency based approach

5.2.5.1 Primary results after the implementation of competency based recruitment and selection

According to a recruitment supervisor, a 0.196% reduction in turnover was achieved due to the competency based interviews and selection process that JAWWAL started within the last seven months, during the period from April 2010 till November 2010. The preparation period JAWWAL has for new employee hiring became more effective. Newly hired employees have all passed the competency based recruitment and selection process. Also, the newly hired employees were faster in integrating with JAWWAL's culture. Table (6) illustrates the turnover percentage during the year 2010 for each directorate.

Table (6): Turnover percentage during 2010 for each directorate

Directorate	Turnover Percentage in each quarter			
	Q1	Q2	Q3	Q4
Customer Care	0.36%	0.3%	0.12%	0.00%
Accounting	0.12%	0.12%	0.00%	0.00%
Corporate Finance	0.24%	0.00%	0.00%	0.00%
Supply Chain	0.23%	0.12%	0.12%	0.00%
Engineering	0.48%	0.23%	0.23%	0.00%
Human Resource	0.12%	0.00%	0.00%	0.00%
Marketing	0.23%	0.23%	0.12%	0.12%
Sales	0.72%	0.69%	0.23%	0.00%

Figure (7) illustrate turnover percentage for the year 2010
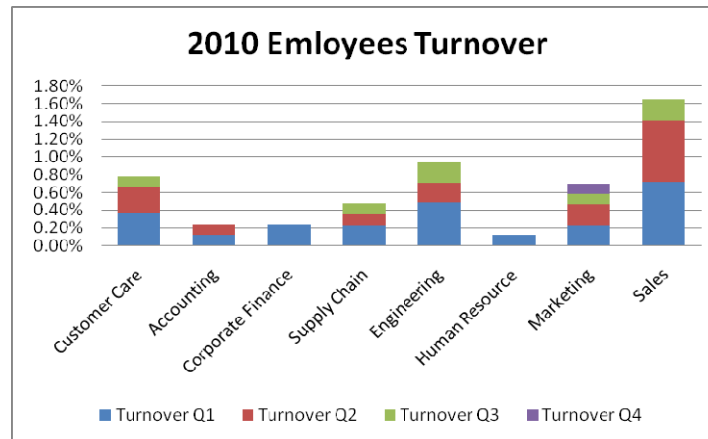
Figure (7): Turn over percentage during the year 2010

5.2.5.2 Primary results after the implementation of competency based training

One hundred five employees out of two hundred participated in a competency based training course focused on effective communication. According to their direct supervisors, they showed improvement in their oral and written communication. 56.34% of the trained employees showed improvement in their communication and working relationships. 63% of the trained employees began to use examples to clarify their argument and correct language in their discussions. 57.05% of the trained employees began to give feedback and suggestions for improvement to their supervisors and other employees through oral communication.

One of the engineers who participated in a competency based effective communication skills training course mentioned that he discovered he had acceptable communication skills that only needed to be improved and refined. The operation and maintenance supervisor stated that "*the department employees observed improvement in their written*

skills; their reports became more structured and they write concise texts independently that are tailored to the reader".

5.2.6 Challenges to a competency-based approach at JAWWAL

The HR director mentioned that "*adopting such a strategic system will need full, long term and strong support of JAWWAL's top management to provide the HR directorate with all resources it may need to adopt such a system.*" 65.6% of managers and supervisors who participated in the interviews agreed that they need new roles and more effort is required to provide employees with additional and more effective feedback regarding their performance and the obstacles addressing their performance. Respondents discussed the degree to which they have to provide their employees with feedback regarding their performance and the roadblocks to successful performance. Managers need to accept responsibility for problem solving. JAWWAL must be willing to commit project resources to communicate the competency-based approach to all employees. Employees are likely to be curious about a system that will affect their performance and work lives.

Four directors, twenty-three managers and seventy supervisors all agreed that they must be trained to carry out their new roles and responsibilities as well as how to use the system. Competency-based training should be consistent with the corporate culture, which means that vendor training is not always appropriate for designing and developing an organization's competency-based performance management system. The HR director agreed that the HR directorate will need to maintain various types of records and preserve this information in a secure yet convenient

information system (HRMIS) that assures long term availability.56.5% of the respondents agreed that recruitment and selection will most likely be the first function to introduce competency-based HR management; the challenge will be in the great effort needed to provide employees with awareness of the critical need to match people to work rather than work to people. The competency based system will be the more effective approach to identify the employees who are essential to sustained competitive advantage. Another challenge for JAWWAL is the benefits employees are expecting of the wide spectrum of competencies, which makes them highly marketable both within JAWWAL and externally; they will expect growth and development opportunities at unprecedented levels.

5.2.7 Strategies that must be taken in consideration to ensure success

74.23% of the respondents mentioned that communication of strategic change and change management is the most important strategies that the HR Directorate must work on to ensure success of the competency system JAWWAL is seeking to adopt for HR functions. For the HR directorate to meet these new expectations, a number of changes are required. Modern information technology is required to increase efficiency. HR staff must market their results-and mission-driven role within JAWWAL, assert themselves as leaders and strategists, and reposition HR from an administrative function to a strategic partner. The HR directorate must be willing to take risks when they serve their customers. A starting point is to examine the HR mission, and re-assess its reason for existence.

One of the major changes that must occur is to continue moving away from traditional roles and functional knowledge. To provide more

integrated programs and services, the HR directorate needs to move from an administrative focus and specialized ways of doing business. The new world of work requires the HR staff to be a contributor to organizational performance and to function as part of the management team. Also, to ensure success of the system, according to the marketing director, the HR directorate needs to measure the efficiency of the competency system that will impact JAWWAL's performance and it must correct, adjust and improve the transformation process based on experience and results obtained. The sales director believes that "*to ensure success, JAWWAL's top management must agree on the need to transform, driven by high performance and reduction in turnover*".

5.3 Conclusion

This chapter illustrates the findings of the focus groups and the semi-structured interviews that were carried out with JAWWAL directors, managers and supervisors to reveal JAWWAL's core competencies and the benefits and challenges JAWWAL has faced while adopting the competency based human resource management system. The findings strongly sustain the differences of the current HR function and the competency based one. They illustrate the actual benefits JAWWAL has achieved in the reduction of turnover over a period of seven months since the competency based system implementation and the improvement in communication skills as observed by supervisors.   The chapter ends with identifying the challenges faced by JAWWAL and strategies needed to be taken into consideration to ensure success of the competency based human resource management system.

Chapter Six

Conclusion and Recommendations

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6.1 Introduction

This chapter restates the research problem and provides an overview of the methodology used for the study. Results are summarized and then discussed in a more general sense than the discussion provided in Chapter five. The discussion includes conclusion, recommendations for JAWWAL, and suggestions for further research.

6.2 Conclusion

The research was carried out with the following goals: to identify and describe competencies required for Palestine Cellular Communication LTD-JAWWAL professionals to be successful now and in the future; to construct a competency based human resource management system that includes core and technical competencies, to describe what they look like in practice; to reflect organizational preferences and ensure that the competency based human resource management system is a valid one. Therefore, the study started with a literature review in the area of the research. It was followed by semi-structured interviews and focus groups with JAWWAL directors, managers and supervisors, in addition to a competency based training appraisal survey to generate more relevant, wide-spread and reasonable information and data to sustain the projects' findings.

In that respect, it can be concluded that adopting a competency based human resource management system at JAWWAL is one of the most

important strategies that JAWWAL's top management must take into consideration. Adopting such a system, according to respondents, will provide the drive needed to improve JAWWAL's performance, increase the ability to be competitive, support cultural change, enhance training and development effectiveness, improve processes associated with recruitment and selection, reduce turnover, clarify managerial roles and specialist roles, increase emphasis on business objectives, analyze skills and identify the current and projected deficiencies in skills, improve workforce flexibility, and support the integration of overall HR strategies. JAWWAL top management realized that a competency based human resource management system is an organizing framework that lists the core competencies required for effective performance in a specific job level. Core competencies are organized into competency models to enable people at JAWWAL to understand, discuss, and apply the competencies to recruitment and selection, training and development and performance management functions.

