Plans for Competency-Based Human Resources Management in KINS

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Backgrounds

❑ **Government's Project for Strengthening Regulatory Competency**

- ❖ Lessons learned from foreign accident and domestic safety issues
  - ● Importance of the role of trusted and robust regulator
  - ● Regulatory activities based on the technical competency and transparency
- ❖ Government's project "Establishment of Nuclear Safety Management System"
  - ● To further strengthen the efforts to improve nuclear safety
  - ● To continue expanding the utilization of nuclear energy
- ❖ Emphasis on "strengthening regulatory competency" as a core strategy

❑ **To accomplish KINS vision 2020, strategic goals and strategies**

- ❖ Developing highly-trained and competent employees
  - ● Through technical and professional training and development opportunities
- ❖ Recruiting and retaining qualified employees
- ❖ Increasing efficiency and knowledge & skill levels of the employees
  - ● Through advanced management system
- ❖ Building a high-performance learning organization

Backgrounds

❑ KINS Vision 2020, Strategic Goals & Strategies

Vision 2020 ▶   *Heart of Global Nuclear Safety*

Strategic Categories ▶	Safety Regulation	Global Leadership	Public Confidence	Organizational Competency
Strategic Goals ▶	Maintain The utmost level Of nuclear safety	Lead global Nuclear safety	Innovate Safety regulation service	Develop advanced Management system
Strategies ▶	· Maximize the Effectiveness and Efficiency of Regulation for nuclear and radiation safety. · Conduct thorough and high quality of safety regulation. · Operate National Radiological Emergency Preparedness System for possible accidents	· Enhance regulatory law, policy, and technical standard through systematic research and development. · Strengthen Cooperation with Global community. · Cultivate nuclear Safety manpower of the next generation.	· Develop transparent and immediate information disclosure system. ·Strengthen public communication on safety regulation. ·Pursue regulatory innovation to build up public trust.	· Strengthen core competency of organization. · Establish organizational culture with mutual respect and trust. · Establish advanced management system.

Backgrounds

❑ **Preparing for Generation Transition**
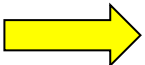
  ❖ Status of Staff members

   ● Total number of employees in KINS as of 2014 : 443
   ● Newly employed staff number since the year of 2010 : ~150
   ● Retiring staff number by the year of 2020 : ~100

Year	2014	2015	2016	2017	2018	2019	2020	Total
Retiring Staff	12	14	19	16	10	10	26	107

  ❖ Facing the loss of experience and knowledge → Drain of KINS' assets

  ❖ Choosing the best methods for transferring knowledge and experience across generations

   ● Formal education and training, mentoring, coaching, seminar, job transfer, documentation of knowledge as a form of regulatory guidelines or technical standards, etc.
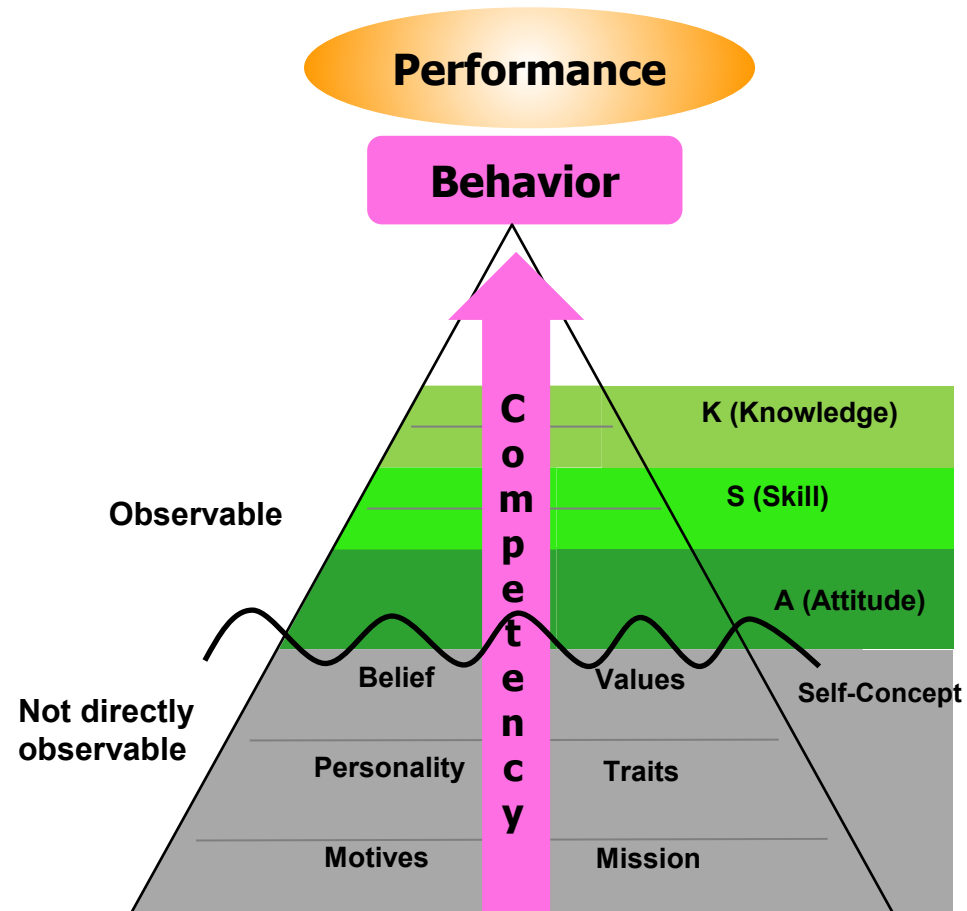
Backgrounds

