

2.2.3.1 Kassler Competence Cluster (KCC)

According to Simone Kauffeld the benefits of using this competence model are benchmarking and positioning, coaching, solving issues in a group, feedback for group members; with regard to their competencies in dealing with the exercise and reflecting on possible measurements through strength analysis and weakness investigation, et cetera. (cf. Kauffeld 2006, pp. 149-190)

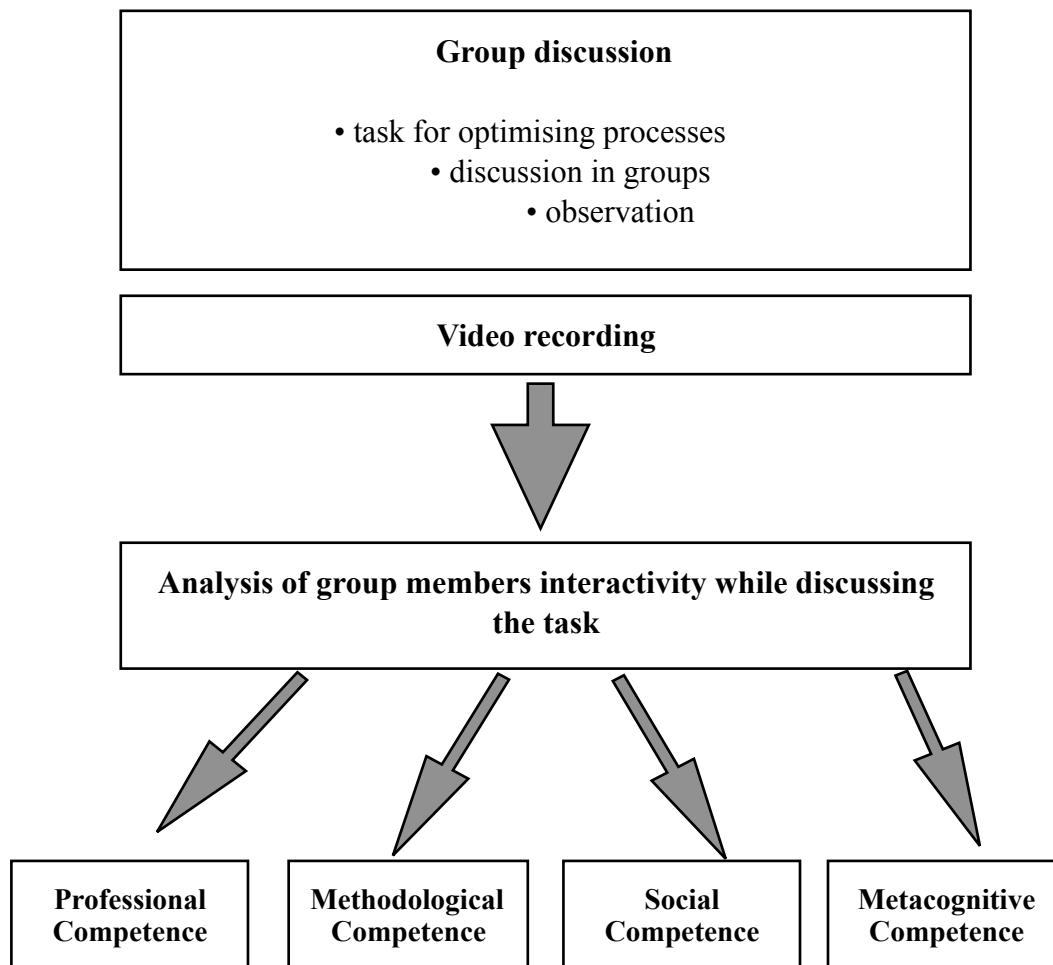


Figure 7: Kassler Competence Cluster (cf. Kaufhold 2006, p. 168)

This method observes personal competencies of group members, tacit knowledge and gives hints about the implementation of competence development measures. In sixty to ninety (60-90) minutes a group of five (5) to seven (7) employees of the same department discuss a new and relevant group specific problem. Topics may be optimising of procurement procedures, improvement of quality and improvement of team work. There is no hierarchical difference between the employees, who attend the workshop. The discussion is being evaluated with the

software Interact. The practical deployment of the model appears in five (5) steps. Firstly, the group and the topics need to be agreed upon with the Human Resource Department. Secondly, data need to be gathered through videos with the relevant topics discussed. Thirdly, the discussion is evaluated via KCC. Fourthly, the teams receive feedback and coaching. Fifthly, the team members reflect upon the actions to be taken. (cf. Kauffeld 2006, pp.113-124, pp. 158-164; cf. Kauffeld and Grote 2007, pp. 310-312; cf. Kauffeld et al. 2012, pp. 10-15)

