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# THE RELATIONSHIP BETWEEN QUALITY AND COMPETENCY MANAGEMENT, THE BASIC STEP FOR INNOVATIVE TRAINING TECHNOLOGIES

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## **Abstract**

*This paper focuses on recent recommendations for harmonizing efforts to manage human efficiency, e-learning and skills in the context of rising global and international enterprises and standards for quality management. This shows the complex interrelationship between strategic management, competency management, assessment and overall quality management. It also emphasizes the need for interoperability of data and systems for learning content, skills and evaluation by taking a holistic approach to the growth of human capital as a key source of innovation and strategic development in training technologies to maximize the return on investment in people and technology. The word "assessment" has been used in the past specifically to refer to the method of assessing the degree to which a subject has been mastered by the learners. In the academic context, it has recently been expanded to include all evaluation uses. In order to become useful, evaluation data are findings or information to be collected, organized, and analyzed.*

**Keywords:** *Competency Management, Assessment, Quality Management, Human Factors.*

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## **I. INTRODUCTION**

A primary source of innovation and productivity growth is human capital. A formal method of assessment involves optimizing its ability and improving its relevance to the organization. Competencies required to achieve improved job performance and compulsory knowledge, skills, attitudes and behaviors for a person to perform a specific job in an exemplary way [1]. It has often been argued that modern business success depends more on the workforce's intellectual properties,

such as implicit and explicit information, than on tangible business capital. The intellectual properties include knowledge and abilities, and the fact that these assets often include attitudes and behaviors is quite often omitted from consideration. We introduce the term competency by integrating knowledge, skills, attitudes, and behaviors into a new operational element [2].

Competency refers to any type of competence, such as the quality of expertise, abilities, attitude, capacity or learning. The word "competence" should be understood in the broadest sense to include learning goals (those things that are sought) as well as abilities (those things that are achieved). According to this paper, the term 'competence, is used in preference to competence because of its regular use in educational and training contexts in conjunction with performance capacity for specific tasks and roles, its integrated organized granularity with opportunity to be evaluated and measured, and the holistic scheme of the term competence which makes it difficult to formalize in operational terms [3].

The word "assessment" has been used in the past specifically to refer to the method of assessing the degree to which a subject has been mastered by the learners. In the academic context, it has recently been expanded to include all evaluation uses. Assessment data are results or data to be obtained, collected, and analyzed in order to be useful. Training and progress tracking for both traditional and web-based training and education programs should remain an inseparable part of learning and, in particular, instructional design. The organizational component of the education services is concerned with quality control and its goal is to ensure their impact assessment. Following this reflection on the terms used, the next sections address the main building blocks that need to be considered for deployment in a competitive organization towards appropriate and effective human resource management systems, their inter relationship and inseparable structure, as well as the interoperability problem between those building block and incorporated system [4].

## II. BLENDING QUALITY MANAGEMENT AND COMPETENCY MANAGEMENT

Competence management requires evaluating and assessing the abilities of all employees to evaluate proper career development plans based on the business goals of the organization.

It refers to all methods applied in an organization to systematically consider current skills:

1. Identify gaps between job description and those skills
2. Analyze learning gaps
3. Identify important aspects for the development plan in order to achieve the future skill needed for the job tasks to be performed
4. Detect redundancy
5. Raise awareness of the skill available for preliminary work

Consequently, competency management tends to be linked, on the one hand, to the management and strategic management of human resources and, on the other, to assessment. Whereas strategic

management requires the concept of the strategy for the creation of human resources in order to continually maximize the competitive advantage based on the organization's specific culture, expertise and business objectives, human resource management is typically related to harmonizing the company's strategic goals with the development of the workforce [4]. Competency management usually has a long positive tale in the US. Summarizes that 78-80 % of responding companies have certain competence driven systems in place. Web based competency management, however, is usually directed mainly towards web based evaluation [5].

In following this line, approaches to quality management develop rapidly alongside the heterogeneity of training institutions and associations. This growth is triggered by the variety of educational and learning desires, goals, and content [6]. The DVWO Quality Model 1 reflects a formal approach to quality management, designed to support the application and maintenance of quality standards for training and learning programs, and to ensure their impact assessment. This model is applied in conventional as well as web based education and training instructional environment, and can also act as a basis for a 360<sup>0</sup> view of evaluation and quality control for training and learning system [7].

