

GAP COMPETENCY ANALYSIS FOR EMPLOYEE OF ANIMAL FEED WAREHOUSE DEPARTMENT

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ABSTRACT: PT Japfa Comfeed Indonesia Tbk is second with 24% market share. In order for Japfa to seize market share in the first position, the management realized the need for competent human resources. By knowing the employee competency gaps in the Livestock Warehouse Department, the company can design a program to improve the quality of human resources for the achievement of better quality objectives. The purpose of this research is to analyze the gap competency, find alternative solutions, and give the recommendation to upgrade competency of the employee. The data collected used Likert Scale, processed test data validation using Product Moment Pearson correlation technique formula and analyze by gap analysis and importance-performance analysis (IPA) matrix. The value of the competency gap is obtained by fulfilling the importance level and capability level. Opinions used are opinions by managers and employees. The highest negative importance gap for core competence is the ability to anticipate, identify and solve the problem, while field competence is mastering the way the computer operate. The highest negative capability gap value for core competence is the ability to reach the target for permanent employees and ability to work with high spirits for outsourced employees, while for field competence is mastering how to operate computer permanent employees and master the system of implementation of the seal of vehicle loading in accordance with work instructions for employees outsourcing.

Keywords: Core competency, Field competency, Gap, Importance, Capability

1. INTRODUCTION

The poultry feed market was dominated by four players: PT Charoen Pokphand Indonesia Tbk, PT Japfa Comfeed Indonesia Tbk, PT Malindo Feedmill Tbk, and PT Wonokoyo Jaya Corporindo which has a combined market share of about 80%. The detail was presented from the company presentation year 2014 of PT Charoen Pokphand Indonesia Tbk in Fig. 1.

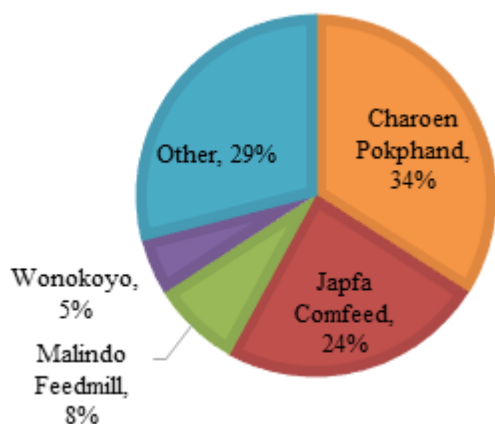


Fig.1 The poultry feed market share in Indonesia (2014)

PT Charoen Pokphand Tbk was a poultry feed company which controls the market in the first rank with a market share of 34%. PT Japfa Comfeed Indonesia Tbk was second with 24% market share [1]. Market share change is accompanied by a greater change in penetration than in any other metric [2]. In order for Japfa to seize market share in the first position, the management realized the need for competent human resources. Results indicate incongruence in perceptions of managers for current expertise and importance across four managerial competencies, i.e., analytic skills, self-management, relationship management and goal and action management. Further, gap analysis and relative competence metric reveal negative gaps among managers for competency dimensions pertaining to quantitative ability, adaptability, influence co-workers, change management skills and planning and task execution. Furthermore, self-management competencies are found to wield maximum influence on the self-perceptions of job performance followed closely by relationship management and analytic skills [3]. Significant skill gaps were found for listening, problem-solving, communication, leadership, interpersonal, analytical, self-management, numeracy and critical thinking [4]. Larger organizations expect to hire to be a challenge, with strong competition for talent,

whether from existing users or from the many rapidly digitalizing companies – digitalizing their organizations; their products and services; and their relationships with customer, suppliers and business partners. Upskilling and retraining workforces are seen by large organizations as a better approach than hiring, allowing them to create the right skills balance and retain their workers better. However, softer skills, such as communication and problem solving, are seen as just as important [5]. The skill development of workers who were initially underskilled for their job seems to benefit the most from both training and informal learning, whereas the skill development of those who were initially overskilled benefits the least. Work-related learning investments in the latter group seem to be more functional in offsetting skill depreciation than in fostering skill accumulation [6]. A high demand correlates with lower educational requirements. At lower occupational skill levels requirements are more condensed, but attainments less so. At higher skill levels, requirements are less condensed, but attainments more so. Educational requirements are lower for high demand occupations [7]. Skill migration continues to grow because of the growing demand, wage differentials, glorifications of the contribution of remittances to development and failure of the origin countries to retain them. The question remains whether the respective sending country is producing more of them so that they can send after their own demand is met [8]. A one-size-fits-all approach does not work for soft skills development or measurement. Each soft skill is defined differently and should be assessed based on different behavioral actions [9]. Managers, acting as coaches with individuals or small groups, can be instrumental in helping employees to internalize self-regulating learning practices at the same time the employees participate in learning important job skills. The approach offered here also encourages team-building skills, knowledge acquisition, and employee engagement [10].

