

Development of a Competence Profile and Performance Assessment for Care Assistants from a Labor Pool at a Nursing Home

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Title

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Abstract

This article presents the development of a competence-based professional profile and the subsequent performance assessment, which were built on behaviors that represent the competences in a sample of care assistants working in a nursing home. Nine employees who knew the tasks performed by care assistants were asked to select and rank the competences in order of significance, considering their importance for performing the job efficiently. Based on the weights obtained, the selected competences are transformed into behaviors and, finally, into a five-point Likert scale used to assess the sample of care assistants (a total of 16 employees) and classify them using overall and specific scores on each of the competences.

Keywords

Assessment, performance, competences, assistant performance.

1. Introduction

Social sciences such as labor psychology and human resources have taken on greater importance in businesses in recent decades. The increase in the number of young people with a higher education (university degrees, master's degrees, doctorates, etc.), the mastery of languages and, in general, the highly qualified nature of the new generations of employees have made it necessary to create new systems of selection, evaluation and promotion for staff members, among others. These systems are intended to give the company the human capital that would enable it to reach the levels of efficacy and efficiency necessary in a labor market that is more competitive than ever and in a situation such as the present economic crisis (Fernández Millán & Fernández Navas, 2013).

With all of this in mind, this study is presented with the aim of showing current practices in the business sector in the area of competence profile development and performance assessment, specifically for care assistant positions in a nursing home.

1.1. Theoretical framework

As occurs with other terms in the social sciences, the concept of *competence* (professional or labor) has received numerous definitions, in particular, since McClelland (1973) expanded the focus based on competences, depending in part on the field in which it is used (Fernández-Salinero, 2006). Along these lines, Boyatzis (1982), based on the studies by Flanagan (1954), defined competences “as a set of observable behaviors that are causally related to the good or excellent performance in a specific job and a specific organization.” Later, other authors have defined the term; one example of this is by Woodruffe (1993), who defines competences as “sets of behavioral patterns that the person must bring to a position in order to perform his or her tasks and functions efficiently.”

Moreover, performance has also been defined by different authors, starting with Murphy who defined it as “the set of behaviors that are relevant for the goals of the organization or organizational unit in which the person works” (Murphy, 1990, p. 162). Starting from this base, other authors created the foundation for the concept as “any cognitive, psychomotor, motor or interpersonal behavior under the individual's control that is scalable in terms of ability and relevant to the organizational goals” (Campbell, Gasser & Oswald, 1996; McCloy, Campbell & Cudeck, 1994). The concept of performance assessment is currently understood as the system through which the necessary information is obtained on how a worker behaves in a specific organization and position; its objective is to determine whether these behaviors are optimal.

The development of these terms and their applications in the labor field has led to management by competences gradually replacing other human resource models (Pereda, Berrocal & Sanz, 2003), and numerous applications created for the development of competence profiles, such as those by Bozu and Canto Herrera (2009) for university faculty and professional teaching competences, in which they attempted to determine which professional competences university instructors must have in order to meet the needs that the knowledge society demands of today's universities, and for performance assessment, where we can highlight the work by Díaz Cabrera, Hernández Fernaud, Isla Díaz, Delgado Rodríguez, Díaz Vilela and Rosales Sánchez (2014) on the development of mixed standard scales as a tool to measure employee performance or research to improve the accuracy and success of their application (López Martínez, Montañó Moreno & Ballester Brage, 2014).

The first nine competences explain a high percentage of performance (95.26%)

For some authors, such as Cubeiro and Fernández (1998), the use of competence development and management programs increases the results in some positions by between 30% and 72%.

The very people affected by the job position being studied are the ones who participate in the development of the professional profile, indicating on a previously provided competence questionnaire the competences that any person who holds the job position needs to have to perform his or her functions in an optimal manner. Only once the professional profile is obtained upon the analysis of the previously delivered questionnaires can the chosen performance assessment method be developed (mixed standard scales, Likert scales, etc.), since it is based on the competence profile that has been obtained.

However, not all the changes that occurred in personnel management were a product of the creation of new management systems. The variables that modify the creation of job positions, their number and the competences required for them are usually based on society's needs at a particular time. In the case of care assistants, the demographic changes arising over the last century have been what has determined their increasing demand. The population pyramid in Spain has evolved towards an inverted trend (Carabaña, 2003), which means that it has gone from being supported by a large number of young people (the product of high natality and mortality rates) to a large increase in the adult-elderly population (resulting from a reduction of both mortality and natality).

