

Implementation of the human talent management through competencies model in a university in Metropolitan Lima

Implementación del modelo de gestión de talento humano por competencias en una universidad de Lima Metropolitana

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Received: 23-02-15

Approved: 29-05-15

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Citar Como:

C. Rodríguez, J. (2015). Implementation of the human talent management through competencies model in a university in Metropolitan Lima. *Propósitos y Representaciones*, 3(2), 319-401. doi: <http://dx.doi.org/10.20511/pyr2015.v3n2.81>

Summary

This article is a work proposal that aims to describe the methodology proposed by the Management of Personnel Management from a university in Lima, to implement a management model based on competencies which traceability involves various technical HR processes practiced in the organization and is aligned to institutional outcomes defined in the balance score card. In order to do it, various literature sources were consulted, and the websites of the top ten universities worldwide to identify benchmarks were visited. Generic skills, competencies level, specific skills, competencies dictionary and graduation for each of the managements, occupational categories and administrative headquarters of the University: as a result, the following definitions and elements were obtained. In this way, the institution develops a tool to guide how and to what extent human resources should have and develop skills to achieve specific organizational results.

Keywords: Management model, methodology, competencies, university

Resumen

El presente artículo tiene por objetivo describir la metodología planteada por la Gerencia de Gestión de Personas de una universidad de Lima Metropolitana para implementar un modelo de gestión basado en competencias, cuya trazabilidad involucre los diversos procesos técnicos de recursos humanos practicados en la organización y se encuentren alineados a los resultados institucionales definidos en el planeamiento estratégico. Para ello se consultó diversas fuentes bibliográficas y se visitó las páginas web del *top ten* de universidades a nivel mundial, a fin de identificar puntos de referencia. Como resultado de ello se obtuvieron las siguientes definiciones y elementos: competencias genéricas, competencias de nivel, competencias específicas, diccionario y graduación de competencias para cada una de las direcciones, gerencias, jefaturas y categorías ocupacionales administrativas de la universidad. De esta manera, la institución desarrolló una herramienta para orientar cómo y en qué medida los recursos humanos deben contar y desarrollar competencias para que se alcancen específicos resultados institucionales.

Palabras clave: Modelo de gestión, metodología, competencias, universidad.

Introduction

Defining institutional objectives is an important and unavoidable task, but its implementation in an institution is a different affair, because every plan that is formed by organizational strategy elements will lack of any use if it exists only in the minds of the directors and managers of a company. If just a few of those who occupy the lower scales are aware of and able to follow these objectives, there's not much that can be done. It's at this point where the development of competencies becomes essential, and where the boss plays the leading role.

Benavides (2002) makes the following statement regarding this subject:

there are many recommendations by organizational scholars claiming that successful organizational tendencies surpass non historical, decontextualized and aesthetical visions that are observable in dependencies studies and rigid, universal procedures, validated during the industrialization times, or the simple investment in technological packages that have been generalized in the market and that led to the cloning of companies, eliminating any comparative differences between them, which invites us to reflect on the development and unfolding of competencies as a differential and inclusive alternative. The model is chosen in recognition of its contribution to organizational rationality, as an instrumental and methodological option to guarantee flexibility and dynamism, whit tool which facilitate the regulation of the contribution and the people's commitment, identified as partially responsible of the future of the firm they work for, basing on their everyday performance. The proposal of competencies supports the systemic identification of the scenario the organization interacts with, allowing to strengthen the comprehension of the scenarios involved, thus orienting inclusive strategic management at all levels. (p. 63).

It will be equally relevant to implement said model to the extent that, as stated by Prahalad and Hamel, 1990 –as quoted in Levy-Leboyer (1997) – all competency has the following traits:

- It allows potential access a great variety of interested people.
- It represents a positive contribution to the consumer.
- It's difficult to imitate, because it represents a complex harmonization of individual technologies and capacities of production.

All these elements together illustrate the fundamental quality of a competency, i.e. its direct relation to the institutional strategy that will be carried out in the framework of a particular job post. Therefore, it can also be stated that competencies are anchored to observable behaviors in the exercise of a profession and that they translate in behaviors that contribute to the institution's success.

Defining this was the task of many scholars. One of them, Benavides (2002), concludes:

each attempt requires the analysis and construction of a solid conceptual base of competency identification that is consistent with organizational reality and the printed paradigms; otherwise, its use becomes impossible or distorted and the intention to contribute to the implementation of a "competencies management" would be questioned, and it would be difficult for it to have the conceptual referents that allow to explain how competencies develop in an individual and their impact in work performance (p. 33).

To conclude, Alles (2007a), Latin American referent in these subjects, states the following:

Based on our experience of many years working with the methodology of competencies, the following commentaries can be stated as a synthesis:

- It applies to every kind of organization, regarding the social object and the activity or product type.
- It's not only applicable to big organizations. We have successfully launched the project in small and medium organizations.
- It only requires the highest authority to be committed to the model and for it to participate in the definition of competencies (at least in the cardinal ones).
- Finally, models adapted to different management styles can be designed. Models are always made-to-measure (p.94).

As a result, it is considered relevant to implant a model as the one that was proposed, which lay their foundations on the benefits received by an institution when it launches a series of mechanism constituting good global practices in human resources, such as the model of competencies management.

Starting from the historical point of view on the competency approach, Parsons (1949) can be identified. Parsons (1974) developed a conceptual scheme that allowed to structure social situations according to a series of dichotomous variables which, basically, consisted in the valorization of a person through the collection of concrete results, instead of doing it through a series of qualities attributed to them in a more or less arbitrary way.

Starting the '60s, David McClelland, professor of psychology of Harvard University proposed a new variable to understand the concept of motivation: the need for an achievement/work quality.

Following this approach the possible links between this kind of needs and professional success are posed: if the mechanisms or levels of need that move the best businessmen can be determined, people with the right level in this achievement necessity will be selected, and therefore they will be formed in this way aiming to develop such attitudes and to enable them to carry on with their projects.

In 1973, McClelland showed that the academic files and intelligent tests alone weren't able to reliably predict the right adaptation to everyday problems, and therefore, professional success. This led him to look for new variables, which he called competencies, that would allow a better prediction of work performance (Arenas & Jaimes, 2008).

During his research, he found that, in order to better predict the performance, it was necessary to directly study people in their job post, contrasting the characteristics of successful people to those of average people.

However, it was the end of the '80 when the term "competency" was introduced in business jargon by R. E. Boyatzis's book "*El gerente*

competente” (The competent manager), which was very popular (Bravo, 2005).

Its use was rapidly generalized in European countries and diffused starting from its original approach in England. This country consolidates the model in the private sector in its initial attempt to review and adapt the training systems to prepare to the coming competency of globalization. Due to the results of experimental sectors, it was introduced as a tool to achieve public efficiency in Margaret Thatcher’s administration (Jolis, 1998),

Later, as explained by Le Boterf (2001), it was projected to France, founded on the participative paradigms of Bertrand Shwartz’s constructivist movement. In America, it was picked up with a behavioral approach defined for the United States by McClelland and the University of Harvard, who, while structuring their movement, included variables related to qualification of expertise and knowledge, the talent to project in the world of work, and the mood related to motives, desires, tastes and values.

Currently, as Escudero (2004) states, there are many counseling projections in Latin America, where a great percentage is internationalized through the purchase and use of technological packages of competency evaluation; however, in 95% of cases there is no theoretical evidence that justifies its application, nor does a general official consensus about methodology or use of terms, which have been adapted according to the paradigms and styles used by each adviser or consulting firm, exist.

On the other hand, while evaluating research about this variable, several studies come up, such as:

Fleury, Leme & Glufke (2010) in an article called “*El camino se hace al andar: La trayectoria de las multinacionales brasileñas*” (You make the path as you go: the trajectory of Brazilian Multinationals), analyze the advantages of developing countries’ multinationals. They examine the process of internationalization of 12 Brazilian multinationals based on a historical contextualization and they identify the comparative advantages and disadvantages of this country. What stands out in the internationalization of Brazilian companies —and what characterizes their own way of «going» —

is the management model they carry out, justified in an original combination of organizational competencies and management style.

Nordhaug (2010) in an article entitled “Investing in Human Resource Planning: An International Study”, evaluates the business administrators who implement the planning of human resources. This is carried out through the analysis of two central parts of personnel planning: formal human resources management strategies and necessity of competency development analysis. The data collected from 3877 companies in 21 countries shows that 9 in 10 companies carry out the analysis of necessity of competency development to some extent, while second level companies in the display have elaborated a formal human resources management strategy. The results show that resources such as size, the existence of a human resources management department and, to some extent, the considerations of cost- benefits are the main determinants to define the human resources planning agreements.

