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
KINS Vision 2020, Strategic Goals & Strategies

**Heart of Global Nuclear Safety**

**Safety Regulation**
- Maintain the utmost level of nuclear safety
- 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.

**Global Leadership**
- Lead global nuclear safety
- 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.

**Public Confidence**
- Innovate Safety regulation service
- Develop transparent and immediate information disclosure system.
- Strengthen public communication on safety regulation.
- Pursue regulatory innovation to build up public trust.

**Organizational Competency**
- Strengthen core competency of organization.
- Establish organizational culture with mutual respect and trust.
- Establish advanced management system.
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

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- 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.
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
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
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

What is a competency?

**Organizational Competency**

**Individual Competency**

- Core Competency
  - Technology
  - System
  - Culture

- 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
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 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

Plans for Competency-Based HRM

- Core Competency
- Organizational Competency
- Individual Competency
- Technical Competency
- Leadership Competency
- Common Competency

Competency Architecture

- Specific Individual Technical Competencies
- Specific Group Technical Competencies

Modeling
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.
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
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.
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
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