As a result of everything set out above, the present work describes the process followed to create the job competence profile and the subsequent assessment of the performance among the workers in the labor pool at a nursing home, as well as the results obtained. The intent is to offer a practical and objective tool for application in any area of human resource organization and management. The actions are also presented that have been taken to involve the interested parties, and to ensure impartial selection. In this case, the care assistants, who are the staff members whose function is to assist the nursing home users in the performance of daily activities that they cannot do for themselves and to perform those tasks aimed at the personal care of the able-bodied or assisted residents and their surroundings (personal hygiene of the user, cleaning and maintenance of the resident's room and utensils, making beds, picking up clothes and taking them to the laundry, collaboration in room maintenance, help feeding those users who cannot feed themselves, changes in posture, communicating incidents that occur in the health of users, cleaning and preparation of furniture, materials and first aid devices, and accompanying the user on outings, walks, errands, excursions, games and during their free time in general).

2. Methodology

2.1. Participants

Participating in different ways and at different times during the process were the company director, the human resources manager, the trade union representatives (4), the company psychologist, the housekeeper (in charge of supervising the daily work of the assistants), the doctor, the registered nurses (2), the permanent care assistants (20), members of the personnel and hiring department (2) and the evaluated assistants (16).

To determine the score for each candidate on the behavior questionnaire, each was randomly assigned 3 evaluators

2.2. Procedure

The evaluation was carried out at the request of the organization's management and with the consent and collaboration of the human resources department.

The steps that were established by recommendation of the technician (psychologist) were the following:

1. Meeting with the trade union leaders and the company's human resources managers to explain the procedure, obtain their acceptance and involve all parties in the selection of the evaluators.
2. Development of the professional profile based on competences and the respective behaviors that define them.
3. Development of the evaluation questionnaire.
4. Determining the extent to which each evaluatee exhibits the defining competences (evaluation of the level of each competence presented by each assistant).
5. Informative session for the evaluated employees.

Meeting with trade union leaders and the company's human resources managers

The process began by calling a meeting with the trade union leaders and the company's human resources managers to explain the procedure to follow, obtain their acceptance and involve all parties in the selection of the evaluators.

Development of the professional profile based on competences and the respective behaviors that define them

Since there was no previous professional profile of the competences for the evaluated position, the first step was to develop said profile. To do this, it was agreed which professionals would choose the competences that would best describe the nursing assistant job position. The questionnaire on competences (list of competences with their definitions previously created *ad hoc* at the company for other occasions) was distributed among the evaluators (3 care assistants with a permanent contract, 2 registered nurses, the housekeeper and the doctor) and they were asked to choose 5 competences and rank them in order of importance (see Appendix 1). Following the method for selecting the competences according to relevance (percent of evaluators who choose the competence out of the total number of participating evaluators) and importance (sum of all the scores for each competence over the total of the evaluators) by Pereda, Berrocal and Sanz (2003), the weights and the order of each competence were obtained (see Table 1). The weight of each competence consists of calculating the product between the relevance and the importance of each competences and dividing it by the sum of these products for the set of all the competences as a whole $(R \times I) / \sum_{i=1}^{26} (R \times I)$.

At this point, it is the job of the technician to decide the number of competences chosen to evaluate the employee. In terms of their cumulative weight, the competences must explain at least 90%, but for practical reasons, they must be as few as possible to prevent a large number of items (behaviors) from being required for evaluation. The first 9 competences explain a high percentage of performance (95.26%). In spite of being a large number of competences, the decision was made to include all 9, reducing the number of behaviors they reflected to 2 (which resulted in a total of 18 behaviors for the profile).