Also, Arenas and Jaimes (2008) in a research in which they analyze the relation between quality and competencies and the proposal of an educational model for higher education in the Universidad Industrial de Santander, considered that there is a close link, based, initially, on the necessity of diagnosing and approaching the entourage, which translated in the satisfaction of the society where it was applied (users). According to this, the training is moved to a quality management context, because of the need of rigorous attention to the pertinence of the programs and the curricular design, the generation and application of pedagogic strategies (service provision), and the design of standards and monitoring and evaluation tools, mainly based on evidences of suitability and performance indicators (analysis, measurement and enhancement).

On the other hand, Díaz (2004) proposes a study in which he evaluates the basic competencies of university professionals working in the hotel industry. The research aimed to identify the main basic competencies and their priorities to job posts in hotel service. A hierarchical model, which stands out because of its systemic and inclusive approach to interconnect knowledge, skills, everyday attitude of professional undergraduates of Engineering, Accounting, Business Administration, and Physical and Mechanical Culture, is proposed to measure basic competencies. Among the most significant

results, there is the determination of a global competency index based on the degree, the gender, the graduation period, using statistical techniques, expert methods, questionnaires and the theory of multiattribute utility.

Finally, there is a vast bibliography about the launching of the competency model in the academic field, which is led by the professor, the curricula and the syllabi. This information is represented in a delimited way and aiming to the main objective. However, there is much more information available in different media that has not been contemplated here.

Now that the historical outlook has been seen and the necessity of the implantation of a management model based on competencies has been justified, the objective of this article is to describe the methodology proposed by the Persons Management Office of a university in Metropolitan Lima to implement a management model based on competencies that involves the different technical human resources processes that are practiced in this institution, aligned to the achievement of institutional goals.

Methods

Before starting this section, it is considered pertinent to precise the conceptual definitions on which this study bases:

Competencies: Personality traits turned into behaviors that generate a successful performance in a job post. Each job post can have different traits in different companies or markets (Alles, 2007a).

Strategic planning: Master plan in which the senior management states the strategic corporate decisions it has adapted “today” referring what they will do during the next three years (the most frequent horizon of the strategic plan), in order to achieve a more competitive organization that will allow them to satisfy the expectations of their different groups of interests (stakeholders) (Sainz de Vicuña, 2012).

That said, as it has been shown in the theoretical framework preceding the current section, there are many ways to launch the model. Some of them have been put aside as they have been surpassed by new tendencies. Most of the specialists of the so called developed countries (where these methods were applied at the beginning), work in a similar way to the following procedure:

Steps to follow in order to implement a competency based management model.

As Alles (2007a) states, there are many ways to implement competency models.

The traditional model poses the need to select a blind sample of superior and average performance subjects, which are carefully interviewed. The interviews are transcribed and coded according to a predefined system (competencies dictionary) which allows to evaluate more than 30 competencies grouped in 6 factors. The codifications are the basis of the statistical and qualitative analysis that will define the process. Once the profile has been defined, the model extracted from the interviews is validated through consults to experts and questionnaire to people relevant in the job post performance. All this process, designed for only one job post, can take up to two months (Arancibia, 2002).

Allles, 2006 (as quoted by Fleury, 2010), poses that, even though during the beginning of the competency definition the starting point was the study of certain referents of the organization, this was put aside when it was proved that not only the good qualities of the referents were transferred to the models, but also some inconvenient ones. Also, common sense indicated other changes such as the simplification of the model definitions to ensure their launching and their validity.

For Fernández (2005) the implementation of the model implies 5 stages:

Stage 0: project design and launching.

- Establishing a frame of formal reference for operative and administrative procedures that will support the implementation.
- Defining the setting and the agents and their respective roles.
- Constituting study and approval committees with specialists in the matter.

Stage I: analysis of the current situation.

- Analyzing the vision, the mission and the strategies of the organization and aligning them to the conceptual competency

framework.

- Analyzing the human resources management model.

Stage II: definition of the human resources management through competencies model bases.

- Identifying and defining the competencies of the business that constitute a differential value proposal.
- Defining the job post catalogue that shape the organization and describing them.
- Formulating the competency profile for all of them.

Stage III: development and implementation of the competency management model: people management models.

- It implies giving traceability to the model in every human resources technical aspect (selection, training, development, lines of stroke, performance evaluation, compensations, etc.).

Stage IV: diffusion of the competency management model.

- It aims to train the heads of management and all the other worker in the models.

Alles (2007b) poses that, in order to define a competency model, the beginning is the organization's strategic information: its vision, its mission and all the available material related to the strategy. This starting point can originate from the available information or from the redefinition of all of these aspects to make sure that the work will be based on updated information. To sum up, the necessary steps to implement a competency management system are:

- Definition (or reviewing) of the mission and the vision of the organization.
- Competency definition by the highest management of the institution, both cardinal and specific (in our case, they are generic and specific).
- Preparation of the necessary documents: competency and behavior dictionary.
- Determination of the gaps between competencies defined by the model and by the ones possessed by those who form the organization.
- Design of the competency human resources processes or subsystems Selection, performance and development are the three most important bases of the methodology.

After investigating the different implantation models of competency management models, it was decided to do a benchmarking with 10 of the best universities in the world, to identify referent points in other places. In order to do this, we checked the web site of the following universities:

- University of Cambridge.
- Harvard University.
- Yale University.
- U.C.L. - London's Global University.
- M.I.T. – Massachusetts Institute of Technology.
- University of Oxford.
- Imperial College London.
- University of Chicago.
- CALTECH - California Institute of Technology.
- Princeton University.

There are common elements to all of them, such as the existence of user friendly and dynamic websites that offer a wide range of relevant information to all kinds of workers, regardless of their recruitment procedure, such as:

- Frequently asked questions guide for the first-timers.
- Location sketch for all their premises.
- Policy and general and particular procedures manuals (such as work for disabled people, discrimination situations, diversity and inclusion, free time use, occupational health, rewards, acknowledgments, work relations and smoke-free ambiances).
- Job opportunities (internal and external recruitment).
- Salary scales.
- Benefits programs.
- Interactive capacity development sites, knowledge acquisition and online training courses linked to the degrees.
- Health services, curricular information and contact information of the main managers and people responsible of the processes in the area, human resources generalists responsible of different occupational groups, etc.

However, and as it usually happens in most cases (even in the case of our study's university), there is confidential information regarding the

management models, organization charts, and other elements that are not of public knowledge, or, in some cases, can be found in the online campus, to which only the university community has access.

Nevertheless, there is valuable material that universities such as London's Global University openly share. It is a document in which its competency management model is described. This model is defined based on four great competency blocks: leadership, people management, resources management and citizen/organizational consciousness. It was implemented in 2008, for management positions at first, and they are working to apply it to all job posts at the university.

On the other hand, the M.I.T. shares with us the leadership competencies defined by a specialized organ called M.I.T. Leader to Leader. The seven competencies that they showcase represent the traits of management and leadership excellency in the M.I.T., and they currently form the leadership and management development base for all levels in the institute.

In addition, we had access to the following information:

- Human resources strategy of the University of Oxford.
- Talent management strategy from the Imperial College of London.

Both documents place the Human Resources Management/Talent Management/People Management as strategic agents in the university and as a foundation on which rests the strategic plan, because as a people administrator it is responsible for choosing and developing the workers that will make things happen.

As a conclusion, it can be observed that the development of this model is becoming valid not only in the private sector and in companies related to different areas than the object of our study. There are universities that consider competency management as a widely accepted and valued model, but there are also many who (even though they accept it), haven't implemented it yet; nevertheless, this doesn't mean that it's an unreal necessity.

Down below, the methodology steps used for the implementation of the university competency model as a study object are pointed:

Identification of the university's strategic planning elements

1. Vision: In 2014 the university will be considered as a community that generates value, trains upstanding, competent and socially responsible professionals, and produces and diffuses relevant knowledge for the country and the world.
2. Mission: Training leader professionals with a service vocation, upstanding, competent and with social responsibility.
3. Strategic goals: Strategic goals were defined according to two perspectives:

Educational perspective:

- Training upstanding, competent professionals.
- Ensuring adequate resources and mechanisms.
- Building a value generating university community.
- Generating and diffusing relevant knowledge.