To improve the competence of human resources, companies need to consider the competency gap or employee competency gap at this time by looking at the extent to which employees have the competence expected by the company, especially employees of the Department of Animal Feed Warehouse who handle the finished product and directly related to product damage that occurred. The extent to which employees in this department master the necessary skills and the extent to which employees consider competence to be important in their work. By knowing the employee competency gaps in the Livestock Warehouse Department, the company can design a program to improve the quality of

human resources for the achievement of better quality objectives.

2. METHODS

This research was conducted at PT Japfa Comfeed Indonesia Tbk Tangerang Unit for 3 (three) months from July to September 2017. The selection of research sites was conducted purposively (deliberately) with the consideration that PT Japfa Comfeed Indonesia Tbk needs improvement in the quality of its human resources, especially the Animal Warehouse Section. Primary data was obtained directly using a questionnaire. Secondary data is obtained from documents and reports of PT Japfa Comfeed Indonesia Tbk Tangerang Unit. Data collection was obtained by direct interview using a questionnaire.

Respondents in this research are employees of PT Japfa Comfeed Indonesia Tbk Unit Tangerang Department of Animal Feed Warehouse which amounts to 60 people consisting of 20 employees who work in five work units namely (1) administrators; (2) production handover; (3) implementing loading and unloading; (4) forklift operators; (5) cleaners, and 40 outsourcing employees who assist in the process of over sacking and loading and unloading of feed.

The data collected consisted of data on the importance and data about the ability to use Likert Scale with range 1 to 5. Data of importance ranked from very unimportant to very important. Data capabilities were ranging from very inadequate to very capable. Before the data is processed test data validation using Product Moment Pearson and test reliability using Cronbach Alpha technique. The tabulation form used for this study is to tabulate the importance, capability, and the competency gap.

2.1 Competency Gap Analysis

The value of importance for each competency required is as follows

$$Nki = \frac{(K1 \times 1) + (K2 \times 2) + (K3 \times 3) + (K4 \times 4) + (K5 \times 5)}{R} \quad (1)$$

Where:

Nki = Value of importance to competence i

K1 = Number of respondents with answer 1

K2 = Number of respondents with answer 2

K3 = Number of respondents with answer 3

K4 = Number of respondents with answer 4

K5 = Number of respondents with answer 5

The formula for calculating the value of capability for the knowledge required as follows:

$$NP_i = \frac{(P1 \times 1) + (P2 \times 2) + (P3 \times 3) + (P4 \times 4) + (P5 \times 5)}{R} \quad (2)$$

Where:

- NP_i = Values of competence i
P1 = Number of respondents with answer 1
P2 = Number of respondents with answer 2
P3 = Number of respondents with answer 3
P4 = Number of respondents with answer 4
P5 = Number of respondents with answer 5

2.2 Importance Performance Analysis (IPA)

IPA is a technique to measure importance level and performance level. The concept is measured expected level and the relation with reality. The IPA Matrix is presented in Fig. 2.

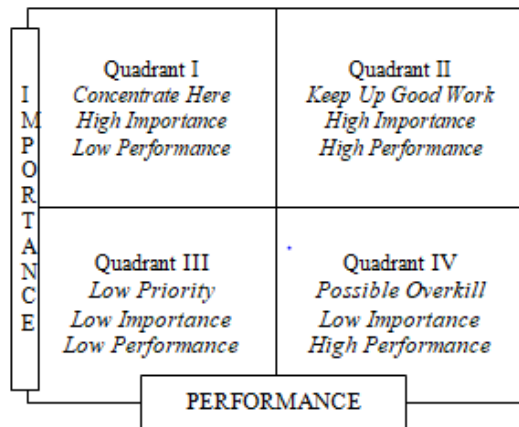


Fig.2 The IPA Matrix.