Development of the evaluation questionnaire

Once the competences were determined that make up the professional profile of the job position being studied, Human Resources (the psychologist) selected and adapted the

Table 1
Competences organized in order of weight after the statistical processing of the questionnaires

Competences	Relevance	Importance	Rxl	Order	Weight	Cumulative weight
14. Team work	85.71	16	1,371.4	1	26.74	26.74
21. Empathy	71.43	19	200.0	2	26.46	53.20
4. Communication	57.14	15	857.1	3	16.71	69.92
20. Responsibility	42.86	9	385.71	4	7.52	77.44
11. Planning/organization	28.57	7	200.0	5	3.90	81.34
12. Collaboration	28.57	7	200.0	5	3.90	85.24
22. Energy	28.57	7	200.0	5	3.90	89.14
6. Stress resistance	28.57	6	171.43	6	3.34	92.48
9. Technical knowledge	28.57	5	142.86	7	2.79	95.26
2. Flexibility	28.57	3	85.71	8	1.67	96.94
1. Learning	14.29	4	57.14	9	1.11	98.05
18. Loyalty	14.29	4	57.14	9	1.11	99.16
5. Excellence	14.29	1	14.29	10	0.28	99.44
15. Continuous improvement	14.29	1	14.29	10	0.28	99.72
25. Commitment	14.29	1	14.29	10	0.28	100.00
3. Decision-making	0	0	0.00		0.00	100.00
7. Negotiation	0	0	0.00		0.00	100.00
8. Personnel development	0	0	0.00		0.00	100.00
10. Leadership	0	0	0.00		0.00	100.00
13. Problem solving	0	0	0.00		0.00	100.00
16. Creativity and innovation	0	0	0.00		0.00	100.00
17. Vision of the future	0	0	0.00		0.00	100.00
19. Customer service orientation	0	0	0.00		0.00	100.00
23. Influence	0	0	0.00		0.00	100.00
24. Information gathering	0	0	0.00		0.00	100.00

behaviors that would reflect these competences (based on interviews with the registered nurses, whom we asked to describe behaviors that would depict the competences in their daily work) and would conform the items for the Likert scale that would be presented to evaluate the competences (see Appendix 2). As can be seen, the response scale used to evaluate each behavior consisted of 5 points, where “Never” was worth 0 and “Always” was equal to 4 (Never = 0; Sometimes = 1; Often = 2; Almost always = 3; Always = 4).

Although there are other systems to develop questionnaires that make them more accurate and credible, such as mixed standard scales (Díaz Cabrera et al., 2014), we opted for a more traditional Likert scale system, since it is simpler to respond to and requires less time.

Decisions were made based on the statistical criteria established by Chebychev's rules

Determining how closely each evaluatee exhibits the defining competences (evaluation of the level of each competence presented by each assistant)

To determine the score for each candidate on the behavior questionnaire, each evaluatee was randomly assigned 3 evaluators. The evaluators were selected at random from among the housekeeper, nurses (2), permanent care assistants (20) and the doctor. It is important to remember that the persons being evaluated are employees who are performing the work associated with the position at the time of evaluation and that all the potential evaluators have direct, ongoing contact with these employees and observe their performance on a daily basis.

The scores obtained were used to create a list with different statistical measures (total average score and the standard deviation for each candidate, overall mean and standard deviation, and statistics to determine Chebychev's rule) that were used as an evaluation criterion.

Once the scores were obtained that the evaluators (3 per evaluatee) gave on the 18 items for each evaluatee (in this case, 16 of them), the totals were calculated, along with the averages for each evaluatee and the standard deviation (see Table 2).

Table 2

Direct scores on the competences, mean and standard deviation of the evaluated care assistants

COMPETENCES	EVALUEES															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Stress resistance	22	22	17	22	22	23	24	5	18	22	14	23	22	22	20	24
Technical knowledge	21	23	20	24	24	23	23	8	19	21	19	22	23	22	17	22
Planning/organization	23	22	21	21	24	23	21	6	15	20	19	21	22	22	14	22
Collaboration	22	24	23	23	23	24	20	6	18	20	20	23	23	24	14	22
Team work	24	23	20	22	24	24	20	10	16	20	22	23	23	24	15	22
Energy	23	23	23	20	23	24	20	3	13	20	19	23	19	23	15	22
Communication	24	24	24	24	24	24	23	7	23	23	20	23	22	24	20	22
Responsibility	24	23	23	24	24	24	24	9	19	23	22	24	19	24	18	22
Empathy	21	21	19	23	23	24	22	7	23	22	23	20	20	20	19	22
Mean of totals	68.0	68.3	63.3	67.7	70.3	71.0	65.7	20.3	54.7	63.7	59.3	67.3	64.3	68.3	50.7	66.7
Standard deviation of totals	2.0	4.7	2.9	3.8	1.5	1.0	7.1	8.1	11.7	3.5	8.1	5.7	7.1	4.7	19.6	9.2

The overall mean and total standard deviation were obtained from all the total scores (see Table 3).