The reference terms of the DVWO Performance Framework conform to the requirements of the international standard ISO 9001 and the German Approval and Accreditation By-Law-Vocational Training 2 (AZWV). This aligns with the substance of educational activities by using specific taxonomies in the cognitive, affective, and psycho-motor domains as follows: cognitive domain (rational ability); affective domain (feelings, thoughts, and behavior); psychomotor domain (physical abilities); self-adjusting domain (addressing the organization's individual needs).

In addition to the eight quality management standards of ISO 9001, the DVWO Quality Framework defines four additional criteria: The educational programs must be organized on the basis of the DVWO Quality Model. Performance requirements must be listed in accordance with the Content Target Index, using the Competencies Scale as

1. Curricula can be done freely or in a closed way.
2. The open curricula require that the organizational goals be met in compliance with.
3. Evaluation of the training services is required.

The Pyramid Competencies and the Content Target Matrix are tools to set goals for training and learning activities and to identify the evaluation criteria needed for the outcomes of training, a structure required for evaluation. Each level of the Pyramid of Competencies establishes a prerequisite for learning experience. To conclude that participants have to master each level is a hierarchical construct before advancing to the next level. To progress to the next level of the pyramid, the employee must visit the previous learning level [8].

### **III. WEB-BASED ASSESSMENT AS A SUPPORT FOR QUALITY MANAGEMENT**

Web based evaluations recently promote effective role filling and teambuilding processes. Making informed decisions about selecting the right people for the right job at the right time can have a significant effect on organizational progress. Essentially, web based evaluation requires:

1. High level of interaction to map different types of question, such as open or semi open and closed question types
2. Secure and controlled content access
3. Content reusability and interoperability
4. Employee tracking
5. Monitoring and processing responses
6. Results assessment and statistical daily generation

A significant element in reducing the company's costs and enhancing the interoperability of different organizational structures is the exchange and sharing of test items between evaluation systems or repositories, such as human resources management, learning management, authoring, research, delivery systems, or test item banks, etc. Web-based knowledge training and work performance support evaluation enable a quantitative framework to be applied in the application of human resources management. The next section explains key elements of a general architecture for a modern web-based strategic quality management system.

### **IV. WEB-BASED COMPETENCY MANAGEMENT AS A SUPPORT FOR QUALITY MANAGEMENT**

The basic principles for the effective implementation and application of competency management and assessment concern:

1. Clear description of organizational and individual goals in the means of job performance and the competitive advantage of the business (strategic management);
2. Clear rules for organizational competency management,
3. Such as the availability of a list of classifications,
4. Fine granular job descriptions
5. Stable individual development plans with certification opportunities and quality control.

Web-based skills management would allow job requirements and definitions of competencies to be allocated to a particular position. It should also enable continuous monitoring of workplace credentials, skills and certificates.

At the same time, interoperability with learning management systems is needed, since they will take care of the identification of gaps, self-organized employee learning, monitoring employee development, and performance of the evaluation. In addition, the management of learning material based on interoperable and sharable content improves values in terms of providing possibilities for learning. Furthermore, web-based competency management involves the classification of competencies and their scope of implementation, proper management of the specified competency profiles and likely the sharing of competency concepts (descriptions). Competencies often cover two types of competencies: behavioral and technological [9].

## V. CONCLUSION

Increasingly, organisations have to deal with a dynamic and strongly interwoven strategic management system. Different concerns arise when interoperability of competency and appraisal data is not allowed by human resource management systems. There are many exciting new developments for learning and training along with these details, but their implementation has always lacked consistency and their launch has been unacceptably delayed. Currently, there are significant challenges covering improvements in worldwide learning and education, mainly because applications and frameworks are not interoperable across multinational businesses. We need to consider advanced technologies and standards as a joint main driver of progress in order to solve this issue. Many stakeholders in human resource management currently have a vague notion of their presence and utility. Standards interoperate learning, training, efficiency, and competency systems in a global network. They lead to factors such as program portability and scalability.

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