❑ **Introduction of Advanced Human Resources Management (HRM)**

❖ A career development program (CDP)

- As a tool for determining career options, education and experience opportunities, and competency requirements for employees

❖ Competency-based human resource management (HRM)

- As an implementing strategy of CDP concentrated on developing and implementing competencies of individuals, teams (or groups) and organization

- Assessing & identifying employees' current capability based on their competencies against necessary capability

- Focusing on developing competencies where employees are lacking

- Helping employees develop and learn competencies

⟹ Strengthening regulatory expertise

❖ knowledge acquisition, transfer, sharing, and storing will be carried out under the competency-based HRM
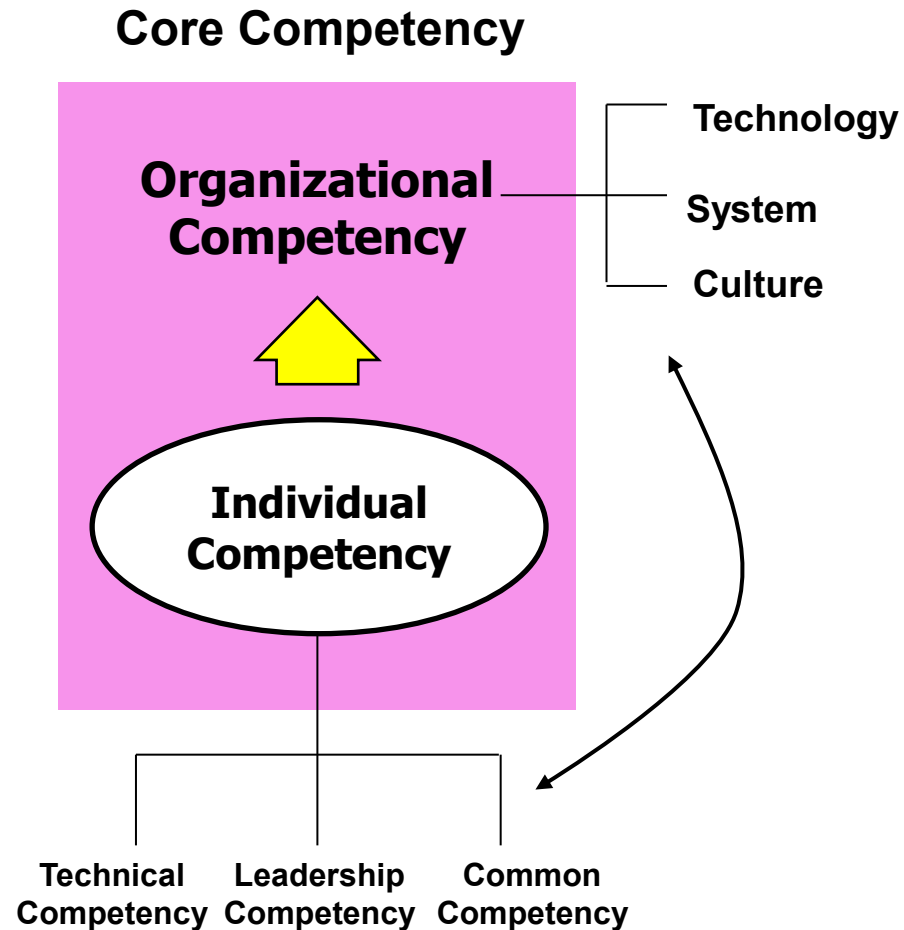
What is a competency?