Table 3

Statistics obtained from the total scores

Mean	Stand. Dev.	X - 2SD	X + 2SD
61.85	13.69	34.48	75.54

The first decision-making criterion that was adopted is intended to rule out candidates that have large differences in the evaluations

In addition to the random assignment of evaluators, two other measures were agreed to ensure impartiality: the candidates never knew who was going to evaluate them and the statistical processing was done by students in the 3rd year of the Labor Relations and Human Resources degree program at the College of Social Sciences on the Melilla Campus (supervised by their professor), who did not know the name of the evaluatee, which had been replaced by the label "Candidate No. ...," with the correspondence of the identities remaining inside a sealed envelope.

Informative session for the evaluated employees

Finally, once the decisions were made about the evaluated staff and made known to the trade union representatives, the evaluatees were gathered and informed about the criteria (evaluated behaviors) used and the results. Besides sharing the results with those affected, this served to give the rest of the staff information about what competences were expected of them in order to effectively develop them.

Those candidates who earned the highest scores were also congratulated in writing.

3. Results

The scores on which the decision-making was based in this evaluation were the total mean score of each candidate (X_i) and his or her standard deviation (SD_i). The overall mean score was obtained from the total score of all three evaluators (the same method was used to obtain the standard deviations). The decision-making was based on the statistical criteria established by Chebychev's rules (see Table 4) and agreed on with management and the company's trade union representatives.

Table 4

Scores-criteria obtained according to Chebychev's rules

Mean	Stand. Dev.	$2SD_i$	$X_i - 2SD_i$	$X_i + 2SD_i$
61.85	13.69	27.38	34.48	89.23

The first decision-making criterion that was adopted is intended to rule out candidates who have large differences in the evaluations, indicating "disagreement" among the evaluators, since this would indicate that they did not minimally coincide about their performance.

Statistically speaking, there are procedures and formulas to determine the reliability or agreement among judges. Along these lines, the intraclass correlation coefficient (ICC), Pi or Kappa coefficient (for reliability) or the concordance correlation coefficient can be used to determine the equivalence of the values.

However, the processes are complex and, for the purpose of these studies, basing the agreement or homogeneity among the judges' responses on a cut-off point based on an index (the standard deviation) that is objective, but "agreed upon" in a subjective manner (two times the value of the SD), seemed more suitable when reaching agreements with the social forces in the business environment.

To do this, the cut-off point was set as those standard deviations (SD_i) that were above 2 times the total standard deviation (SD_t ; standard deviation of all the total scores), since according to

The second criterion is intended to indicate those candidates who, as indicated by their low scores, would not reach certain minimum levels in terms of their competences in order to perform efficient work