Administrative perspective:

- Training professionals that are committed to change.
- Strengthening institutional identity.
- Consolidating the prestige and the global competitiveness.
- Strengthening the relation between the university and society.

Results

Definition of university's strategic planning elements-related competencies.

The competencies shown in the graphics below express an exercise of association with the vision, the mission and the strategic objects for both perspectives (educational and administrative) and answer the following question: what competencies do I need to achieve them? The answer is graphed around the central element.

These competencies are operationally defined, associated do behavioral indicators and expected development level for each category and occupational

group, giving rise to the institution's competency dictionary, the adaptation of the job posts descriptions and the alignment of all the procedures of human resources management.

In order to do this there were committees, engaging the Management Board of the institution and the managers of different areas to get to an agreement. In order to get to the proposals down below, dynamics, focus groups and case studies were worked on.

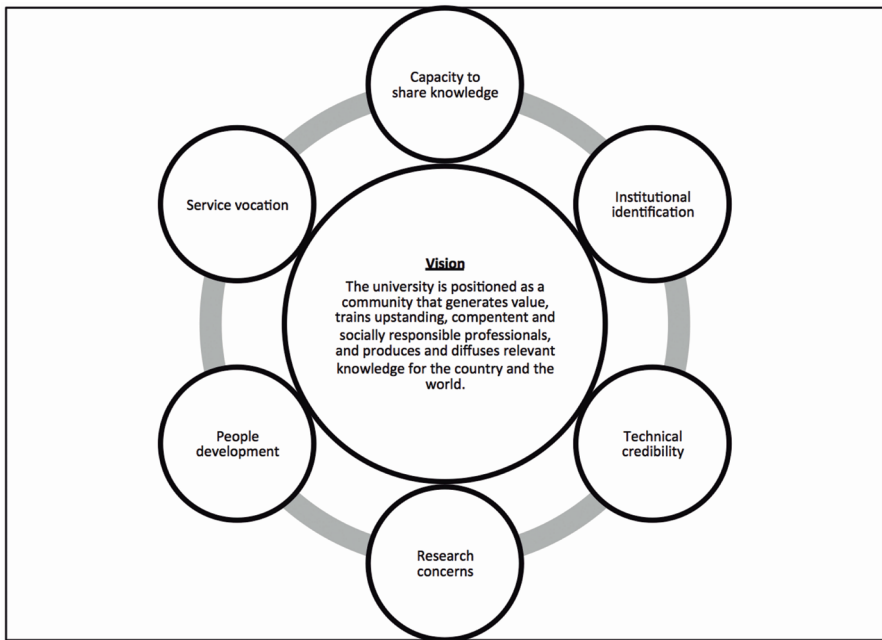


Image 1. Competencies required to attain the vision.

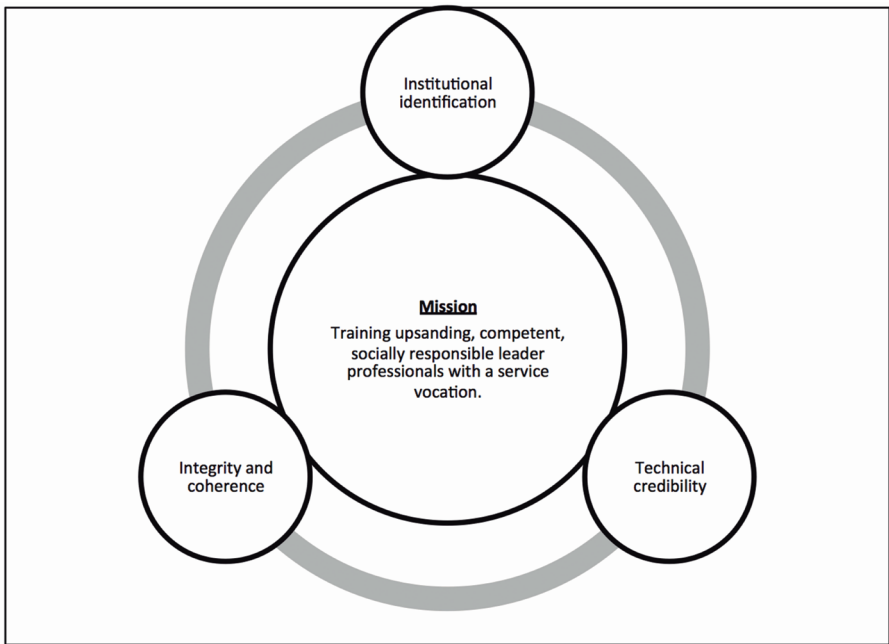


Image 2. Competencies required to attain the mission.

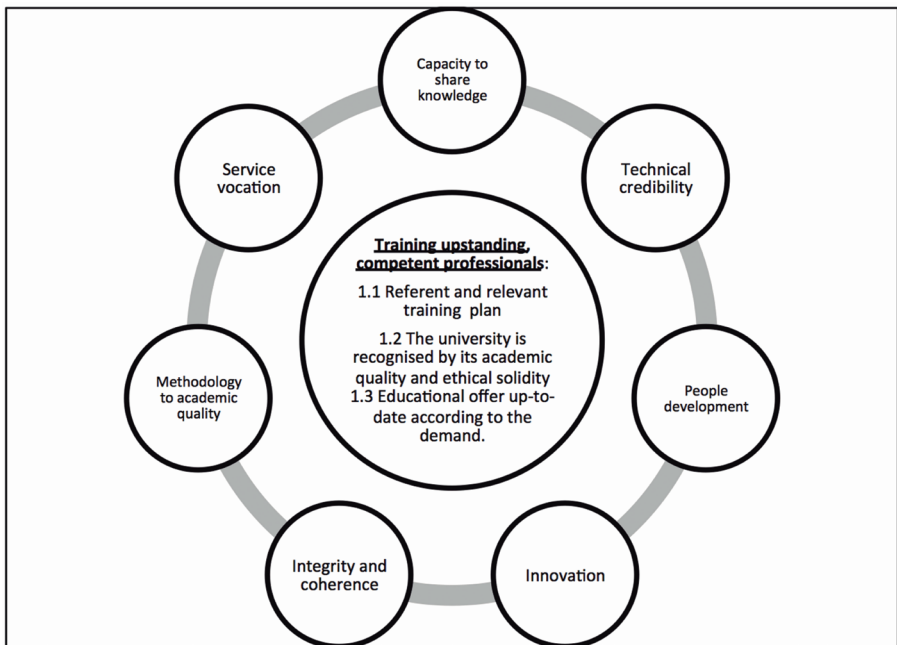


Image 3. Competencies required to attain institutional goal 1 (educational perspective).

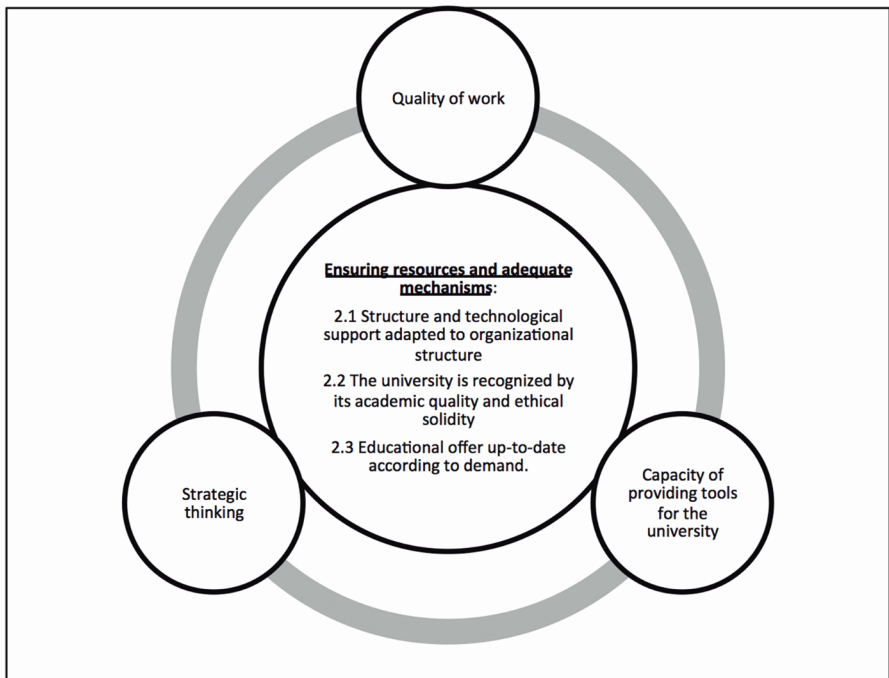


Image 4. Competencies required to attain institutional goal 2 (administrative perspective).