❑ **Competency**

❖ Knowledge, skills, attitudes, motivations or traits defined in terms of the behaviors needed for successful job performance

❖ 'iceberg' model

● Knowledge, skills and attitudes are discussable and observable, as the visible part of an iceberg

● Self-concept, values, personality, and traits are under the surface, not directly observable but part of the factors that drive professional behavior

Performance

Behavior

Competency

Observable

K (Knowledge)

S (Skill)

A (Attitude)

Belief   Values

Self-Concept

Not directly observable

Personality   Traits

Motives   Mission

What is a competency?

❑ Core competency

❖ Set of appropriate competencies needed to accomplish a key task at a satisfactory or superior level

● Integrated clusters of organizational competency and individual competency

❖ Capability and/or technical expertise unique to KINS

● e.g. technologies, methodologies, strategies or processes of regulatory activities which are the main duties of KINS

Core Competency

Organizational Competency

Technology

System

Culture

Individual Competency

Technical Competency

Leadership Competency

Common Competency

What is a competency?

❑ Organizational competency

  ❖ Regulatory technology, management system, and culture of KINS

  ● in which the tasks of KINS are carried out

  ● e.g. regulatory technology can be documented in the form of regulatory laws, regulatory guidelines and technical standards as the organizational competency
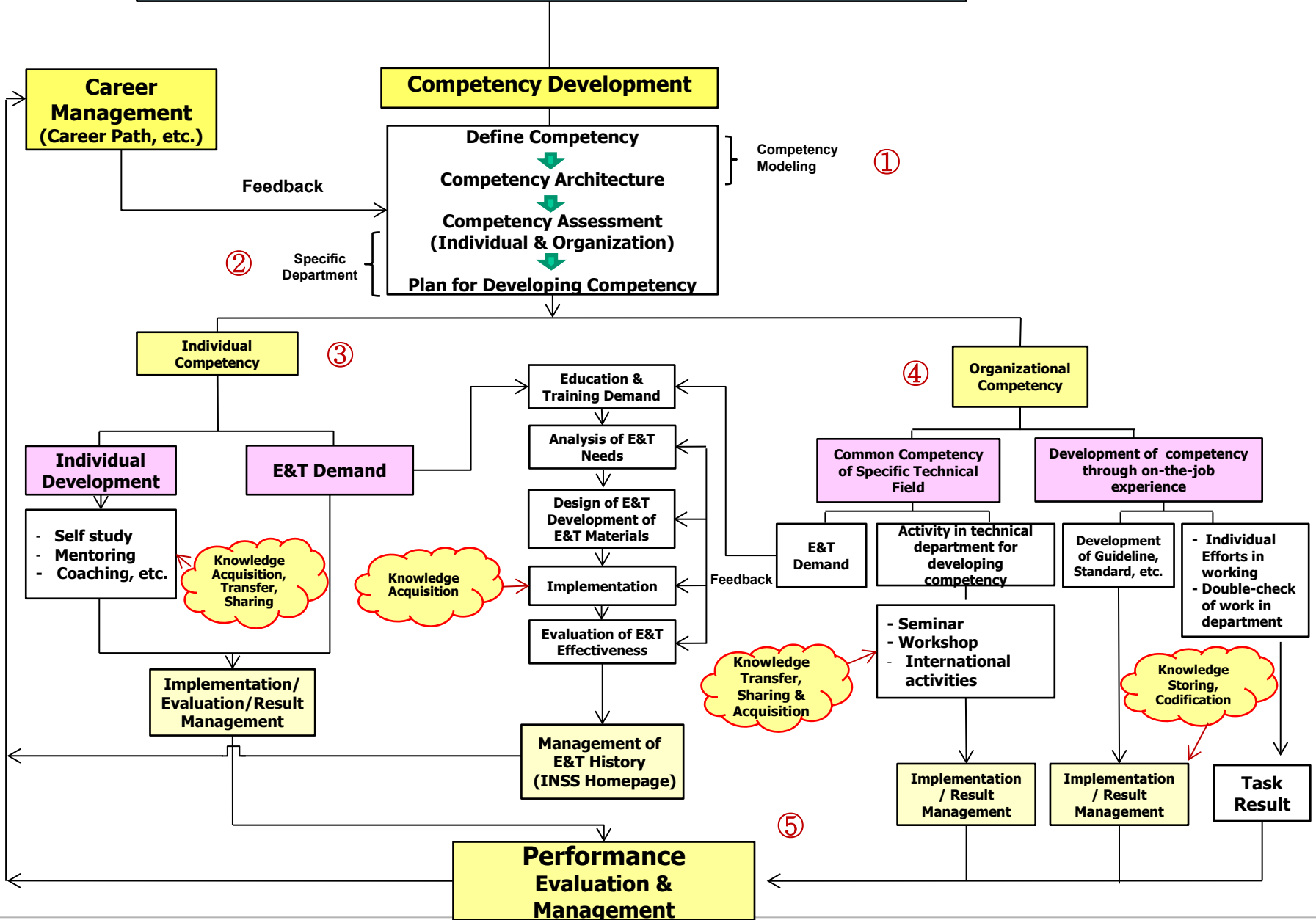
❑ Individual competency