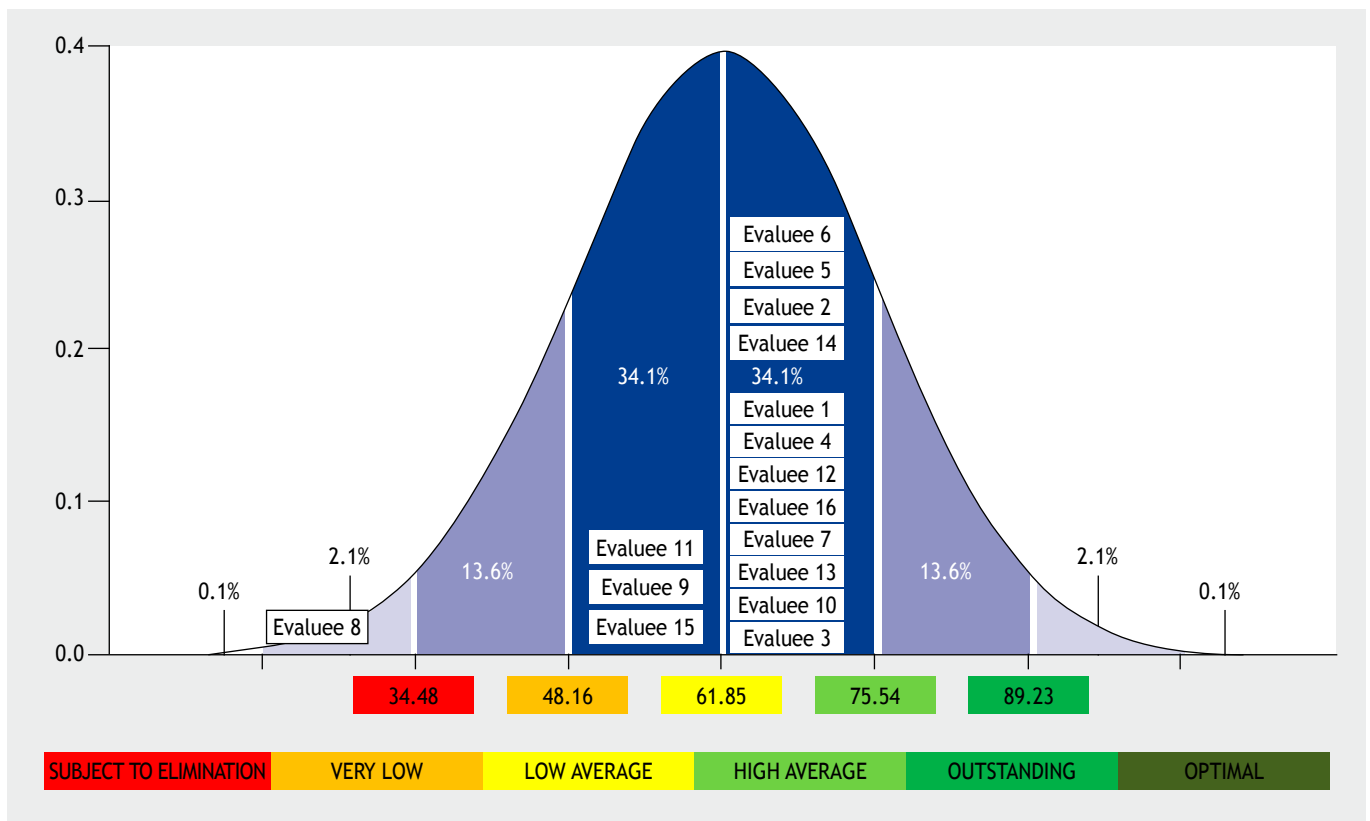
Chebychev’s rule, 75% of the data of any series have a value that is less than two times the standard deviation (SD_i) from the mean (X_i). In this case, the cut-off point was a SD_i greater than 27.38, and no candidate presented a SD greater than this value; for this reason none was eliminated (see Table 4).

The second criterion is intended to indicate those candidates who, as indicated by their low scores, would not reach certain minimum levels in terms of their competences in order to perform efficient work. Chebychev’s rule was used once again to obtain the cut-off point. In this case, it was established that those candidates who had obtained a score (X_i) of less than $X_i - 2 SD_i (= 34.48)$ met this criterion. Table 2 shows that candidate 8 had a $X_i (20.33)$ lower than the aforementioned cut-off point.

Finally, the third criterion seeks to establish the closest match between the competence profile and the position being evaluated. Consulting the means and the standard deviations obtained for each candidate, it is observed that none of them exceeds Chebychev’s rule for this criterion ($X > X_i + 2 SD_i (89.23)$); therefore, we are limited to ranking the candidates according to their scores and selecting those with the best average.

With all the statistical data obtained, a normal curve is calculated on which the different candidates are “positioned” (see Table 5), which will be used as easy-to-understand teaching material for later explanations given to the social forces and company representatives, as well as the employees themselves.

Table 5
Position of the evaluatees on the normal curve



In addition to the performance evaluation and based on the data obtained in a general manner for each competence (mean of the scores in a range of 0 to 8, four maximum points per item), the level of acquisition of the different competences by the labor pool employees was studied. Table 6 shows an example of how the total scores were obtained to determine the level of acquisition of each competence in the group of evaluatees, which will aid us in determining what training contents the company must focus on.