The research concluded that adopting a competency based recruitment and selection system is a results oriented process. It makes it easier to concentrate on the results expected of a successful or exemplary performer (Guinn, 1998). JAWWAL's competency based recruitment and selection process gave the recruitment staff the opportunity to focus less attention on approximations of competence—such as educational level or years of experience—that have little connection to verifiable results. Also competency-based recruitment plays an important role in attracting individuals who possess characteristics that might be difficult, if not impossible, to acquire by training or development efforts. A competency-

based approach encourages managers and other decision makers to clarify the verifiable, measurable results they expect from successful performers before a selection decision is made. That makes selection methods more effective, which reduces turnover; in this study, turnover was reduced by 0.196% during seven months period, since the hired employees are more likely to do well in jobs or work roles that are matched to their existing or potential competencies.

Competency-based selection, according to the HR director, provides some insight into whether or not a new hire will be a good fit with JAWWAL's culture. A competency-based recruitment and selection process provides applicants with opportunities to outline, explain, and demonstrate their qualifications in competency-based terms. People will not be confronted during the selection process with questions that have little or no bearing on their ability to produce desired work results. Competency-based recruitment and selection processes give JAWWAL HR directorate an opportunity to plan for developing technical competencies for new hires and for experienced workers who must be reassigned. Also, it encourages managers to clarify the desired work results and to find individuals who can achieve those results regardless of age, background, or other considerations that have little or no bearing on their ability to perform. It has reduced the traditional training period from three months to one month because selection of applicants is more confident.

One of the clear findings of this study was the effect of the competency based training on the performance of a sample of employees who participated in a communication skills competency based training course. Competency-based training is highly individualized to meet

employee's needs, because the use of competencies focuses on learning objectives and expected performance outcomes (Rothwell 1996). Competency based training allowed JAWWAL employees to structure their activities and processes in ways that are most meaningful to them. With this approach to training, JAWWAL managers, supervisors and employees were now able to identify and use many learning resources in diverse settings. JAWWAL's competency-based approach to training consistently communicates a common set of performance expectations to every team member. It started to focus all trainings on meeting the employees' needs that support successful and creative team performance. Competency-based training began helping JAWWAL managers and supervisors to keep JAWWAL employees focused on achieving exemplary performance.

In a competency based performance management system, it was concluded by the respondents that the process will encourage frank and non adversarial communication between employees and their managers. It is not unusual for JAWWAL employees to express their concerns in performing work that is not aligned with their competency strengths or interests. And it is not only the less productive employees but often exemplary performers as well who express these concerns. It also gives JAWWAL employees the opportunity to convey their interests and satisfaction in performing work that is aligned with their competencies.

It was concluded that in a competency-based performance management system, JAWWAL employees' work results will be aligned with achievement of JAWWAL's strategic objectives, and the contributions of the results will be identified in specific and usually measurable terms. Work that is identified as nonstrategic can be eliminated; it will allow

JAWWAL to use its resources in other and more productive ways. JAWWAL's competency-based performance management approach will establish work environment at JAWWAL in which the roles, relationships, and responsibilities of both managers and employees are well defined and clearly stated. This straightforward and mutually understood system builds trust as it ensures accountability and improves performance. Also, the approach provides JAWWAL with the opportunity to identify and develop needed competencies. In turn, competency assessment results provide training needs assessment data that will be used to plan and deliver JAWWAL's employees' training in a targeted manner. It also gives employees information that is essential for their life and career development and provides them with opportunities to plan to meet their needs.

6.3 Recommendations

In addition to the above discussed and detailed conclusions, the following main points illustrate some recommendations that should be taken into consideration by JAWWAL to achieve exemplary performance.

1. JAWWAL's top management in coordination with the HR directorate must develop and implement a communication strategy to support the change management, effort, ensure the effective implementation of the system and to ensure continuous involvement in adopting the new approach.

2. Building awareness is an important starting point. HR directors, managers and supervisors should attend workshops, classes, or conferences on competency modeling or invite external consultants

to discuss competency-based HR management at JAWWAL. Taking these actions does much to cast HR employees as true leaders for human capital at JAWWAL.

3.   JAWWAL needs to provide time and money to carry out individualized competency identification and assessment for those targeted to receive training. And even after JAWWAL commits its resources to the effort, some employees do not thrive with learning or processes that demand a high degree of personal involvement. Typically, these employees lack the self-discipline necessary to work in a self-directed way to achieve their own learning outcomes.

4.   JAWWAL's top management must provide strong, long-term support for the project and act as role models for the process. Required resources need to be available over the long term. Managers will face increased workloads as a competency-based approach requires them to provide employees with additional and more effective feedback as well as accept responsibilities for addressing performance obstacles.

5.   The HR directorate needs to create, complete, and maintain HR records of various types. JAWWAL must have the capability to preserve this information in a secure yet convenient Human Resource Information System (HRIS) that assures long-term availability.

6.   Directors, managers and supervisors must be trained in their roles and responsibilities as well as how to use the system. Competency-based training should be consistent with the corporate culture; also,

JAWWAL should be prepared to design, develop, and deliver the necessary training for its own competency-based performance management system.

7. The HR directorate must continuously evaluate the competency based human resource management system results and make revisions as necessary. Information about its results must be collected. Decision makers will be reluctant to devote additional resources to broad scale implementation without seeing major benefits that outweigh the costs of implementing the project. Continuous evaluation is also helpful in keeping the project on track. As implementation continues, the HR directorate should make any midcourse corrections necessary to maintain alignment with the desired objectives and goals.

8. JAWWAL should consider applying the competency model for other human resource functions such as compensation and health and safety.

6.4 Recommendations for Further Research

While this study was able to provide additional insight into core competencies and its relationship to a JAWWAL performance, it also revealed areas that would benefit from further research. First, this study focused only on three functions of HR. Future research could thus focus on the other functions such as compensation and benefits. By doing so, a better and fuller understanding of the effects of core competencies on firm's performance may be achieved. Second, this study didn't have enough time to measure the performance of JAWWAL employees

according to the core competencies since the competency based performance management system will take place during the second quarter of 2011. Hence, there is a need for further study on the benefits of the competency based performance management system.

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Appendices

Appendix 1

Semi-structured interview

Dear Sir/Madame,

As well as a graduate student, studying at Najah National University. I am currently working on the topic "Adopting a competency based human resource management system in JAWWAL".

This semi-structured interview is designed to gather information for my research on the purpose of building a competency system for JAWWAL. I would appreciate very much if you, as a director/ manager or supervisor of the enterprise, would take some time to read, and answer the questions mentioned below. Knowing that information provide to me will be used only for academic purpose and kept strictly confidential.

Thank you very much for your cooperation

Best regards

Semi- structured interview questions

1- Why JAWWAL needs a competency system?

2- How is a competency-based Human resource management approach different from the familiar traditional approach?

3- What advantages will the organization gain from a competency-based approach?

4- What challenges will the organization experience in adopting a competency-based approach?

5- What strategies should be taken into consideration to ensure success?