  ❖ Related to clusters of knowledge, skills and attitudes of individuals

  ❖ Divided into three competencies

  ● Common competency, technical (job) competency, and leadership competency

Plans for Competency-Based HRM

❑ **HRD History & Approaches**

❖ Adoption of task-oriented HRD approaches since establishment

- KINS employees were assigned to the actual regulatory tasks and gained experience and knowledge on regulatory technologies through performing actual tasks rather than systematic E&T in the early phase of organizational development

- Since 2003, KINS has operated intensive training programs for improving its employees' job-competency.

❖ KINS currently takes task-oriented HRM system focusing on the completion of particular tasks as a measure of success.

❖ Competency-based HRM in the future

- Focusing on having the right people with right knowledge, skills, and attitudes in every specific professional area

- Transferring experience and knowledge of retiring generation to receiving generation
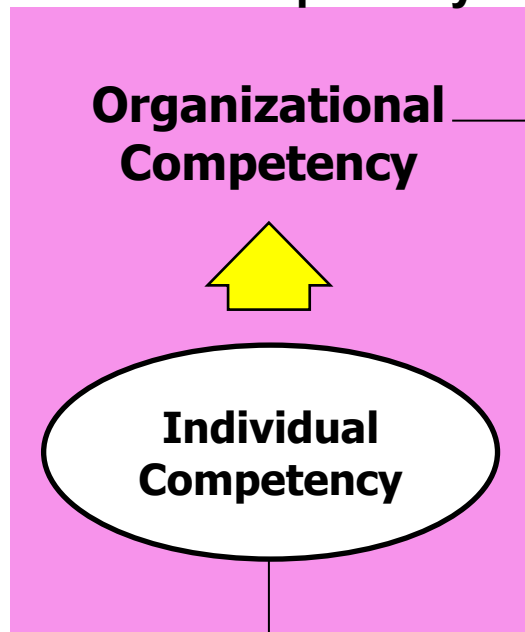
Competency-Based Human Resources Management

Career Management (Career Path, etc.)

Competency Development

Define Competency
→ Competency Architecture
→ Competency Assessment (Individual & Organization)
→ Plan for Developing Competency

Competency Modeling ①

Feedback

② Specific Department

Individual Competency ③

Individual Development
- Self study
- Mentoring
- Coaching, etc.

E&T Demand

Knowledge Acquisition, Transfer, Sharing

Knowledge Acquisition

Education & Training Demand
→ Analysis of E&T Needs
→ Design of E&T Development of E&T Materials
→ Implementation
→ Evaluation of E&T Effectiveness

Feedback

Implementation/Evaluation/Result Management

Management of E&T History (INSS Homepage)

Organizational Competency ④

Common Competency of Specific Technical Field

Development of competency through on-the-job experience

E&T Demand

Activity in technical department for developing competency

Development of Guideline, Standard, etc.