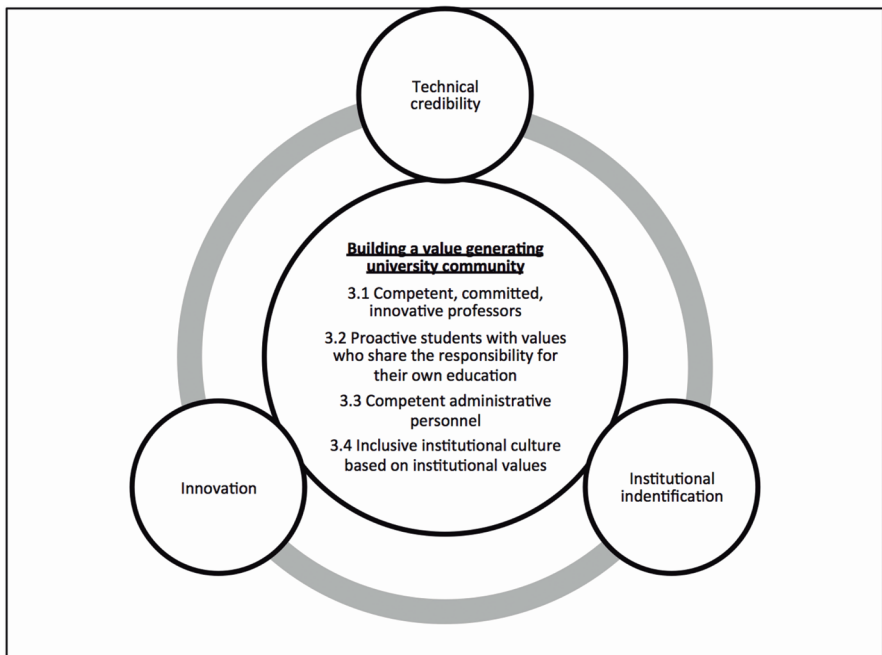


Image 5. Competencies required to attain institutional goal 3 (educational perspective)

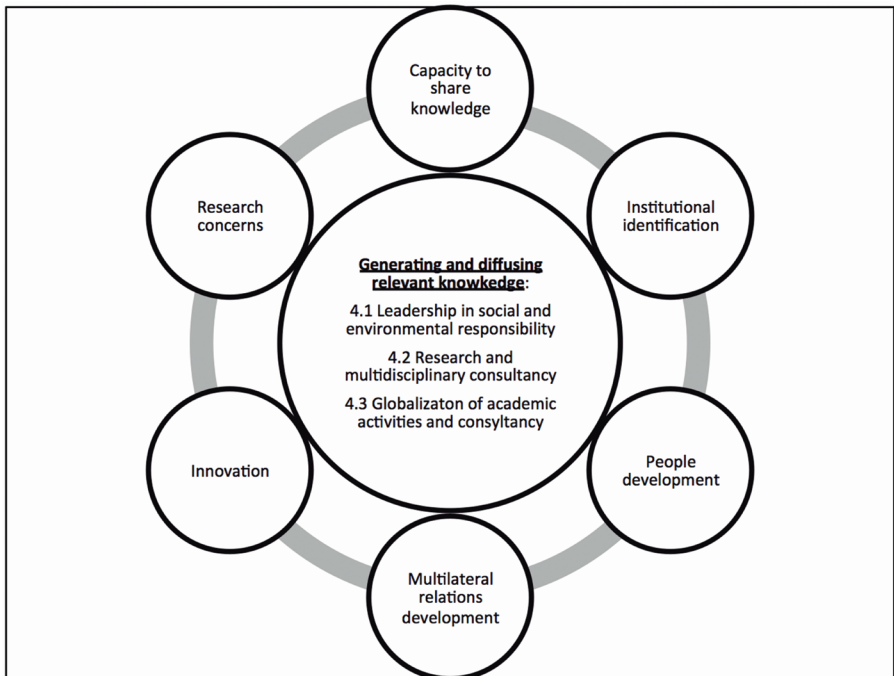


Image 6. Competencies required to attain institutional goal 4 (educational perspective)

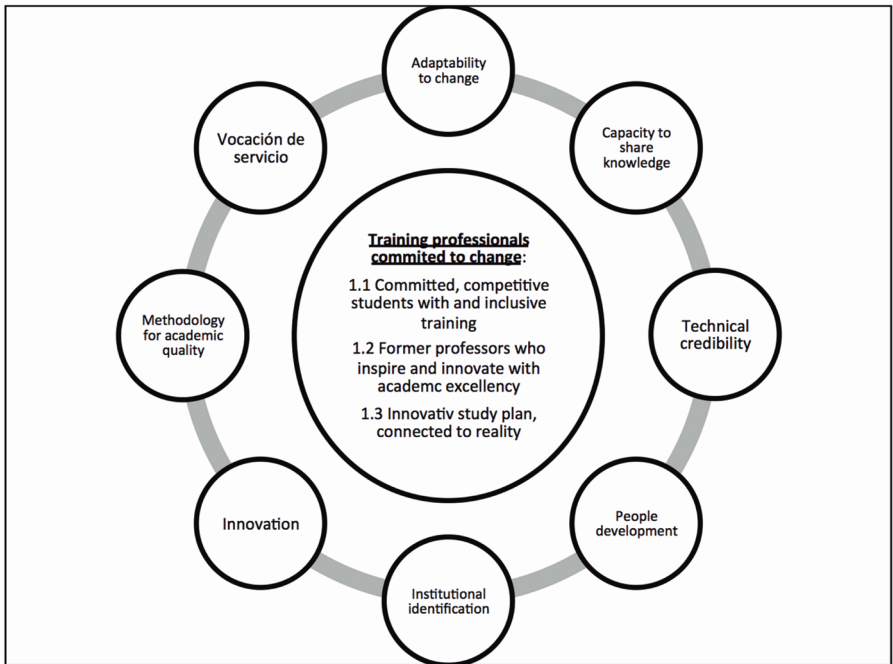


Image 7. Competencies required to attain institutional goal 1 (administrative perspective).



Image 8. Competencies required to attain institutional goal 2 (administrative perspective)

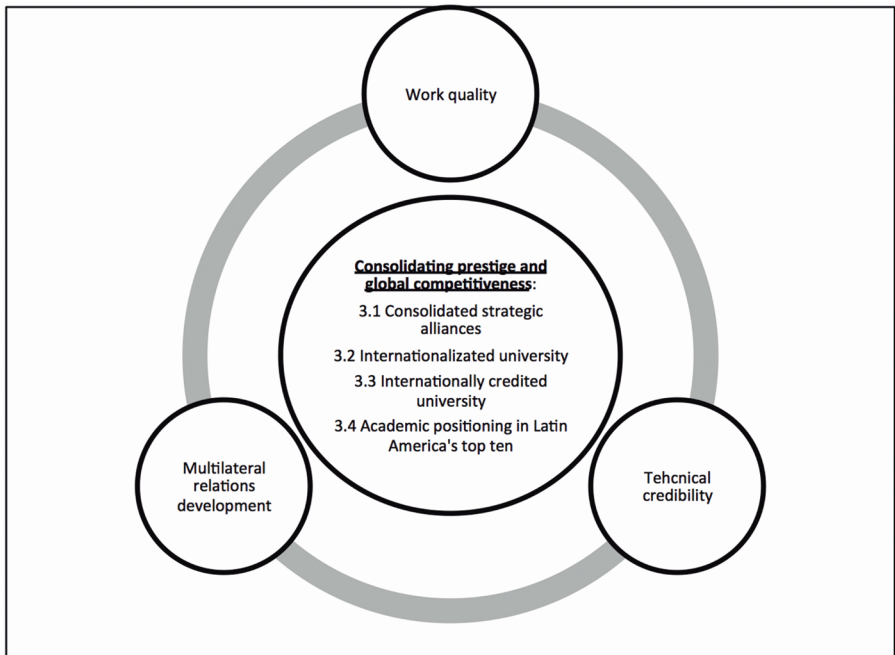


Image 9. Competencies required to attain institutional goal 3 (administrative perspective).