Table 6
Example of the calculation of the level (over 8) of acquisition of the competences in the group of evaluatees

	Scores obtained on the items and the sum of the scores in order to obtain the scores on the competences							Mean of the competence scores
Item 13. When starting his or her shift, speaks with coworkers to receive information and instructions or consults the incident book and upon leaving his or her shift, waits for coworkers to give them information and instructions and records anything he or she deems important in the incident book.	4	4	4	4	4	4	...	
Item 14. Speaks respectfully to residents and speaks properly to family members of residents to receive and/or provide information.	4	4	4	4	4	4	...	
Communication	8	8	8	8	8	8	...	7.31
Item 15. Does not need the housekeeper to constantly indicate what needs to be done.	4	2	4	4	3	4	...	
Item 16. Does not leave work until finishing the task he or she has started.	4	4	4	4	4	4	...	
Energy	8	6	8	8	7	8	...	7.21
Item 17. Handles the elderly residents according to their mood that day.	4	1	4	4	1	4	...	
Item 18. Listens attentively to the elderly residents when they address him or her.	4	4	4	4	4	4	...	
Empathy	8	5	8	8	5	8	...	6.85

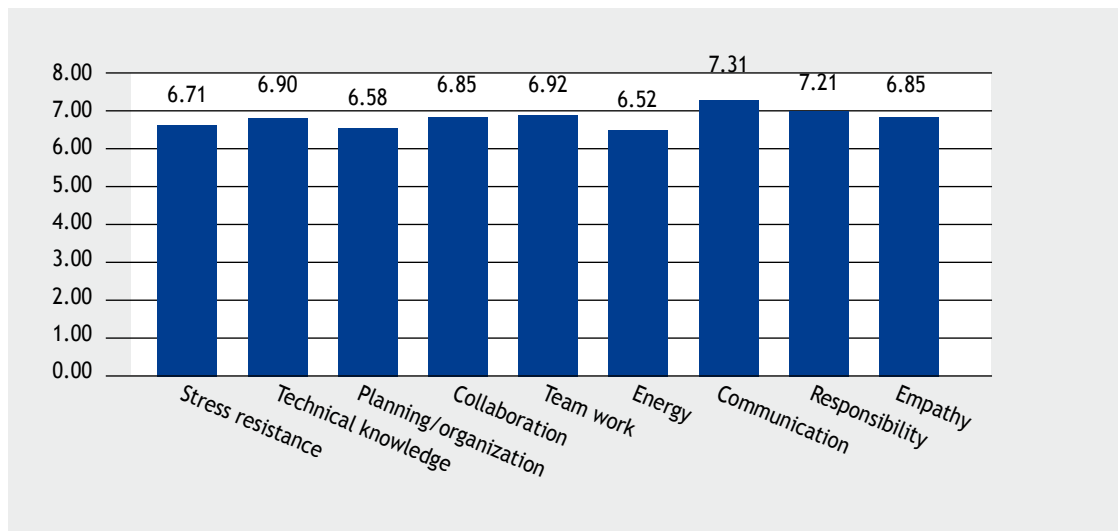
The data obtained (see Table 7) show that “Communication” is one of the most commonly shared competences among the employees, which translates into a good exchange of information at shift change. Even so, it should be noted that over these months, the notes in the incident report book were sporadically reviewed and a style was observed that is not very specific, and in some cases that is rather offensive and exaggerated. “Responsibility” is another competence that is fairly well developed among the assistants.

On the negative end (even through the means are not low) is the level attained in terms of “Energy” (the level and the intensity of work do not remain constant) and “Planning” (the work day is not structured). This latter deficit may be due to the management and organization of the work (its unpredictability and supervision can have an influence, making planning difficult).

Finally, the third criterion seeks to establish the closest match between the competence profile and the position being evaluated

Table 7

Mean score (over 8) for each competence, obtained from the mean of all the evaluatees



Between these two extremes (even though there is not a large difference between the means) are, in decreasing order of average scores, “Team work,” implying that the candidate performs the assigned task within the work group; “Technical knowledge,” which translates into knowing the risks and occupational hazard prevention measures that are appropriate for his or her job; “Empathy,” which involves understanding and attending to the feelings of the elderly; “Collaboration,” or providing information and assistance to one’s colleagues; and “Resistance to stress,” meaning that the candidate keeps calm and maintains a logical order in urgent or problematic situations.