- Individual Efforts in working
- Double-check of work in department

- Seminar
- Workshop
- International activities

Knowledge Transfer, Sharing & Acquisition

Knowledge Storing, Codification

Implementation / Result Management

Implementation / Result Management

Task Result

⑤

Performance Evaluation & Management

Plans for Competency-Based HRM

❑ **Competency Modeling**

❖ General definition of competencies → specified into competency architecture

● Used as the basis for the development of competency model and implementation of competency-based HRM
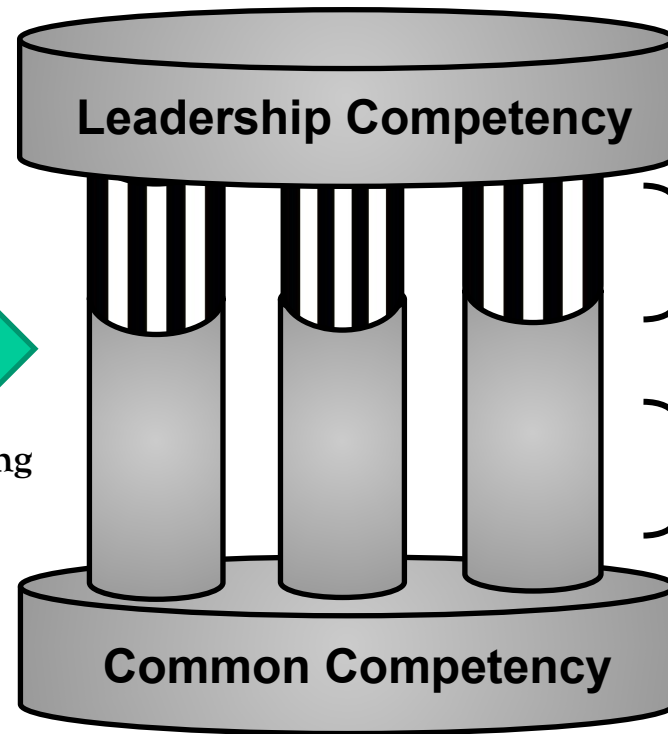
Core Competency

Organizational Competency

- Technology
- System
- Culture

Individual Competency

Technical Competency   Leadership Competency   Common Competency

Modeling

Leadership Competency

Common Competency

Specific Individual Technical Competencies

Specific Group Technical Competencies

Competency Architecture

Plans for Competency-Based HRM

❑ Common competencies

  ❖ General/generic competencies that all employees in groups must possess as the basic knowledge

❑ Specific group (department) technical competencies

  ❖ Competencies common to a group of jobs, e.g., a specific technical department in KINS

❑ Specific individual technical competencies

  ❖ Tend to be specific to roles or jobs within the job group

  ❖ Include the specific knowledge and skills to perform jobs

    ● e.g. safety analysis, nuclear system performance evaluation, etc.

❑ Leadership competencies

  ❖ Involve managing, supervising or influencing the work of others

  ❖ Leadership is required in teams, project management, as well as at the managerial and executive levels.

Plans for Competency-Based HRM

❑ **Assessment of individual and organizational competencies**

 ❖ Employee compares current and target competencies (with mentor/manager's input) to reveal a possible gap.

  ● Gap identifies the competencies needed to be developed

 ❖ Each specific department will determine

  ● what the common group competencies are

  ● what regulatory guidelines or technical standards are needed to be developed

 ❖ Gap analysis information is incorporated into plans for developing individual and organizational competencies

  ● Taking actions pursuing developmental opportunities

  ● Identifying the most appropriate training and development methodology

Plans for Competency-Based HRM

❑ **Individual competency development**

  ❖ Individual competency development

   ● Through individual development program

   ● Through education and training program

  ❖ An individual development plan (IDP)

   ● A document completed by individual for the plan of self-development over the next period, usually one year.

   ● Reviewed and discussed by manager to match the individual goals with organization (or group) goals.

  ❖ Developmental opportunities

   ● Formal training in a classroom

   ● Other developmental opportunities include mentoring, coaching, distance learning through the internet or intranet, and assignment to other project team, etc.

Plans for Competency-Based HRM

❑ Organizational Competency Development

- ❖ Common competencies of specific technical field
  - Accomplished through education & training
  - Accomplished through activities in the department (or group) such as performing seminar, attending workshops, or attending conferences of international association or societies, etc.
- ❖ From the learning organizational point of view,
  - Competencies will be developed or improved through actual working
  - Individual efforts in actual working and double-checking of task results by manager will make the employee focus on the task and produce better job performance
- ❖ Seniors or experienced staff
  - Developing regulatory guidelines, technical standards
  - Transferring knowledge and experience to the succeeding generation

Plans for Competency-Based HRM

❑ **Performance management**

❖ Purposes

- Achieving better task results
- Developing individual and organizational competencies

❖ Regular measurement of targeted performance outcomes

- Employee's performance is evaluated in relation to the performance goals as well as the key competencies associated with each goal
- Outcomes of organizational competency development will be evaluated by the performance evaluation committee organized with managerial level

❖ Feedback of evaluation

- Feeding into the development of a learning or action plan to address gaps in performance and development

Concluding Remarks

❑ Career development program (CDP)

  ❖ Being a running track (foundation of management system) for runners (employees of KINS) to run on it

❑ Competency-based human resources management

  ❖ Being the specific strategy with information on individual and organizational competencies

    ● To make the runners be stronger, more competent, and more competitive

  ⟹ Creating a more Knowledgeable, highly self-trained, and competent workforce in KINS