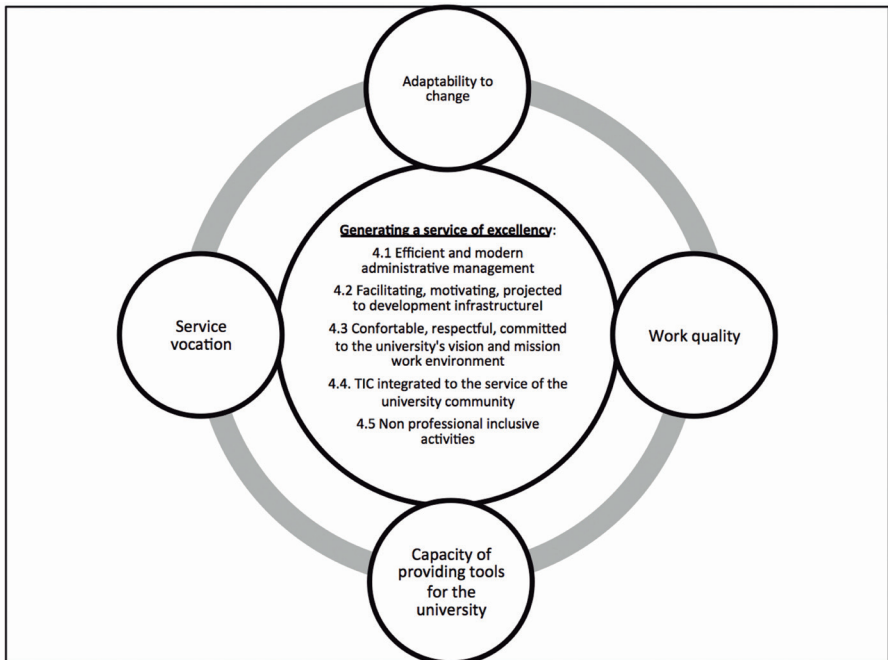


Image 10. Competencies required to attain institutional goal 4 (administrative perspective).

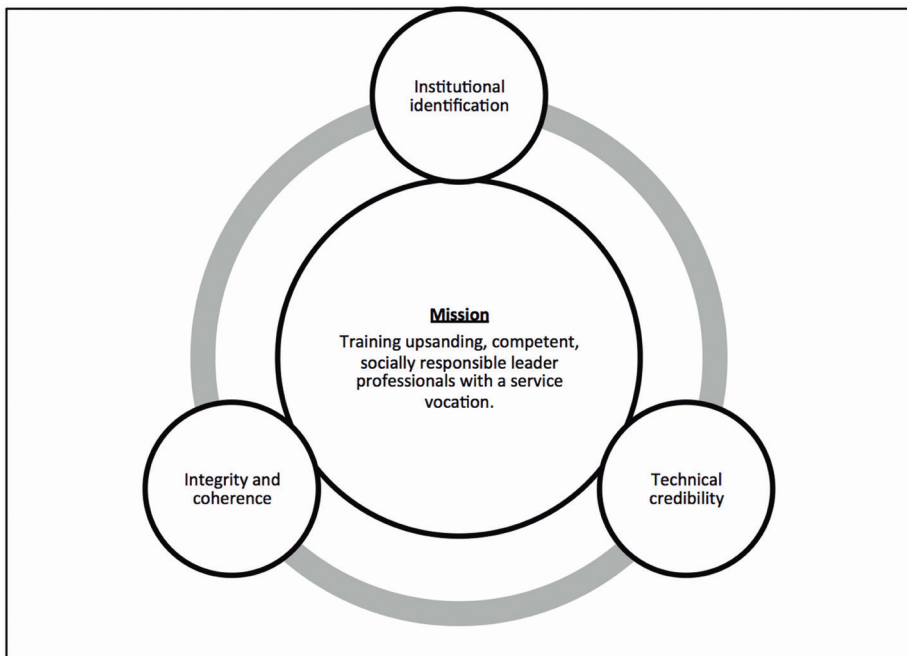


Image 11. Competencies required to attain institutional goal 5 (administrative perspective).

Once concluded the identification of the competencies necessary to attain the vision, mission and strategic institutional goals, the Committee proceeded to evaluate the coincidences and differences between the different points of view. In order to do this, it used the set theory represented in a Venn diagram (image 12), which allowed to identify that the following competencies: capacity to share knowledge, institutional identification, technical credibility, people development and service vocation, are recurrent elements considered as necessary to attain the strategic planning goals.

In addition, it was identified that the competencies: work quality, multilateral relations development, tools for the university, innovation and methodology for academic quality were coinciding elements between the educational and administrative perspectives, as shown in the picture below:

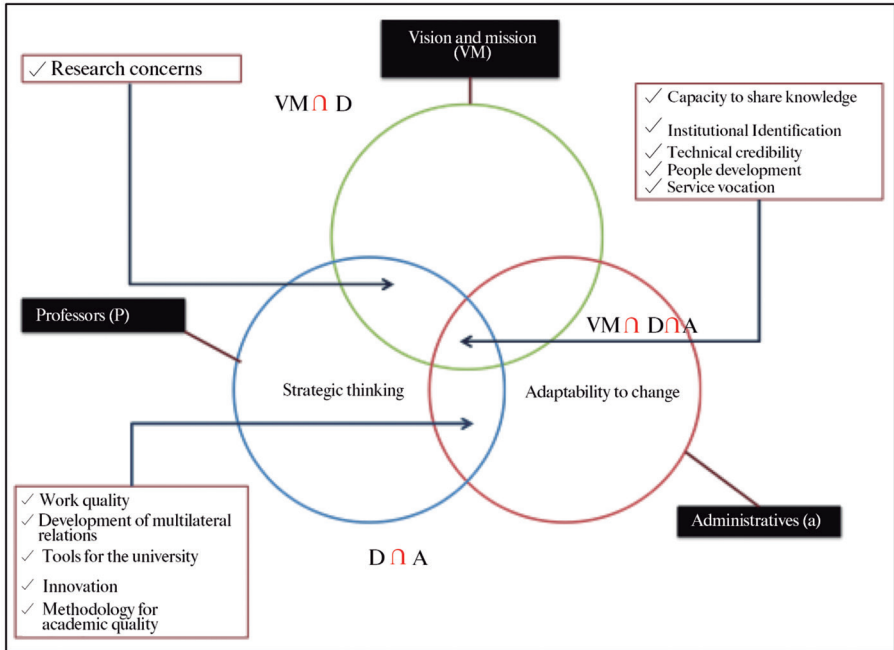


Image 12. Venn Diagram and coincidence identification.

Once these competencies have been identified, the Committee considered it was necessary to perform one more analysis, proceeding to a frequency counting that would allow us register the amount of times that any competency was said to be necessary to attain either the mission, the vision or the institutional goals; as a result, the competencies: technical credibility, institutional identification, people development, capacity to share knowledge, innovation and service vocation were in the top five of the ranking, which is represented below:

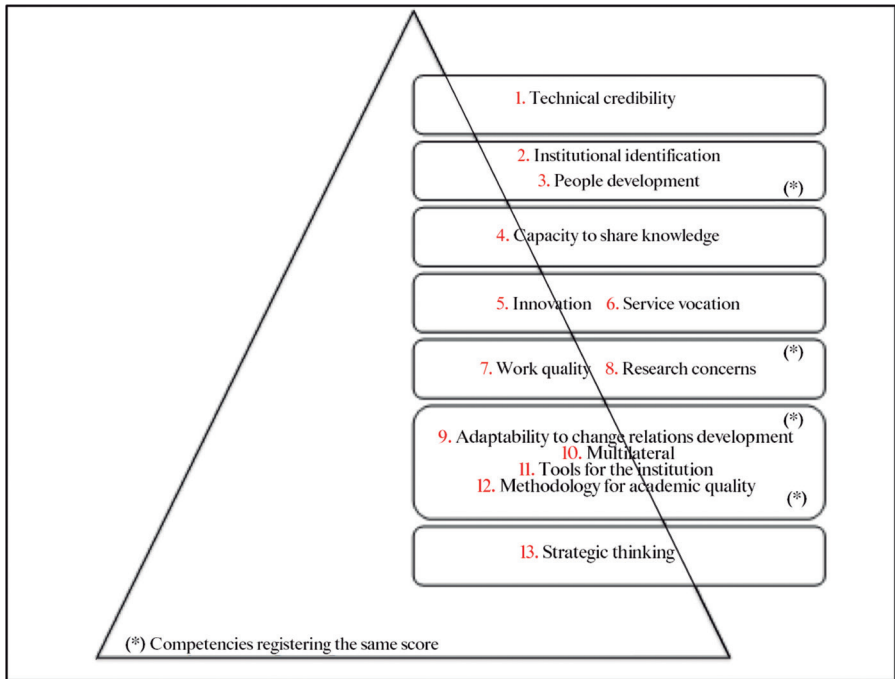


Image 13. Elaboration of competencies ranking by registered frequency.