The only observation of a trusting workshop environment can be mentioned as one of the main boundaries of this competence model. Furthermore, this method is only applicable in an industrial context, and therefore, needs to be critically observed as to whether it is possible to effectively measure competencies of group members, for only verbal utterances are considered based on small samples. In summary, the goal and purpose of this method is to observe problem solving in groups (development oriented approach) and evaluating different competence dimensions namely: methodological, social and personal competencies (cf. Kaufhold 2006, p. 173).

2.2.3.2 Work Sample and Situative Questionnaire for Workplace related Competence Evaluations:

The goal and purpose of this competence method relates to the work related industrial context or setting. This method observes methodological, social and activity competencies and contains an evaluation process considering the measurement of professional competencies; and competence development at learning places (requirement oriented and development oriented approach).

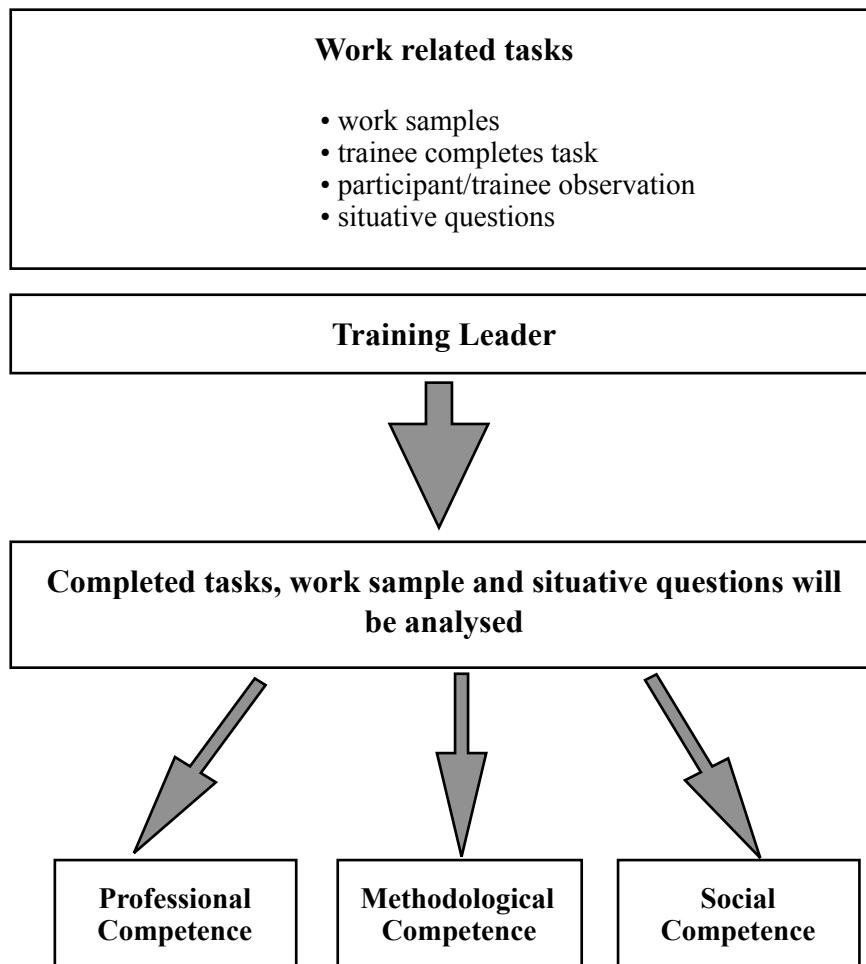


Figure 8: Work sample and situative Questionnaire
(based and expanded on Kaufhold 2006, p.168)