Appendix 2

Focus Group Questions

كجزء من متطلبات رسالة الماجستر الخاصة بي، وكواحدة من الادوات المستخدمة في جمع المعلومات المتعلقة بهذا البحث، يرجى منكم المساعدة من خلال المشاركة الفاعلــة فــي حلقات النقاش التي ستتم من خلال مجموعات العمل البؤرية، علما بانة الحلقات ستكون علـــى النحو التالي:

- مكان الانعقاد: قاعة رقم (1-)
- مدة الجلسة: ساعة نصف
- عدد المشاركين: 10-20 شخص

تتلخص الدراسة في تحديد كفاءات اساسية لكافة موظفي جوال يتم اخذها مــن رســالة ورؤيــة جوال وستدخل هذة الكفاءات في ادارة ثلاث مهام رئيسية في ادارة الموارد البشرية تتمثل في

1- الاختيار والتوظيف
2- التدريب والتطوير
3- تقييم الاداء

علما بان الكفاءات التي سيتم تعريفها سيتم العمل على تطوير قاموس بها للمساعدة في عملية التقييم وتحديد ما تعنية كل كفاءة لكل فئة من الفئات الوظيفية

علما بان الهدف من هذة الرسالة هو:

1- تحديد وتعريف الكفاءات الرئيسية لموظفي جوال والتي ستساعد في رفع مســتوى الاداء الخاص بالموظفين وليكون مربوط باهداف جوال الاستراتيجة
2- العمل على انشاء نظام خاص بادارة الموارد البشرية تكون الكفاءات الجوهرية والفنيــة هي الاساس في ادارة النشاطات المتعلقة بالتدريب والتطــوير، التعيــين وتقيــيم الاداء ولتكون هذة النشاطات جميعها تساهم في تحقيق اهداف جوال الاستراتيجية والمســاعدة في اكساب جوال ميزة تنافسية من خلال موردها البشري وخاصة في ظل وجود منافس محلي وجعل ادارة الموارد البشرة ادارة فاعلة تساهم وبشكل كبير في تحقيــق اهــداف جوال الاسترايتجية

3 – التاكد من ان نظام ادارة الموارد البشرية المبني على الكفاءات هو نظام صحيح وفعال

بناء على ما تقدم يرجى منكم المساعدة في الاجابة على المشاركة وبشــكل فاعــل فــي النقاش الذي سيتم بعد الانتهاء من عرض توضيحي لنظام الكفاءات وذلك من خلال الاســتعداد للمشاركة في النقاش الذي سيتناول التالي:

1. من خلال مراجعة رؤية ورسالة جوال ومن خلال التعريف للكفاءة، ما هي برايكم اهــم الكفاءات الجوهرية التي يمكن تعريفها لموظفي جوال على اختلاف فئاتهم الوظيفية؟

2. كيف يمكن لادارة الموارد البشرية في جوال الاستفادة من هذة الكفاءات واستخدامها في تنفيذ النشاطات المتعلقة بالتوظيف، التدريب وتقييم الاداء؟

3. برايكم هل هناك فائدة ستعود على جوال باستخدامها لهذا النظام؟ واذا كان هنالك فوائــد نرجو تلخيصها؟

4. ما هي العقبات والتحديات التي ستواجهنا كادارة عليا ومتوسطة في تطبيق واعتماد هــذا النظام؟

5. برايكم ما هي الاستراتيجيات التي يجب على ادارة جوال تبنيها وتطبيقها لتساهم بشــكل فعال في تطبيق هذا النظام؟

مع الاحترام والتقدير،،،،،،،،،،،،،،

Appendix 3

competency based training course appraisal form

Dear Sir, Madam

As part of our competency based human resource management system we adopting in JAWWAL for three HR main function, and according to the training course mentioned below you employees have participate on it, and to measure the performance of your employees after the competency based training course, will you please help us be evaluation the performance of your employees regarding according to the points mentioned below. Knowing that (1) mean poor performance, and (5) mean excellent performances

Training course: communication skills (report writing, communication skills, team work). Participant level: Admin and senior Admin

#	Item	Points				
		1	2	3	4	5
1	Speaks clearly; can be understood					
2	Uses examples to clarify his/her argument					
3	Ensures that the layout of the text is clear					
4	Studies the readers and tailors the choice of text structure to them					
5	Does not use more text than necessary to make a message clear					
6	Uses words the reader can understand					
7	Uses words the other person understands, clarifies professional language or jargon.					
8	Supports his/her message by posture and gestures					
9	Separates main from subordinate issues and communicates them in logical order.					

Appendix 4

نموذج تقييم اداء المتدربين بناء على التدريب المبني على كفاءة الاتصال الفعال

تحية طيبة وبعد،،،

ضمن التوجهات الادارية الحديثة في ادارة الموارد البشــرية والمتمثـل فـــي اعتمــاد الكفاءات كاساس لادارة عملية التدريب والتطوير، يرجى منكم المساعدة في قياس اثر التدريب المبني على الكفاءات على اداء موظفيكم من خلال البنود الموضحة اداناة، علما بان رقـــم (1) يعني ضعيف، ورقم (5) يعني ممتاز

عنوان البرنامج التدريبي: مهارات الاتصال الفعال (كتابة تقارير، مهارة الاتصال، العمل ضمن الفريق)

تاريخ انعقاد البرنامج:

الفئة المستهدفة: مساعد اداري، اداري، اداري اول

الرقم	عناصر التقييم	العلامة				
		1	2	3	4	5
1.	يعبر بوضوح عن النقاط الأساسية عند إيصال وجهات النظر وعرضها؛					
2.	يستمع بشكل فعلي إلى الآخرين ويوضح ما يقوله الآخرون للتأكد من فهمهم؛					
3.	يحرص على جعل المادة المكتوبة موجزة وذات صلة؛					
4.	يتفاعل مع الأشخاص بشكل منفتح وصادق؛					
5.	يتعاون مع الآخرين ويحترم وجهات نظرهم؛					
6.	يساعد الآخرين على معالجة متطلبات العمل؛					
7.	يتبادل المعلومات بنشاط مع الآخرين					
8.	ينال القبول من الآخرين ويعزز التزامهم مستخدماً أساليب مختلفة في التواصل بما يناسب الحضور					
9.	ينظم العمل الكتابي بأسلوب واضح تسهل متابعته؛					
	يطلع مسؤولة المباشر باستمرار على تقدم العمل وعلى ما تم اتخاذه من قرارات وإجراءات.					

Appendix 5

JAWWAL Core Competencies:

Oral communication: conveying ideas and opinions clearly to others, making use of unambiguous language, gestures and non-verbal communication; adapting language and terminology appropriately.

1)Talks understandably and can clarify his/her ideas at the request of others.			
	+		−
1	Talks calmly.	1	Talks fast.
2	Speaks clearly; can be understood.	2	Is difficult to understand.
3	Uses examples to clarify his/her argument.	3	Does not use any examples to clarify his/her argument.
4	Uses correct language in discussions.	4	Uses sloppy language in discussions; makes grammatical mistakes.

2) Adjusts his/her usage and explanations to the other person on his/her own initiative and supports the message by posture and gestures.			
	+		−
1	Expresses a message clearly.	1	Communicates a message in a confused manner.
2	Separates main from subordinate issues and communicates them in logical order.	2	Mentions main and subordinate issues in arbitrary order.
3	Uses words the other person understands, clarifies professional language or jargon.	3	Does not tailor his/her language to the other person.
4	Supports his/her message by posture and gestures.	4	Does not reinforce his/her message by posture and gestures.

3) Encourages others in the immediate work environment to express them clearly orally, partly by serving as an example.			
	+		−
1	Gives feedback and suggestions for improvement to employees/colleagues regarding their oral communication.	1	Does not give support and tips to employees/colleagues on how they can express ideas and opinions clearly.
2	Explains complex matters concisely.	2	Explains complex matters in an elaborate manner.
3	Enlivens what he/she says with gestures, facial expressions and intonation.	3	Does not use gestures, facial expressions and intonation that would enliven his/her message.
4	Regularly summarizes his/her own message.	4	Moves on to the next subject without briefly summarizing the last one.

4) Inspires and facilitates others also outside the immediate work environment to express themselves clearly orally, partly by serving as an example.			
	+		−
1	Expresses in the organization or part of the organization the importance of expressing oneself clearly and under-standably.	1	Does not explicitly communicate that he/she considers it important for employees to express ideas and opinions clearly and understandably.
2	Creates preconditions so that employees can develop their oral communication further.	2	Does not facilitate any possibilities for further improvement of oral communication.
3	Highlights abstract material in clear and understandable terms.	3	Expresses abstract material in a manner unclear to others.
4	Talks to others from all ranks of the organization in understandable language.	4	Does not connect with certain groups in the organization by using too difficult/abstract language.

Written communication: Expressing ideas and opinions clearly in properly structured, well-organized and grammatically correct reports or documents, utilizing language and terminology appropriate to the reader.

1) Writes letter-perfect texts which are clear through their structure, short sentences and layout.			
	+		**−**
1	Uses correct spelling, grammar and style in texts.	1	Makes spelling, grammatical or style errors in texts.
2	Uses chapters, sections and paragraphs in a text in a coherent manner.	2	Uses chapters, sections and paragraphs incoherently.
3	Ensures that the layout of the text is clear.	3	Writes text with confusing layouts.
4	Uses short, concise sentences in a text.	4	Uses unnecessarily long sentences in a text.