4. Conclusions

The intent of the present study has been to offer the application of a human resource management tool based on the competence model. The application of the professional profiles and competence evaluations enables us to have greater objectivity and impartiality in personnel management, which favors the perception of fairness on the part of the company (Martínez-Tur, Moliner, Ramos, Luque & Gracia, 2014) by the employees, since they can see objective criteria on which decisions are based.

One obstacle that must be overcome before implementing this type of actions is the perception that exists even today regarding performance assessments, which are seen by employees and trade union representatives as something negative and harmful, jeopardizing the security of the job position. It is necessary to obtain the support of the staff within the company, since otherwise, even if the most efficient technique is applied, its effectiveness and feasibility will be limited (Farr & Jacobs, 2006; Keeping & Levy, 2000). Furthermore, the development of these techniques permits important positive repercussions in employee motivation, thanks to the feedback provided to them by performance evaluations. For all of these reasons, management by competences should be a tool implemented by the various organizations, due to all the positive effects that come from its application. Of course this also entails economic benefits that the organization obtains with its use, such as in the case of an

Management by competences should be a tool to be implemented by the various organizations, due to all the positive effects that come from its application

employee who does not comply with the functions and demands of his or her job position, with the savings that this would bring about.

The development of this professional profile and subsequent evaluation was the first system and criterion used for the company for personnel management based on competences. Until then, criteria such as seniority or training had been used to grant promotions. The proposed evaluation system (in which the employees' coworkers and supervisors participate, and which is based on observable behaviors) improves the attitude towards evaluation and decision-making, and as mentioned earlier, provides a perception of fairness in the workplace in terms of the process by using objective criteria.


With regard to the use of a statistical indicator (Chebychev's rule) as a criterion for decision-making in personnel management, on the one hand, it enables us to increase the objectivity of these decisions, and on the other hand, to vary the cut-off points (considering one or two standard deviations) in order to adapt it to our goals, as long as this is agreed upon with the company and the trade unions.

Even through the evaluation was conducted with the goal of selecting the care assistant from the labor pool with the best developed competences in order to sign a permanent contract with him or her (promotions policy and staff motivation), the appearance of an employee whose score fell below $X_i - 2 SD_i$, i.e., in the 2.1% of the residual population with the lowest scores on the normal curve, prompted that this evaluation was also used as decision-making criterion not to rehire the employee in question.

At the end of the process, we considered that the relevance of the scores for the competences on the evaluation should reflect the weight they had in the profile, since each competence has a different level of importance in terms of effective job performance. Therefore, for example, the score on the "Team work" competence (with a weight of 26.74) for a subject who would have earned 16 points, after being weighted, would become 427.84 (16×26.74), while this same score, after being weighted, would only represent 62.4 (16×3.90). Consequently, in subsequent evaluations conducted, the total score earned in each competence was weighted, multiplying it by the weight of that competence; this seems to be a wise approach and an improvement over the process described in this work.

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Appendix I

Choose 5 competences of the 26 proposed that people must have who work as _____. Once you have selected them, assign them a number in order of importance (the smaller the number from 1 to 5, the greater the importance).