The work samples and situative questionnaire take seventy five (75) minutes; twenty (20) minutes are taken for answering the situative questionnaire. One trainee and one work sample leader participate in this workplace related work sample. The trainee is allowed to use all work related items, such as machines and other tools for solving the given tasks namely: skill questions, planing tasks and situative questions. The work sample takes place within two scenarios. Scenario I evolves around various work samples and contains work related samples for measuring methodological and social competencies. Scenario II contains situative questions, specifically: a combination of work samples and situative questions. While the trainee is answering questions and solving work related issues, the work sample leader participates through observing the trainee and taking notes as well as asking situative questions, where suitable. The evaluation of the gathered data during the above procedure takes thirty (30) minutes on the basis of an evaluation- and point system. The work sample leader then evaluates the work samples

(external assessment) and the situative questions (self assessment). In practice the sample work leader informs the trainee on the procedure of the method and the form of observation. In addition, the trainee receives verbal and hand written instructions about the work sample assignment, while the work sample leader takes notes, observes and asks situative questions from time to time. He also evaluates the gathered data and gives feedback on the result and actions to be taken, correspondingly. This method covers the systematisation and instructional design of work related learning processes. Work samples and situative questions are reliable and valid measurement instruments to capture work related competencies. (cf. Schaper 2005, pp. 11-20)

The above mentioned method is standardised, consistent and therefore reliable. However, some of the boundaries of this method are the limited reach for competence measurement, the dependence of work related environments and difficult allocation of task and evaluation related requirements to competencies. The effort of developing and preparing the work sample as well as its implementation is very high.

2.2.3.3 People-Capability Maturity Model (P-CMM):

The P-CMM is the roadmap for continuously improving the capability of an organisation's workforce, it refers to these practices as workforce practices. (cf. Curtis et al. 2009, pp. 43-56)

The People CMM introduces different practices in stages, each progressive level of the People CMM produces a unique transformation in the organisation's culture by equipping it with more powerful practices for attracting, developing, organising, motivating, and retaining its workforce. Thus, the People CMM establishes an integrated system of workforce practices that matures through increasing alignment with the organisation's business objectives, performance, and changing needs. The People CMM describes an evolutionary improvement path from ad hoc, inconsistently performed workforce practices, to a mature infrastructure of practices for continuously elevating workforce capability.

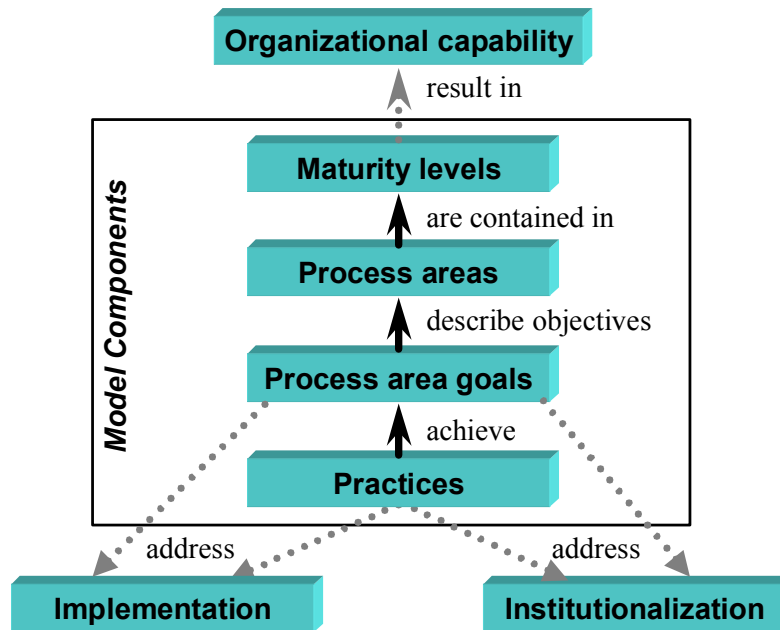


Figure 9: P-CMM (Curtis et al. 2009, p. 44)

Figure 9 shows a framework that guides organisations in selecting high priority improvement actions, based on the current maturity of their workforce practices. Maturity Levels: All CMMs are constructed with five levels of maturity. A maturity level is an evolutionary plateau at which one or more domains of the organisation's processes have been transformed to achieve a new level of organisational capability, namely level one (1): Initial, level two (2): managed, level three (3): defined, level four (4): predictable and level five (5): optimising. (cf. Curtis et al. 2009, p. 47)

The P-CMM is an evaluation method and measures competencies and competence development of employees in an organisational structure (requirement oriented and development oriented approach).

2.2.3.4 Quality Measurement of knowledge intensive Business Processes (QMkiBP):

This method contains ten (10) iterative phases and a self assessment tool called QPMM.