2) Writes concise texts independently that are tailored to the reader.			
	+		**−**
1	Uses examples, metaphors, figures and illustrations in a text to clarify something.	1	Only states facts in a text without clarifying them with examples and suchlike.
2	Studies the readers and tailors the choice of text structure to them.	2	Uses a standard structure for texts without taking account of the reader's starting situation.
3	Does not use more text than necessary to make a message clear.	3	Needs a lot of words to make a message in a text clear.
4	Uses words the reader can understand.	4	Does not tailor his/her language to the reader's understanding.

3) Encourages and helps others in the immediate work environment to express themselves clearly in writing, partly by serving as an example.

	+		−
1	Gives employees/colleagues suggestions for text structure, language and style issues.	1	Does not give employees/ colleagues tips relating to structure, language and style issues.
2	Assists employees/ colleagues who have difficulty in writing documents.	2	Does not assist employees/ colleagues in writing documents, even if they have difficult with this.
3	Prior to the common writing of documents, makes agreements on the style and layout to be used.	3	Does not agree any uniform style and layout prior to the common writing of documents.
4	Formulates texts in a gripping and interesting way.	4	Formulates texts in a businesslike, not very interesting way.

4) Inspires and facilitates others also outside the immediate work environment to express themselves clearly in writing, partly be serving as an example.

	+		−
1	Expresses in the organization or part of the organization the importance of expressing oneself in a clear, understan- dable way in writing.	1	Does not explicitly communicate that he/she considers it important for employees to communicate in writing in a correct, understandable manner.
2	Creates preconditions so that employees can develop their written communication further.	2	Does not facilitate any possibilities for further improvement of written communication.
3	Aims at making clear agreements on written language and having them centrally recorded.	3	Does not devote any attention to clear agreements on written language and having them centrally recorded.
4	Writes complex messages in texts that are clear and accessible to different groups of readers.	4	Describes complex messages in a complicated inaccessible manner.

Customer Focus: **Investigating the spoken and unspoken wishes and needs of customers and acting accordingly; giving high priority to service and customer satisfaction.**

1) Finds out about customer demand and responds with an appropriate proposal for the customer.			
	+		−
1	Asks purposeful questions to map out the wishes and needs of the (possible) customer.	1	Does not continue to ask questions about the wishes and needs of the customer.
2	Translates customer demand into a solution appropriate for the customer.	2	Suggests solutions that are not in line with the customer and his/her question.
3	Keeps to agreements made with customers.	3	Does not keep agreements with customers.
4	Responds quickly to questions and complaints from customers.	4	Lets questions and complaints from customers wait for a long time.

2) Actively thinks along with the customer and comes up with appropriate proposals on his/her own initiative.			
	+		−
1	Asks questions about both short- and long-term needs of the customer.	1	Limits him/herself to mapping out the current needs of the customer.
2	Makes the customer proposals in line with his/her current and future needs.	2	Only makes the customer proposals relating to his/her current needs.
3	Indicates clearly what his/her own (part of the) organization can and cannot do for the customer.	3	Is unclear to the customer about what his/her own (part of the) organization can and cannot do for the customer.
4	After the delivery of products/services, investigates the satisfaction and further needs of the customer.	4	Does not investigate after the delivery of products/services what the satisfaction and further needs of the customer are.

3) Encourages others in the immediate work environment to optimize the services provided to customers, partly by serving as an example.			
	+		−
1	Discusses with employees/ colleagues what he/she means by 'good service'.	1	Does not enter into discussions with employees/ colleagues about what he/ she means by 'good service'.
2	Encourages employees/ colleagues to fully map out the customer's needs before making proposals.	2	Does not pay attention in his/her contact with employees/colleagues to the desirability of fully mapping out the customer's needs before making proposals.
3	Makes proposals that are in line with both short- and long-term needs of the customer.	3	Limits his/her proposals to the current needs of the customer.
4	Takes additional actions to expand the services to the customer.	4	Limits his/her actions for the customer to those which are strictly necessary.

4) Inspires and facilitates others also outside the immediate work environment to optimize the services provided to customers, partly by serving as an example.			
	+		−
1	Expresses in his/her own (part of the) organization that he/she considers it important to provide good services to customers.	1	Does not pay any attention to expressing the importance of the provision of good services to customers.
2	Urges investigation of the wishes and needs of customers.	2	Does not undertake any activities to promote investigation of the wishes and needs of customers.
3	Maintains a lasting and/or regular contact with (prospective) customers who are important for the organization or part of the organization.	3	Only maintains incidental and/or superficial contact with (prospective) customers who are important for the organization or part of the organization.
4	Launches specific actions in his/her own (part of the) organization to increase customer satisfaction.	4	Does not organize any action programs to increase customer satisfaction.

Learning: **Absorbing new information and ideas and applying them effectively**

1) Quickly absorbs and applies newly provided information.			
	+		−
1	Applies newly provided knowledge and insights to his/her own work.	1	Does not use newly provided knowledge and insights in his/her own work.
2	Immediately applies the skills learned in a training course.	2	Proceeds on the old basis after a training course.
3	Puts pointers from others for improvement of his/her own work processes into practice.	3	Does not apply suggestions from others for improvements.
4	Spends time on going through new information provided to him/her by others.	4	Does not spend time on going through newly provided information.

2) Applies new information and ideas on his/her own initiative.			
	+		−
1	Applies newly acquired knowledge and insights to his/her own work on his/her own initiative.	1	Does not use new knowledge and insights in his/her own work of his/her own accord.
2	Changes his/her behavior or manner of working on the basis of newly acquired information.	2	Continues to use his/her old manner of working, despite usable new information.
3	Applies things he/she learned in previous situations to new situations.	3	Makes the same mistakes in new situations that he/she already made before.
4	Combines new information with existing information.	4	Isolates the applicability of new information from the applicability of information already known.

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3) Encourages others in the immediate work environment to apply new information and ideas, partly by serving as an example.			
	+		−
1	Asks employees/colleagues what they learned, for example from a training course, project or activity, and what they would do differently next time.	1	Does not facilitate that employees/colleagues learn from their experiences.
2	Encourages employees/colleagues to take courses or training programs to gain new knowledge and develop new skills.	2	Does not encourage employees/colleagues to take training programs or courses.
3	Organizes meetings where employees/colleagues can share their knowledge of and experiences with certain work processes, projects or activities.	3	Does not initiate any occasions for exchanging knowledge and experiences.
4	Quickly becomes familiar with new information and insights and applies them effectively in cooperation with others.	4	Keeps on using the same information and insights in cooperation with others.

4) Inspires and facilitates others also outside the immediate work environment to apply new information and ideas, partly by serving as an example.			
	+		−
1	Asks employees/colleagues what they learned, for example from a training course, project or activity, and what they would do differently next time.	1	Does not facilitate that employees/colleagues learn from their experiences.
2	Encourages employees/colleagues to take courses or training programs to gain new knowledge and develop new skills.	2	Does not encourage employees/colleagues to take training programs or courses.
3	Organizes meetings where employees/colleagues can share their knowledge of and experiences with certain work processes, projects or activities.	3	Does not initiate any occasions for exchanging knowledge and experiences.
4	Quickly becomes familiar with new information and insights and applies them effectively in cooperation with others.	4	Keeps on using the same information and insights in cooperation with others.

Development: Demonstrating responsibility for one's own achievements by using personal qualities and taking actions on the basis of one's own strengths and weaknesses to increase or improve knowledge, skills and competencies.