In this stage, there was already a coincidence analysis and a frequency count that allowed us to profile the core (generic) competencies and level competencies that we were looking for. However, the committee suggested to perform an extra analysis, which aimed to answer the following question: what are the competencies which traceability does not make a difference in the spreadsheet type (educational or administrative) or in the responsibility level (occupational category)?, since the aim of defining core competencies is precisely to eliminate the barriers that could naturally appear as a product of hierarchical and functional differences that exist in every institution, particularly in universities.

In the case of this study, the occupational categories of administrative staff were grouped in: (1) managers and bosses; (2) analysts and technicians and (3) auxiliaries. Professors were represented by those who worked full time, freelance or hired.

This analysis is presented in the table below:

Table 1.

Analysis of competencies which traceability does not make a difference in the spreadsheet type and/or the level of responsibility.

¿What are the competencies which traceability does not make a difference in the spreadsheet type and/or the level of responsibility?	Administratives			Professors
	Managers and bosses	Analysts and technicians	Auxiliaries	
Technical credibility: ...necessary capacity to make other trust you based on the knowledge you have of your specialty	X	X	X	X
Institutional identification: ...demonstrate in daily work a performance oriented to institutional wellbeing, rather than to personal interest. It means to feel as your own the university goals, to identify with them and to work to prevent or overcome whatever obstacle could interfere with the achievement of its goals.	X	X	X	X
Service vocation: ...to put yourself in someone else's place and to understand the nature of their needs, trying to help in whatever you can. It aims to the (internal or external) user's wellbeing and to academic and administrative university efficiency.	X	X	X	X
Work quality: ... to do an excellent job. It implies a wide knowledge of the area of responsibility (regardless of its complexity), showing capability to satisfactorily performing the task with the littlest amount of mistakes. It requires offering practical solutions economizing available time and resources.	X	X	X	X

Adaptability to change: ... to modify your own behavior and certain paradigms to achieve goals when difficulties or changes come up. It's associated with behavioral versatility to adapt to different contexts, situations, means and people.	X	X	X	X
Capacity to share knowledge	X			X
People development	X			X
Innovation	X	X		X
Research concerns				X
Multilateral relations development	X			X
Tools for the institution	X			
Methodology for quality				X
Strategic thinking	X			

Finally, after having analyzed the results obtained through coincidence analysis, the frequency count, the ranking definition and the distinction according to spreadsheet type, the definition of the institution's generic competencies emerged, as detailed below:

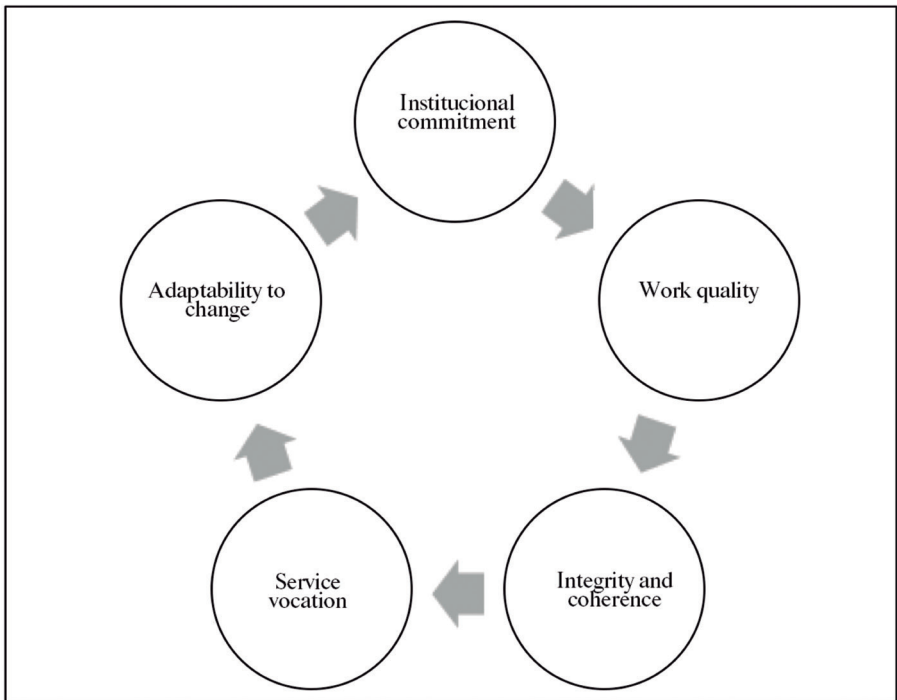


Image 14. Final proposal of generic competencies.

Identification of level competencies.

Once the generic competencies were defined, it was necessary to define the level competitions, which responded to the university's occupational categories.

Each category was associated to a series of levels in which were grouped certain job posts. Every level had different requirements or exigencies and a corresponding salary scale. To all of this, the necessary competencies to successfully meet the demands of their functions and the expected level of development, which was described in the competency dictionary through identifiable behaviors were added.

In the charts below, the occupational categories used to manage the workers professional development in the university and their associated competencies are presented. The dynamic was the same: to work in a

committee, to organize focus groups, to evaluate perspective coincidences, to analyze the nomination frequency, to consider their traceability and to have it reviewed by the senior management.

The results of this process are shown in the charts below:

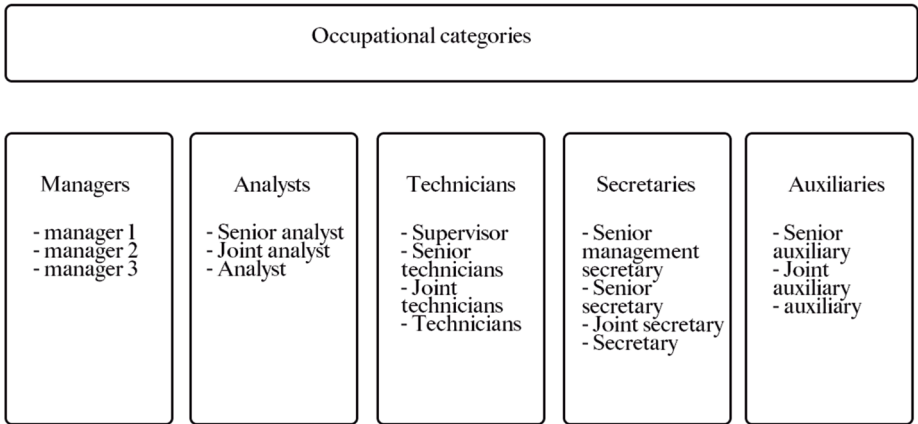


Image 15. Identification of occupational categories.

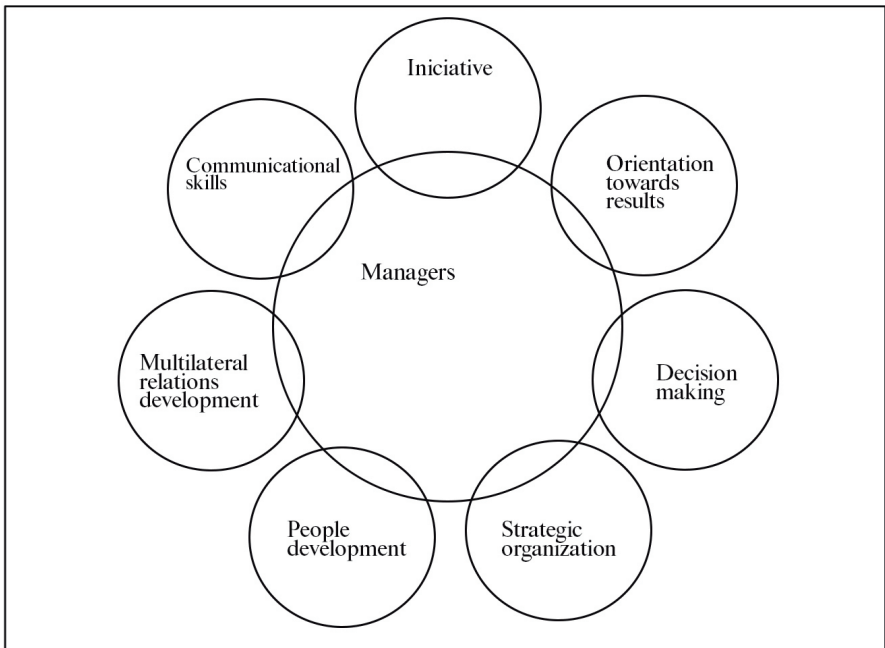


Image 16. Level competencies required to meet the demands of the manager role.