ORDER	COMPETENCES
	1. Learning. Learns quickly and applies new work methods.
	2. Flexibility. Is capable of modifying the work method if the situation changes and of doing the work just as well in different settings, with different tasks, responsibilities and people.
	3. Decision-making. Makes decisions quickly, even though they may be difficult or not very popular (others do not like them, but he or she thinks that they are good for work).
	4. Communication. Explains things in such a way that others understand, regardless of their level of knowledge, culture or mental condition. Expresses information clearly, in both oral and written form.
	5. Excellence. Performs tasks, striving in his or her activities to provide the highest level of quality and ways to improve previous actions.
	6. Stress resistance. Remains emotionally stable and his or her level of effectiveness and efficiency remains constant in situations of pressure, opposition, disagreement and difficulties or failures, releasing stress in a way that is acceptable to others. Does not "get nervous."
	7. Negotiation. When he or she does not agree with something, he or she discusses it in an appropriate manner, arriving at good solutions for both parties.
	8. Personnel development. Is interested in training and periodically participating in courses.
	9. Technical knowledge. Has ample and detailed knowledge of products and the best way to do his or her work. Knows how to do his or her job.
	10. Leadership. Guides the group in the performance of a task, structuring it, directing it and delegating responsibilities to accomplish it.
	11. Planning/organization. Organizes work in such a way that tasks are performed with enough time and materials.
	12. Collaboration. Works well with people who occupy different levels and perform different functions. Provides assistance if asked.
	13. Problem solving. When a problem arises, seeks out and chooses the best solutions in a set period of time.
	14. Team work. Works openly, is friendly and cooperative with other people, facilitating team work.
	15. Continuous improvement. Seeks out other ways of doing work in order to do it better. Applies what he or she has learned to improve the work.
	16. Creativity and innovation. Seeks out new ideas that usually produce original solutions. Invents new ways of performing tasks.
	17. Vision of the future. Capacity to visualize trends around him or her with a positive, optimistic attitude and orient his or her behavior to achieving goals.
	18. Loyalty. Does what he or she promises, even though he or she may not totally agree with it.
	19. Customer service orientation. Adapts the way he or she works to satisfy customers.
	20. Responsibility. Commitment, strong sense of duty, fulfillment of obligations. Does not leave work without fulfilling his or her obligations.
	21. Empathy. Knows how to understand others. Puts him or herself in the place of coworkers and clients.
	22. Energy. Does his or her work at a good pace and without having to be told continuously what to do.
	23. Influence. Capacity to persuade others and get them to voluntarily change their behavior.
	24. Information gathering. Obtains the information he or she needs to do his or her job, asking others or consulting manuals.
	25. Commitment. Is aware of and accepts his or her responsibilities and contribution to the results of the organization.
	26. Other. Specify: _____ _____ _____

Appendix 2

Evaluee: _____

----- **CUT** -----

Evaluee No. _____

Mark with an X the level that most closely represents the behavior of the employee being evaluated.

1. Keeps calm in urgent or stressful situations, such as when receiving criticism from a resident or a family member.	Never	Sometimes	Often	Almost always	Always
2. Maintains a logical, controlled focus in problematic or conflictive situations that require quick, precise action, such as the critical worsening of a resident's health.	Never	Sometimes	Often	Almost always	Always
3. Has experience in the use of the most appropriate techniques in his or her work.	Never	Sometimes	Often	Almost always	Always
4. Knows the risks and the appropriate measures to prevent occupational hazards in his or her work.	Never	Sometimes	Often	Almost always	Always
5. When starting his or her shift, structures tasks so that there is enough time.	Never	Sometimes	Often	Almost always	Always
6. Identifies and develops appropriate methods to achieve the goals of the team or department and those of the company.	Never	Sometimes	Often	Almost always	Always
7. Provides information, instructions, etc. to other coworkers.	Never	Sometimes	Often	Almost always	Always
8. Provides assistance to other coworkers when requested.	Never	Sometimes	Often	Almost always	Always
9. Accepts and performs the task assigned to him or her within the group working on his or her shift.	Never	Sometimes	Often	Almost always	Always
10. Makes appropriate use of humor to reduce tension at work.	Never	Sometimes	Often	Almost always	Always
11. Maintains a constant level of performance and is willing to work hard, regardless of the high demands placed on him or her by situations, goals or particular projects.	Never	Sometimes	Often	Almost always	Always
12. Works intensely, even in changing or alternative situations that involve different participants and tight deadlines.	Never	Sometimes	Often	Almost always	Always
13. When starting his or her shift, speaks with coworkers to receive information and instructions or consults the incident book and upon leaving his or her shift, waits for coworkers to give them information and instructions and records anything he or she deems important in the incident book.	Never	Sometimes	Often	Almost always	Always
14. Speaks respectfully to residents and speaks properly to family members of residents to receive and/or provide information.	Never	Sometimes	Often	Almost always	Always
15. Does not need the housekeeper to constantly indicate what needs to be done.	Never	Sometimes	Often	Almost always	Always
16. Does not leave work until finishing the task he or she has started.	Never	Sometimes	Often	Almost always	Always
17. Handles the elderly residents according to their mood that day.	Never	Sometimes	Often	Almost always	Always
18. Listens attentively to the elderly residents when they address him or her.	Never	Sometimes	Often	Almost always	Always