1) Demonstrates willingness to invest in his/her own development.			
	+		**−**
1	Asks for feedback during discussions about the work on the degree to which his/her contribution meets expectations.	1	Does not utilize discussions about the work to ask others for a response regarding his/her accomplishments.
2	Inquires from others with whom he/she works together about personal points for improvement of knowledge, skills and/or behavior.	2	Does not ask others with whom he/she works together about points he/she could improve.
3	Asks colleagues for information on matters with which he/she is less familiar.	3	Does not ask colleagues for information on matters with which he/she is less familiar.
4	Participates in courses, training and/or	4	Rejects opportunities to participate in courses, training and/or

2) Takes responsibility for and invests independently and on his/her own initiative in his/her own development.			
	+		**−**
1	Regularly asks others for feedback on his/her performance.	1	Does not ask others to give feedback on his/her performance.
2	Mentions both strengths and weaknesses in his/her own performance.	2	Only mentions his/her own strengths or only his/her own weaknesses.
3	Applies for projects/activities in which he/she can gain new experience to strengthen his/her knowledge, skills and/or behavior.	3	Does not initiate any new learning opportunities to strengthen his/her knowledge, skills and/or behavior.
4	Asks for specific suggestions to improve weaknesses mentioned by others when receiving feedback.	4	Ignores feedback or attributes the cause of his/her behavior to something beyond his/her control.

3) Encourages others in the immediate work environment to strengthen and take responsibility for their knowledge, skills and behavior, partly by serving as an example.			
	+		−
1	Mentions both strengths and weaknesses in the in the knowledge, skills and or behavior of employees/colleagues.	1	Does not give or gives only negative feedback on the accomplishments of others in his/her immediate work environment.
2	Encourages employees/colleagues to participate in courses and other opportunities for further self-development.	2	Does not encourage employees/colleagues to participate in opportunities to develop their knowledge, skills and/or behavior.
3	Invites employees/colleagues to join him/her in his/her activities in order to learn.	3	Does not invite employees/colleagues to join him/her in his/her activities.
4	Discusses his/her own development plans and/or development activities with employees/colleagues.	4	Keeps his/her development plans and/or activities to him/herself.

4) Inspires and facilitates others also outside the immediate work environment to strengthen their knowledge, skills and behavior, partly by serving as an example.			
	+		−
1	Encourages others in de organization or part of the organization to come up with ideas and means by which knowledge, skills and behavior of employees can be enhanced.	1	Does not encourage others to generate ideas and means to work on the development of employees.
2	Makes an adequate budget available for training courses, coaches and other resources for the personal development of employees.	2	Makes no or inadequate resources available for personal development in the organization or part of the organization.
3	Shows appreciation for employees who take action on their own to improve their knowledge, skills and/or behavior.	3	Pays no attention or responds negatively to employees who work on self-development on their own initiative.
4	Shares his/her own experiences with development activities with others in the organization or part of the organization.	4	Keeps his/her own experience with the enhancement of knowledge, skills and/or behavior to him/herself.

Creativity: Coming up with original solutions for job-related problems; devising new working methods to replace current methods.

	1) Responds positively to proposals from others and comes up with his/her own ideas on that basis or at the request of others.		
	+		**–**
1	Responds positively when others propose unusual solutions.	1	Deals in a negative way with proposals for unusual solutions.
2	Zeros in on new ways of thinking.	2	His/her proposals are only in line with the usual ways of thinking.
3	Mentions new, undiscovered sides of ideas or proposals.	3	Only mentions the familiar sides of ideas or proposals.
4	Suggests several solutions for a problem.	4	Comes up with a single suggestion for a solution to a problem.

	2) Comes up with new ideas or a combination of existing working methods/solutions on his/her own initiative.		
	+		**–**
1	Comes up with unusual proposals.	1	Comes up with the standard, conventional proposals.
2	Brings up matters of course for discussion in order to generate new ideas.	2	Keeps to the usual starting points in generating ideas.
3	Combines existing ideas into a new solution or new idea.	3	Uses existing solutions or ideas only separately.
4	Makes proposals from less obvious angles of approach.	4	Bases his/her ideas and proposals on the familiar angles of approach.

3) Encourages others in the immediate work environment to come up with new ideas, partly by serving as an example.			
	+		−
1	Takes the initiative to generate ideas with others from different disciplines.	1	Only pays attention to generating ideas with people from the same discipline.
2	Encourages employees/colleagues to come up with new solutions and working methods.	2	Shows that he/she is satisfied when employees/colleagues dome up with standard solutions.
3	Gives original suggestions to employees/colleagues whose creative thinking process is blocked.	3	Does not give suggestions to support employees/colleagues whose creative thinking process is blocked.
4	Includes ideas from different disciplines in his/her solutions and proposals.	4	Only includes ideas from his/her own discipline in his/her proposals.

4) Inspires and facilitates others also outside the immediate work environment to come up with new ideas by serving as an example.			
	+		−
1	Expresses in the organization or part of the organization that it is important to experiment with new solutions and working methods.	1	Does not communicate in the organization or part of the organization that he/she considers it important to experiment with new solutions and working methods.
2	Expresses that it is important for the organization to distinguish itself in the market through new/unusual solutions and methods.	2	Does not express whether or not he/she considers new/unusual solutions and methods as a way to distinguish oneself in the market.
3	Communicates that he/she considers it important to express appreciation to creative employees in the organization or part of the organization.	3	Does not express that he/she considers it important to express appreciation to employees who come up with creative ideas and concepts.
4	Makes time and resources available in the organization or part of the organization to promote creativity.	4	Does not facilitate the promotion of creativity with time and resources.

Flexibility: **Modifying one's own style of behavior to achieve a set goal when problems or opportunities arise.**

1) Displays different styles of behavior.			
	+		**−**
1	Switches from asking questions to giving information in a discussion.	1	Talks for a long time or only asks questions; does not switch from one to the other.
2	Shows interest in the content as well as the person during a discussion.	2	Shows interest in either only in the content or only in the person during a discussion.
3	Displays different styles of behavior (sometimes acquiescent, sometimes tenacious).	3	Always uses the same style of behavior.
4	Picks up signs of resistance in the other person and tailors his/her behavior accordingly.	4	Notices signs of resistance in the other person and continues the discussion in the same way.

2) Studies the other person and adjusts his/her style of behavior to achieve a goal.			
	+		**−**
1	In the event of resistance or conflicts, switches between different styles at the appropriate moment, for example between confron- tation and acquiescence.	1	Uses one style of behavior in the event of conflicts, even if it proves ineffective.
2	Varies (during discussions) at the appropriate times between paying attention to the content and paying attention to the relationship with the discussion partner.	2	Pays attention (during discussions) either only to the relationship with the discussion partner or only to the contents.
3	Studies the other person and on that basis selects an approach to get business done.	3	Always uses the same approach to get business done, without checking whether this approach works with the person concerned.
4	Uses different manners of approach during a discussion to achieve a goal, for example	4	Uses only one approach to achieve a goal, for example only asking questions, only giving information or only giving advice.

3) Encourages others in the immediate work environment to switch styles of behavior effectively. Serves as an example in situations of resistance, conflicts and differences of opinion within groups.

	+		−
1	Gives employees/colleagues tips on how they can switch effectively during discussions between, for example asking questions, giving information and giving advice.	1	Does not give employees/ colleagues tips on how they can switch effectively during discussions between, for example asking questions, giving information and giving advice.
2	Helps employees/colleagues to develop scenarios in advance for problem situations during discussions.	2	Does not help employees/ colleagues to develop scenarios in advance for problem situations during discussions.
3	In the event of major resistance or conflicts, switches at the appropriate moments between different styles of behavior, for example between confrontation and acquiescence.	3	Keeps to one specific style of behavior in the event of major resistance or conflicts, for example only confrontation or only acquiescence.
4	Uses different styles in the team/group, responds effectively to individual team/group members and the dynamics within the group.	4	Approaches everyone in the team/group in the same way.

4) Inspires and facilitates others also outside the immediate work environment to switch effectively between styles of behavior. Sets an example by switching effectively between styles of behavior in situations that arise.

	+		−
1	Expresses in his/her own (part of the) organization that it is important to use different styles of behavior to influence others effectively.	1	Does not explicitly communicate in his/her own (part of the) organization that he/she considers it important to use different styles of behavior to influence others effectively.
2	Creates preconditions so that employees develop and master different styles of behavior to influence others effectively.	2	Devotes no attention to creating preconditions that make it easier for employees to master different styles of behavior.
3	Switches between different styles of behavior (motiva-ting, persuading, directing) to get others in the organization or parts of the organization on the same line.	3	Keeps to one specific style of behavior (motivating, persuading, directing) in his/her attempts to get different people or parts of the organization to accept one specific standpoint.
4	Studies his/her discussion partners/ audience and on that basis selects an approach to convince them.	4	Selects an approach to convince others without first studying his/her discussion partners/ audience.