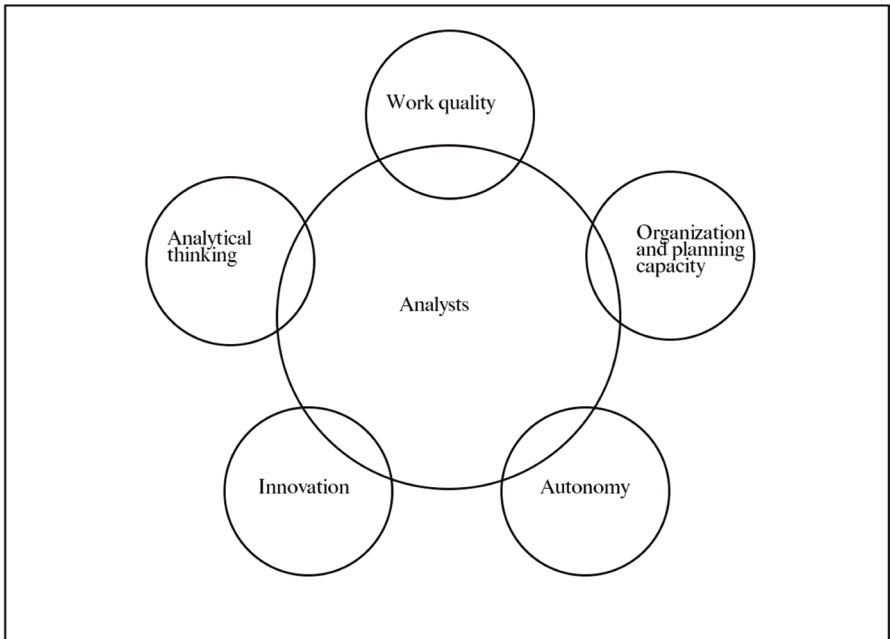


Image 17. Level competencies required to meet the demands of the analyst role

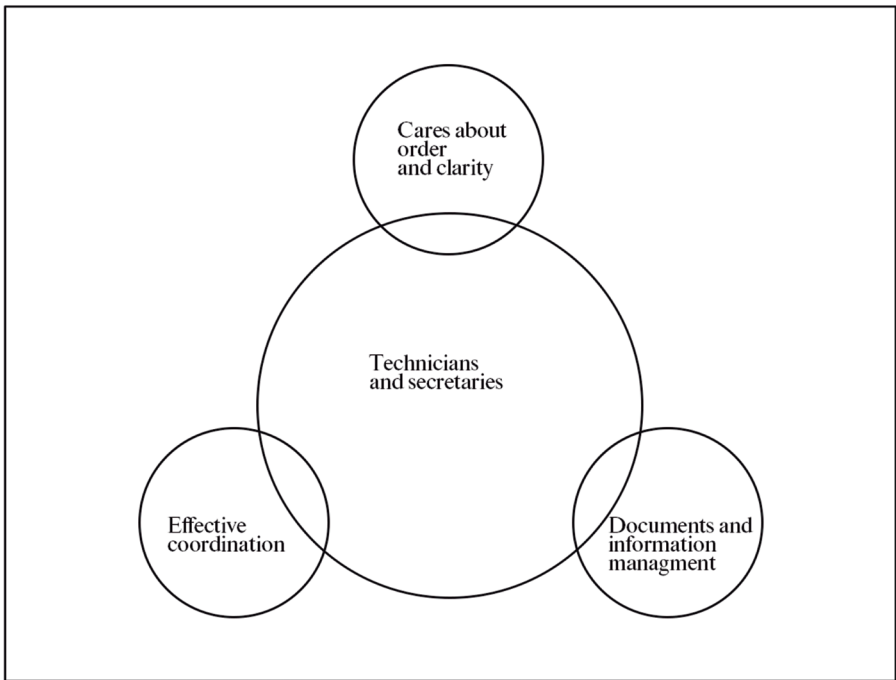


Image 18. Level competencies required to meet the demands of the technician and secretary role

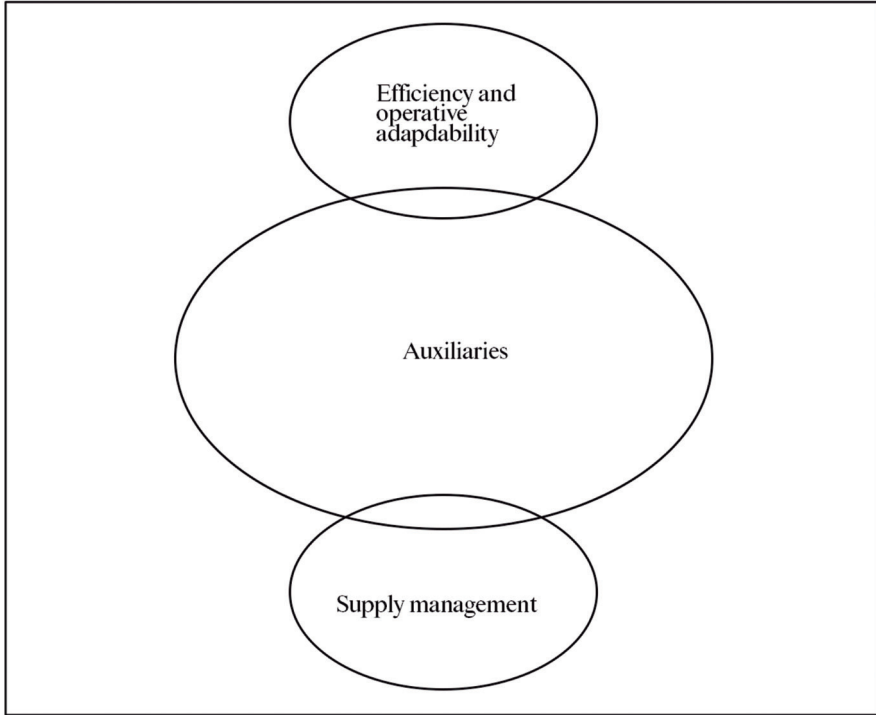


Image 19. Level competencies required to meet the demands of the auxiliary role.

Identification of specific competencies.

Once the definition of generic and level competencies was concluded, the Committee continued with the definition of the specific competencies for every area composing the university Managements, i. e. Rectorship, Vice Rectorship, Development Management and General Management, which were organized in different Management areas.

The results were obtained with the methodology previously described, only this time it was socialized and validated by every area leader (Manager) and their corresponding Director (Rector, Vice rector, Development Manager or General Manager), who were members of the university's senior management and whose decision the model exposed in this article depended on.

As a result of the analysis, the definition of the specific competencies was obtained, as represented in the charts below:

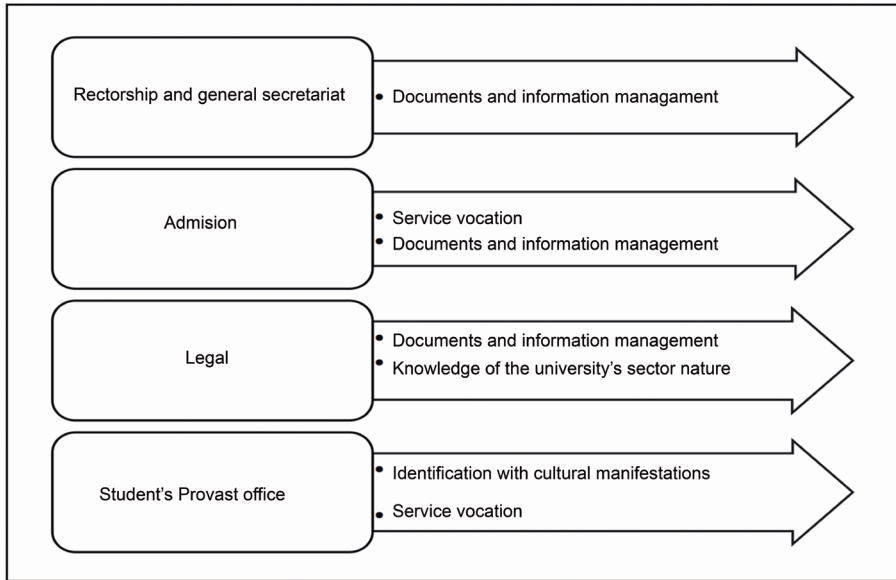


Image 20. Specific competencies required to meet the demands of the areas composing the Rectorhisp.