Results orientation: **Focusing actively on achieving results and objectives; ready to take action in case of disappointing results.**

1) Works purposively on achieving agreed results within the time set to do so..			
+		**−**	
1	Persists and achieves the planned result.	1	Gives up prematurely or makes concessions regarding the planned result.
2	At the end of a meeting, asks what the agreements are.	2	Leaves a meeting without asking about the agreements.
3	Reports in the interim what results have already been achieved.	3	Talks more about the process than about results achieved.
4	Asks about desired objectives and results.	4	Does not inquire about desired objectives and results, even when they are not clear.

2) Sets ambitious goals independently and on his/her own initiative, and achieves them.			
+		**−**	
1	Achieves the result better or faster than expected.	1	Delivers the result according to the expected standards and time limit; does not deliver faster or better.
2	Achieves goals.	2	Adjusts goals.
3	Intervenes if results threaten to be disappointing.	3	Proceeds on the same basis, even if results threaten to be disappointing.
4	Proposes methods that are more efficient or effective.	4	Keeps to methods that have always worked.

3) Encourages others in the immediate work environment to set and achieve ambitious goals, partly by serving as an example.			
	+		−
1	Encourages employees/ colleagues to set specific objectives and make action plans.	1	Leaves it to employees/ colleagues themselves whether or not they set specific objectives and make action plans.
2	Periodically checks the results of the activities of employees/colleagues.	2	Only checks results after the activities have been completed.
3	Sets measurable deadlines and standards for the results to be achieved.	3	Agrees deadlines and standards in a form that is not measurable.
4	Gives guidance if the intended result is not likely to be achieved.	4	Only ascertains that the intended result is not likely to be achieved without giving (timely) guidance.

4) Inspires and facilitates others also outside the immediate work environment to set and achieve ambitious goals. Sets an example by actively aiming at results of the organization or part of the organization.			
	+		−
1	Expresses in the organization or part of the organization that it is important to set ambitious goals.	1	Accepts that others in the organization or part of the organization set goals for themselves that do not make any improvement with respect to the previous periods.
2	Defines clear structures, divisions of tasks and procedures that promote effectiveness and efficiency.	2	Does not create any preconditions to promote effectiveness and efficiency, such as structures and procedures.
3	Makes clear which measurable results he/she expects of the different parts of the organization.	3	Lets lack of clarity exist about which results he/she expects of the different parts of the organization.
4	Adheres to the preset goals of his/her own (part of the) organization. Adjusts the policy or intervenes otherwise so that these goals can still be achieved.	4	Allows him/herself to deviate from the preset goals of his/her own (part of the) organization. Adjusts these goals if they no longer appear to be feasible.

Leadership: **Directing and guiding employees in the performance of their jobs; employing management styles and methods that are tailored to the employee/group and situation in question.**

1) Directs others if there is reason to do so.		
+		**−**
1	Indicates what output he/she expects from employees/colleagues.	1	Leaves employees/colleagues guessing about the output he/she expects from them.
2	Indicates to the employee/colleague when results have to be achieved.	2	Gives the employee/colleague tasks without indicating when they have to be completed.
3	Comes up with solutions when problems occur in the performance of tasks.	3	Does not come up with solutions to problems in the performance of tasks.
4	Calls employees/colleagues to account for their results.	4	Does not call employees/colleagues to account for their results.

2) Directs others in the performance of their tasks on his/her own initiative.		
+		**−**
1	Indicates the boundaries/frameworks within which a person has to perform.	1	Does not indicate what the boundaries/frameworks are within which a person has to perform.
2	Indicates in a way that the other person can understand what results are expected in that person's job/role.	2	Is unclear about the results expected in the other person's job/role.
3	Periodically discusses performance indicators with the individual employees/colleagues whom he/she directs.	3	Only discusses performance indicators incidentally with the individual employees/colleagues whom he/she directs.
4	Gives guidance when the results of employees/colleagues lag behind.	4	Ascertains that results are lagging behind without giving guidance.

3) Encourages others in the immediate work environment to direct others in a way that is aimed at achieving maximum results, partly by serving as an example.

	+		−
1	Discusses with employees/ colleagues how important it is for a manager to give guidance in good time when employees are at risk of not achieving results.	1	Does not communicate with employees/colleagues about the importance of giving guidance in good time when employees are at risk of not achieving results.
2	Discusses the management styles of employees/ colleagues with them.	2	Does not give feedback to employees/colleagues on their management styles.
3	Invites others to give feedback on his/her own management style.	3	Does not ask others to give feedback on his/her own management style.
4	Makes it clear to employees/ colleagues how they can give direction to other people's performance.	4	Does not give employees/ colleagues any insight into how they could give direction to other people's performance.

4) Inspires and facilitates others also outside the immediate work environment to direct others in a way that is aimed at achieving maximum results, partly by serving as an example.

	+		−
1	Sees to it that activities are organized that emphasize the importance of 'leadership'.	1	Does not initiate any activities that emphasize the importance of 'leadership'.
2	Sees to it that managers give their employees insight into the results to be achieved by their (part of the) organization.	2	Does not show that he/she considers it important for managers to give their employees insight into results.
3	Encourages others to take measures when the performance of (parts of) the organization lag behind the forecast.	3	Allows measures not to be taken when the performance and/or accomplishments of (parts of) the organization lag behind the forecast.
4	Indicates clearly which results are expected of (parts of) the organization.	4	Does not communicate clearly which results are expected from (parts of) the organization.

Belonging: Expressing the culture, requirements, priorities and goals of the organization.

1) Has overall knowledge of the goals, priorities and culture of his/her own (part of the) organization and accepts them.			
	+		−
1	Demonstrates knowledge of the main aspects of the priorities, goals and management decisions applicable in the (part of the) organization.	1	Shows that he/she is not aware of the main management decisions, priorities and goals.
2	Talks enthusiastically about the goals and priorities of the organization when there is reason to do so.	2	Talks mainly about his/her own goals and priorities and does not make a connection with the organization's goals.
3	Works according to the guidelines and priorities of the (part of the) organization, even if these are not in accordance with his/her interests or ideas.	3	Only carries out activities that are in line with his/her own interests or ideas.
4	Talks about the organization in positive terms.	4	Says negative things about the organization.

2) Brings his/her own behavior in line with the goals, priorities and culture of his/her own (part of the) organization and expresses them.			
	+		−
1	Brings his/her proposals in line with the priorities and goals set by the organization.	1	Makes proposals that are not in line with the priorities and goals of the organization.
2	Talks enthusiastically about the goals and priorities of the organization.	2	Talks mainly about his/her own goals and priorities and does not make a connection with the organization's goals.
3	Works on activities that are clearly related to the organization's goals.	3	Spends time on activities that are not related to the organization's goals.
4	Talks about the organization in positive terms.	4	Makes negative statements about the organization in the presence of colleagues or external parties.

3) Encourages others in the immediate work environment to bring their behavior in line with the goals, priorities and culture of his/her own (part of the) organization and to express them, partly by serving as an example.

	+		−
1	Calls others to account when their behavior is not in line with the goals and priorities applicable to the (part of the) organization.	1	Accept behavior displayed by others that is not in line with the applicable goals and priorities.
2	Explains why certain decisions have been made and goals and priorities set in a project/ (part of the) organization.	2	Does not explain the how and why of certain decisions and priorities set.
3	Makes efforts in cooperation with others to implement management decisions, even if he/she does not personally stand behind their choice.	3	Does not make any effort to achieve goals if he/she does not stand behind the choice or content of the goals.
4	Calls others to account when they make negative statements about the organization or its goals.	4	Accepts negative statements by others about the organization or its goals.

4) Inspires others also outside the immediate work environment to bring their behavior in line with the goals, priorities and culture of his/her own (part of the) organization and to express them, partly by serving as an example.

	+		−
1	Gets others enthusiastic about paying attention to being well in line with the organization's goals.	1	Does not succeed in getting others to the point where they bring themselves in line with the organization's goals.
2	Shows that he/she considers it important for others to behave in line with the culture of the organization.	2	Does not say whether he/she considers it important for others to behave in line with the culture of the organization.
3	Only initiates activities or projects that are well in line with the organization's goals.	3	Also has activities and projects carried out that can be considered 'personal interest'.
4	Informs everyone in his/her own (part of the) organization of the applicable priorities, goals and management decisions.	4	Allows lack of clarity to exist regarding which decisions have been made and which priorities and goals are applicable.

Trustworthiness: **Making and maintaining a favorable first impression on others; inspiring confidence in others.**

1) Acts in a self-assured manner appropriate for the situation.			
	+		**−**
1	Chooses clothes and external care that are appropriate for the position or situation he/ she is in at a particular time.	1	His/her choice of clothes and external care do not show that he/she takes account of the position or situation.
2	Makes eye contact with his/her discussion partner.	2	Does not look at his/her discussion partner.
3	Explains his/her own standpoints without hesitating or getting stuck.	3	Hesitates and/or gets stuck in substantiating his/her own standpoints.
4	Uses a communication style that is appropriate for the situation or person.	4	Uses a communication style that is not appropriate for the situation or person.

2) Interests others through contagious enthusiasm and making acceptable, independent statements.			
	+		**−**
1	Speaks and moves in a way that comes across to others as self-assured.	1	Speaks and presents him/herself in an insecure manner.
2	Talks about subjects in a way that comes across to others as powerful and self-assured.	2	Does not talk or talks in a way that comes across to others as hesitant or not very powerful.
3	Keeps the other person's attention through his/her contagious, energetic way of acting.	3	Does not interest the other person when he/she tells something.
4	Talks about subjects that are interesting to the other person.	4	Talks about subjects that are uninteresting to the other person.

3) Encourages others in the immediate work environment to interest and influence others, partly by serving as an example.

	+		−
1	Identifies notable matters in the way in which an employee/colleague presents him/herself and gives suggestions on how this can be improved.	1	Does not give the employee/ colleague any feedback on how he/she presents him/herself and how this can be improved.
2	Encourages employees/ colleagues to devote attention to making a confidence- inspiring, powerful first impression on others.	2	Does not urge employees/ colleagues to pay attention to their degree of impact.
3	Keeps the attention of others in his/her environment through the way in which he/she tells something.	3	Tells things in such a way that the attention of others around him/her weakens.
4	His/her powerful, self-assured manner of acting influences the decisions and ideas of others in his/her environment.	4	His/her actions do not exert any influence on the decisions and ideas of others in his/her environment.

4) Inspires and facilitates others also outside the immediate work environment to represent the organization or part of the organization properly, partly by serving as an example.

	+		−
1	Expresses that he/she considers it important for employees to represent the organization or part of the organization in a proper and powerful manner to the 'outside world'.	1	Does not communicate whether he/she attaches importance to a proper external representation of the organization or part of the organization.
2	His/her powerful, self-assured manner of acting influences the ideas of others in the organization or part of the organization.	2	His/her not very powerful or self-assured manner of acting does not influence other people's ideas.
3	Presents his/her ideas in a way that inspires confidence and comes across as professional to others in the organization or part of the organization.	3	Presents his/her ideas in a way that does not inspire much confidence and/or does not come across as very professional to others.
4	Creates a distinct profile for him/herself outside the organization/part of the organization, thus demonstrably contributing toward a positive image of the organization/part of the organization in the market.	4	Behaves outside the organization or part of the organization in a way that does not help to create a good profile of it in the market.

Appendix 6

Data reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.986	10

```
FREQUENCIES VARIABLES=q2 q3 q4 q5 q6 q7 q8 q1 q9 q10
  /ORDER=ANALYSIS.
```

Statistics

	يستمع بشكل فعلي الى الاخرين ويوضح مايقوله الاخرو للتأكد من فهمهم	يحرص على جعل المادة المكتوبه موجزة وذات صله	يتفاعل مع الاشخاص بشكل منفتح وصادق	يتعاون مع الاخرين ويحترم وجهات نظرهم	يساعد الاخرين على معالجة متطلبات العمل	يتبادل المعلومات بنشاط مع الاخرين	ينال القبول من الاخرين ويعزز التزامهم مستخدما اساليب مختلفة في التواصل بما يناسب الحضور	يعبر بوضوح عن النقاط الاساسية عند ايصال وجهات النظر وعرضها	ينظم العمل الكتابى بأسلوب واضح تسهل متابعته	يطلع مسؤوله المباشر بأستمرار على تقدم العمل وعلى ماتم اتخاذه من قرارات واجراءات
Valid	100	100	100	100	100	100	100	100	100	100
Missing	0	0	0	0	0	0	0	0	0	0

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.986	10

```
FREQUENCIES VARIABLES=q2 q3 q4 q5 q6 q7 q8 q1 q9 q10
  /ORDER=ANALYSIS.
```

Statistics

	يستمع بشكل فعلي الى الاخرين ويوضح مايقوله الاخرو للتأكد من فهمهم	يحرص على جعل المادة المكتوبه موجزة وذات صله	يتفاعل مع الاشخاص بشكل منفتح وصادق	يتعاون مع الاخرين ويحترم وجهات نظرهم	يساعد الاخرين على معالجة متطلبات العمل	يتبادل المعلومات بنشاط مع الاخرين	ينال القبول من الاخرين ويعزز التزامهم مستخدما اساليب مختلفة في التواصل بما يناسب الحضور	يعبر بوضوح عن النقاط الاساسية عند ايصال وجهات النظر وعرضها	ينظم العمل الكتابي بأسلوب واضح تسهل متابعته	يطلع مسؤوله المباشر بأستمرار على تقدم العمل وعلى ماتم اتخاذه من قرارات واجراءات
Valid	100	100	100	100	100	100	100	100	100	100
Missing	0	0	0	0	0	0	0	0	0	0

Frequency Table

يستمع بشكل فعلي الى الاخرين ويوضح مايقوله الاخرو للتأكد من فهمهم

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	مقبول	9	9.0	9.0	9.0
	جيد	25	25.0	25.0	34.0
	جيد جدا	66	66.0	66.0	100.0
	Total	100	100.0	100.0	

يحرص على جعل المادة المكتوبه موجزة وذات صله

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	مقبول	2	2.0	2.0	2.0
	جيد	26	26.0	26.0	28.0
	جيد جدا	72	72.0	72.0	100.0
	Total	100	100.0	100.0	

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.986	10

```
FREQUENCIES VARIABLES=q2 q3 q4 q5 q6 q7 q8 q1 q9 q10
  /ORDER=ANALYSIS.
```

Statistics

		يستمع بشكل فعلي الى الاخرين ويوضح مايقوله الاخرو للتأكد من فهمهم	يحرص على جعل المادة المكتوبه موجزة وذات صله	يتفاعل مع الاشخاص بشكل منفتح وصادق	يتعاون مع الاخرين ويحترم وجهات نظرهم	يساعد الاخرين على معالجة متطلبات العمل	يتبادل المعلومات بنشاط مع الاخرين	ينال القبول من الاخرين ويعزز التزامهم مستخدما اساليب مختلفة في التواصل بما يناسب الحضور	يعبر بوضوح عن النقاط الاساسية عند ايصال وجهات النظر وعرضها	ينظم العمل الكتابي بأسلوب واضح تسهل متابعته	يطلع مسؤوله المباشر بأستمرار على تقدم العمل وعلى ماتم اتخاذه من قرارات واجراءات
Valid		100	100	100	100	100	100	100	100	100	100
Missing		0	0	0	0	0	0	0	0	0	0

Frequency Table

يستمع بشكل فعلي الى الاخرين ويوضح مايقوله الاخرو للتأكد من فهمهم

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	مقبول	9	9.0	9.0	9.0
	جيد	25	25.0	25.0	34.0
	جيد جدا	66	66.0	66.0	100.0
	Total	100	100.0	100.0	

يحرص على جعل المادة المكتوبه موجزة وذات صله

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	مقبول	2	2.0	2.0	2.0
	جيد	26	26.0	26.0	28.0
	جيد جدا	72	72.0	72.0	100.0
	Total	100	100.0	100.0	