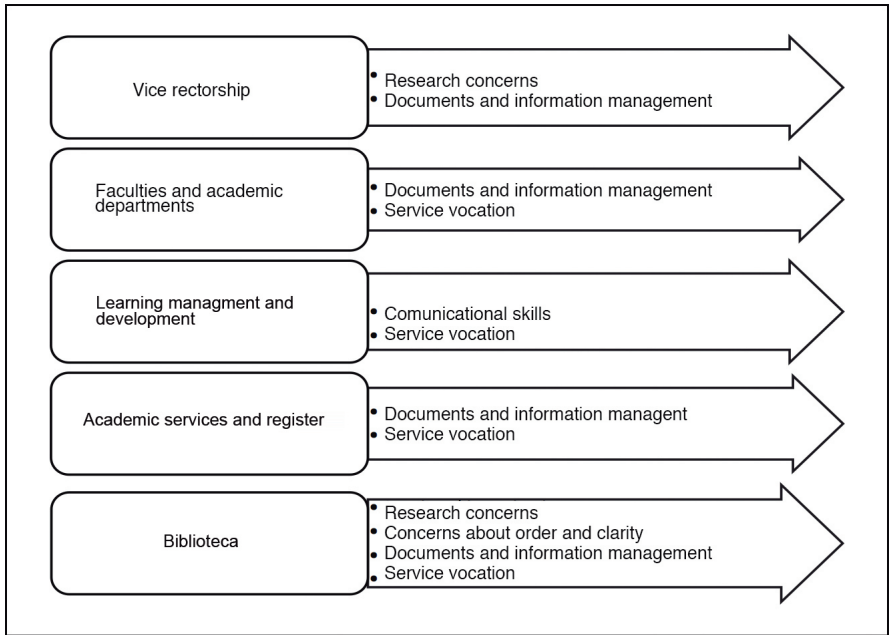


Image 21. Specific competencies required to meet the demands of the areas composing the Vice Rectorship.

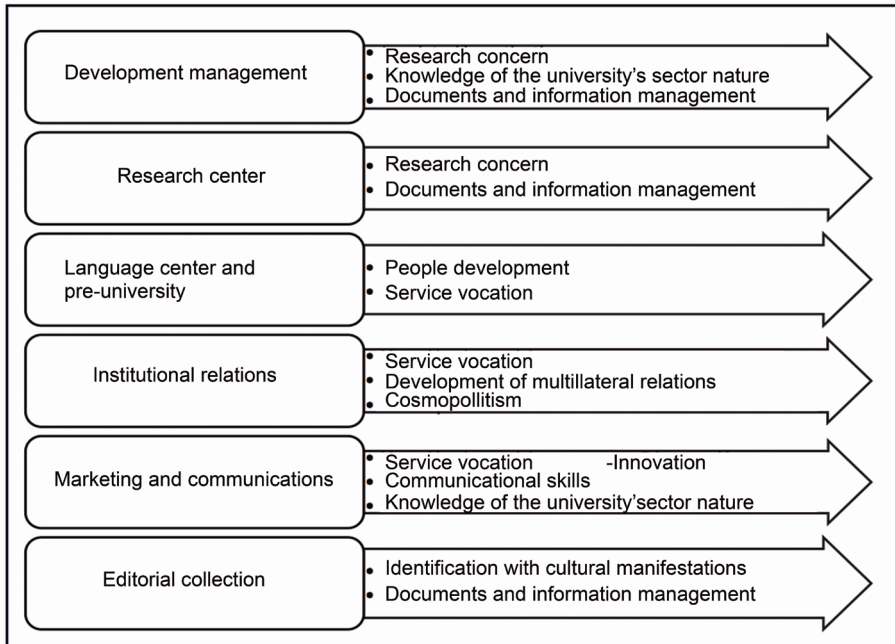


Image 22. Specific competencies required to meet the demands of the areas composing the Development Management.

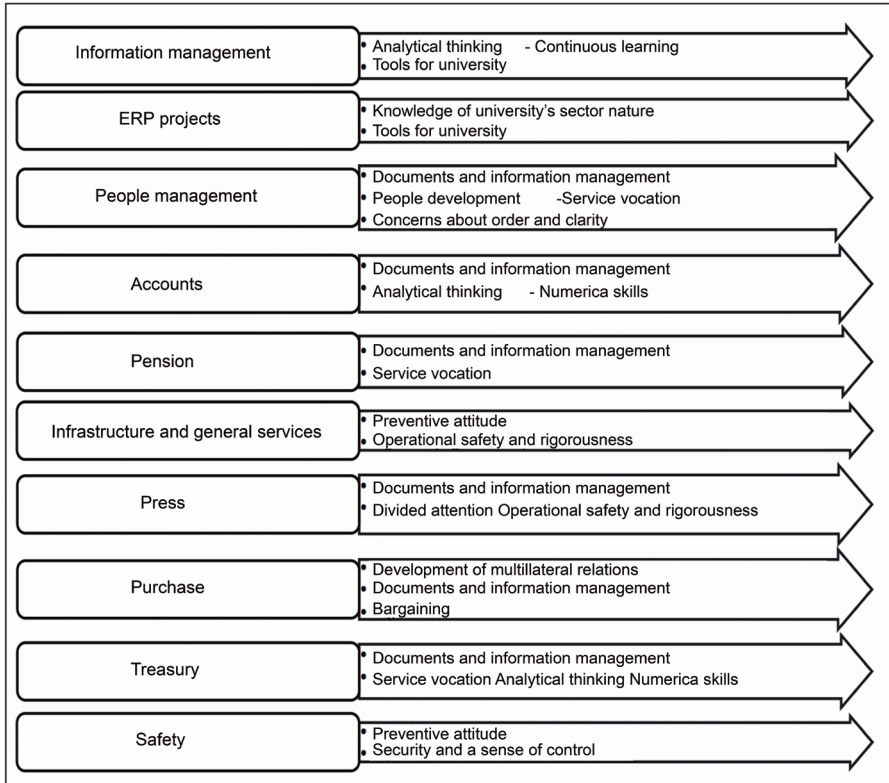


Image 23. Specific competencies required to meet the demands of the areas composing the General Management.

Job description and other management processes.

The job descriptions were updated with this analysis' information and the competencies dictionary, consigned (besides the traditional elements), the respective competencies regarding the career path of the job and to the management it's attached to.

It is known that this is the starting point for aligning all the other human resources management processes such as recruitment and selection, training, development, career paths, potential evaluation, performance evaluation, recognition plans, etc., to the model, as it happened in the university after the management model was approved by the senior management.

Discussion

The global socioeconomic context makes us face the imperative need of facing challenges that are more and more demanding. Phenomena such as globalization and technological development have turned obsolescence into a permanent threat. Universities today required a greater competitiveness expressed in a strong necessity for positioning (and maintenance) of their brand and final product (graduate students), an academic quality and innovation standard marked in them by their own alma mater. The university staff is required to meet more performance exigencies, accompanied by the need to increase their abilities through training and development activities.

As stated by Arancibia (2002), this has created a conflict in our societies and markets, generating a debate around finding a solution for these exigencies. The need to be different and to achieve comparative differences has forced companies to see the people who work for them as the source of said differentiation.

It's because of this consideration, as well as all the others that have been posed along this article by different scientists, researchers, scholars and institutions from different areas of the business and university world such as Mitrani, Dalziel and Suarez, (1992), Spencer and Spencer, (1993), Lucia and Lepsinger (1999), Quin, Faerman, Thompson and McGrath (1994), Nordhaug (2010), Sainz de Vicuña (2012) and many others, who state that the implementation of this model will offer the following benefits to the university:

- Competency based training supports learning processes, the implementation of pertinent and flexible training programs, and a faster adaptation to technological changes. This is confirmed by findings as the ones described by Grados (2009).
- Since the competency approach describes work related behaviors, administrative and academic staff will recognize what is expected of them more easily and therefore will better contribute to attaining the university's goals.
- This approach clarifies the personnel selection panorama, which can now lean not only on academic degrees, but also on proven

capacities. This has been widely demonstrated in the studies conducted by Alles (2006), Grados (2013).

- Finally, it enhances the precision to determine person`s adjustment and potential level for different jobs, so the development plans can better relate to the areas where that`s needed, as can be corroborated in the studies conducted by Alles (2009), in which the importance of people development programs under the competency model is stated, as well as its relevance for the growth and continuity of the organisations.

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