يتفاعل مع الاشخاص بشكل منفتح وصادق

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	مقبول	3	3.0	3.0	3.0
	جيد	28	28.0	28.0	31.0
	جيد جدا	69	69.0	69.0	100.0
	Total	100	100.0	100.0	

يتعاون مع الاخرين ويحترم وجهات نظرهم

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	مقبول	4	4.0	4.0	4.0
	جيد	24	24.0	24.0	28.0
	جيد جدا	72	72.0	72.0	100.0

يتعاون مع الاخرين ويحترم وجهات نظرهم

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	مقبول	4	4.0	4.0	4.0
	جيد	24	24.0	24.0	28.0
	جيد جدا	72	72.0	72.0	100.0
	Total	100	100.0	100.0	

يساعد الاخرين على معالجة متطلبات العمل

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	مقبول	4	4.0	4.0	4.0
	جيد	25	25.0	25.0	29.0
	جيد جدا	71	71.0	71.0	100.0
	Total	100	100.0	100.0	

يتبادل المعلومات بنشاط مع الاخرين

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	مقبول	10	10.0	10.0	10.0
	جيد	27	27.0	27.0	37.0
	جيد جدا	63	63.0	63.0	100.0
	Total	100	100.0	100.0	

ينال القبول من الاخرين ويعزز التزامهم مستخدما اساليب مختلفة في التواصل بما يناسب الحضور

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	مقبول	2	2.0	2.0	2.0
	جيد	31	31.0	31.0	33.0
	جيد جدا	67	67.0	67.0	100.0
	Total	100	100.0	100.0	

يعبر بوضوح عن النقاط الاساسية عند ايصال وجهات النظر وعرضها

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	مقبول	5	5.0	5.0	5.0
	جيد	22	22.0	22.0	27.0
	جيد جدا	73	73.0	73.0	100.0
	Total	100	100.0	100.0	

ينظم العمل الكتابي بأسلوب واضح تسهل متابعته

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	مقبول	9	9.0	9.0	9.0
	جيد	32	32.0	32.0	41.0
	جيد جدا	59	59.0	59.0	100.0

ينظم العمل الكتابي بأسلوب واضح تسهل متابعته

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	مقبول	9	9.0	9.0	9.0
	جيد	32	32.0	32.0	41.0
	جيد جدا	59	59.0	59.0	100.0
	Total	100	100.0	100.0	

يطلع مسؤوله المباشر بأستمرار على تقدم العمل وعلى ماتم اتخاذه من قرارات واجراءات

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	مقبول	3	3.0	3.0	3.0
	جيد	23	23.0	23.0	26.0
	جيد جدا	74	74.0	74.0	100.0
	Total	100	100.0	100.0	

جامعة النجاح الوطنية

كلية الدراسات العليا

اعتماد تنافس الكفاءات كنظام لإدارة الموارد البشرية

في شركة الاتصالات الخلوية الفلسطينية – جوال

إعداد

إيناس حمزة محمد حجازي

إشراف

د. غريس خوري

اعتماد تنافس الكفاءات كنظام لإدارة الموارد البشرية

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الملخص

صممت هذة الدراسة من اجل تعريف الكفاءات الجوهرية الخاصة بشركة جوال وكيفيــة استخدام هذة الكفاءات في بناء نظام خاص بادارة الموارد البشرية يتم من خلاله تسـيير كافة النشاطات المتعلقة بثلاث مهام رئيسية في الادارة تتمثل في الاختيار والتعيين، التدريب والتطوير وفي نظام تقييم اداء الموظفين، تم صياغة خمس اسئلة بحث لاغراض الدراسة تم استخدامها من خلال مقابلات متخصصة ومن خلال مجموعات عمل بؤرية وايضا تم العمل علــى تصــميم استبانة لقياس اداء الموظفين بعد تلقيهم تدريب مبني على الكفــاءات، المقــابلات المتخصصــة ومجموعات العمل البؤرية تكونت من 141 من ادارة جوال العليا والمتوسطة والمتمثلة بمــدراء الادارت والدوائر والمشرفين، استنادا الى الردود التي تم تسجيلها خلال المقابلات ومجموعــات العمل والتي شكلت ما يعادل 63% من عينة الدراسة تم الوصول الى النتائج التالية:

- اولاً: تم العمل على تعريف احدى عشر كفاءة جوهرية لكافــة مــوظفي جــوال علــى اختلاف فئاتهم الوظيفية، الكفاءات الجوهرية هي عبارة عن مزيج من مهارة ، معرفــة والقدره جميعها تم استحداثها من رؤية ورسالة جوال والتي منها يتم ربط كافة نشاطات الموارد البشرية باهداف جوال الاستراتيجية، هذا بالاضافة الى الكفاءات الفنية والتي يتم حاليا العمل على تعريفها من خلال مشروع التحليل الوظيفي الذي يهدف الــى صــياغة اوصاف وظيفية لكافة المسميات الوظيفية في جوال.

- ثانياً ان اهم الفوائد التي حصلت ويمكن ان تحصل عليها جوال تتمثل في ربط مــوظفي جوال بخطتها الاستراتيجية لان عملية الاختيار والتعيين ســتتم بنــاء علــى الكفــاءات والقدرات الموجودة لدى الافراد وليس بناء على الاوصاف الوظيفية حيث قلــت نســبة

ج

التقلب الوظيفي بنسبة 0.196% خلال سبعة أشهر بعد إعتماد نظام الكفاءات، عمليـة التدريب والتطوير للموظفين ستساهم و بشكل كبير في تحسين وتطوير اداء العـاملين والذي سيساهم بشكل كبير في تحقيق اهداف جوال الاستراتيجية لمساهمة التدريب فـي صقل شخصية الموظفين واكسابهم مهارات ستساعدهم ليس فقط في انجاز الخطط وانما في تحسين الطريقه التي يتم من خلالها انجاز الاعمال والتي ستكون مرتبطـة وبشـكل مباشر بالاهداف الاستراتيجية لجوال وايضا في تحقيق رضى العملاء. اما فيما يتعلـق بتقييم الاداء، فان عملية تقييم الاداء المبنية على اساس الكفـاءات سـتعطي لكـل مـن الموظفين ومسؤوليهم المباشرين الفرصة لتفعيل الحوار فيما بينهم والذي سيساهم وبشكل كبير في تحسين وتطوير قدرات العاملين من خلال تحديد نقاط الضعف والقـوة لـدى العاملين وربط الخطة التدريبية بنتائج تقييم الاداء.

- ثالثاُ: الصعوبات: فيما يتعلق بالصعوبات والتحديات التي واجهتها جـوال فـي عمليـة اعتمادها لهذا النظام، فتمثلت في عملية التدريب والتوعية اللازمة لادارة جـوال العليـا وكذلك نشر ثقافة الكفاءات ما بين الموظفين، ايضا التحديات تمثلت في الجهد المطلـوب بذلة من قبل ادارة الموارد البشرية والادارة العليا والمتوسطة في جوال لتفعيل عمليـة تطبيق هذا النظام.

- رابعاً: الاستراتيجات: الاستراتيجيات المطلوبة من ادارة جوال تطبيقها لتحقيـق النجـاح لهذا النظام تمثلت في عملية الاتصال الفعال من قبل ادارة جوال العليا اللازمـة لنشـر الثقافة الجديدة داخل الشركة، ايضا ادارة الموارد البشرية بحاجة الى نظـام اليكترونـي فعال يتم من خلالة ادارة كافة المهام المتعلقة بنظام الكفاءات المتمثلة في تحديد ومتابعـة الاحتياجات التدريبية للموظفين وأيضا متابعة تقييم الاداء لهذة الكفاءات، والاهم من ذلك كلة هو الالتزام الدائم والمستمر من قبل ادارة الشركة وادارة الموارد البشرية في عملية تطبيق النظام الجديد والابتعاد عن النظام المتبع حالياً.

واخيراً توصي الرسالة ادارة جوال بتفعيل دور ادارة الموارد البشرية ليكون لهـا دور استراتيجي فعال من خلال اعتماد نظام الكفاءات في ادارة الموارد البشرية والذي سيساهم بشكل كبير في تطوير اداء العاملين وسعيهم لتحقيق اهداف جوال الاستراتيجة.