3. RESULTS

The value of competency gaped was obtained by fulfilling the importance level and capability level. Opinions used were opinions by managers and employees. The value of competency gaped was obtained by calculating the difference between the average value importance level and capability level of the employees with the value given by the manager. The competency was assessed by separating core competency and field competency. The core competency has three indicators, which was result orientation, team focus, and global view. The first indicator, result orientation, has five instruments, which was the ability to achieve a target, ability to work with high spirit, ability to anticipate, identification, and problem-solving, ability to take a chance, and ability to think creatively. The second indicator, team focus, has seven instruments, which was the ability to finish a

team task effectively, ability to work together, ability to respect another employee, ability to share and respect each contribution, ability to anticipate challenges, ability to change, and ability to speak up their own opinion. The third indicator, global view, has six instruments, which was the ability to think ahead, ability to always learn, ability to think innovatively, ability to adapt with change, ability to assess a problem, ability to open-minded to any other knowledge. The field competency has ten instruments, which was understanding the identity of animal feed in storage as written in work instruction, understanding feeding system as written in work instruction, understanding product variety in storage, understanding the flow of incoming feed as written in work instruction, understanding the flow of outcome feed as written in work instruction, understanding how to loading dock as written in work instruction, understanding vehicle seal system as written in work instruction, understanding feed handling system for not qualified feed as written in work instruction, understanding how to operate a computer, and understanding how to ride forklift as written in work instruction.

3.1 Importance Level

The assessed competencies were core competencies belonging to the result orientation, team focus and global view categories that broke down into 18 core competencies. In addition, there were 10 field competencies required by the department of animal feed warehouse. The assessment used five Likert scales.

Table 1 Gap Competency of Importance Level

Competency	Nki	Expected	Gap
Core competency for permanent employees	3.94	4.22	-0.28
A core competency for outsourcing employees	3.76	4.22	-0.46
Field competency for permanent employees	4.19	5	-0.80
Field competency for outsourcing employees	3.85	5	-1.14

3.1.1 Permanent Employees

The core competency with the biggest positive gap was the ability to work together with valued 0.50 while the other core competencies had a negative gap. The average importance level of core competency permanent employees was 3.94. The average expected value form company was 4.22. The competency gap was -0.28.

The field competency with the biggest importance average was to understand the identity

of animal feed in storage as written in work instruction and understanding how to loading dock as written in work instruction. The field competency with the lowest importance average was to understand how to operate a computer. The average importance level of field competency of permanent employees was 4.19. The average expected value form company was 5. The competency gap was -0.80.

3.1.2 Outsourcing Employees

The core competency with the biggest positive gap was the ability to think creatively while the other core competencies had a negative gap. The core competency with the biggest negative gap was the ability to anticipate, identify, and problem-solving. The average importance level of core competency outsourcing employees was 3.76. The average expected value form company was 4.22. The competency gap was -0.46.

The field competency with the biggest negative gap was to understand how to operate a computer. The average importance level of field competency outsourcing employees was 3.85. The average expected value form company was 5. The competency gap was -1.14.

3.2 Capability Level

The assessed competencies were core competencies belonging to the result orientation, team focus and global view categories. In addition, there were 10 field competencies required by the department of animal feed warehouse. Assessment using five Likert scales.

Table 2 Gap Competency of Capability Level

Competency	Npi	Expected	Gap
Core competency for permanent employees	3,69	4,11	-0,42
Core competency for outsourcing employees	3,73	4,11	-0,38
Field competency for permanent employees	3,78	5	-1,22
Field competency for outsourcing employees	3,82	5	-1,17

3.2.1 Permanent Employees

The core competency with the biggest capability average score was the ability to respect other employees while the lowest score was the ability to adapt with change, the ability to take a chance, and ability to think creatively. The average capability level of core competency permanent employees was 3.69. The average expected value form company was 4.11. The competency gap was -0.42.

The field competency with the biggest capability average was to understand how to

loading dock as written in work instruction. The average capability level of field competency permanent employees was 3.78. The average expected value form company was 5. The competency gap was -1.22.

3.2.2 Outsourcing Employees

The core competency with the biggest average score was the ability to anticipate challenges, ability to always learn, ability to assess a problem, and ability to open-minded to any other knowledge. The average capability level of core competency outsourcing employees was 3.73. The average expected value form company was 4.11. The competency gap was -0.38.

The field competency with the biggest capability level was to understanding feed handling system for not qualified feed as written in work instruction. The average capability level of field competency outsourcing employees was 3.82. The average expected value form company was 5. The competency gap was -1.17.

3.3 Conformity Level

The results of the assessment of importance leveled and capability leveled will result in a calculation of the leveled of conformity between importance leveled and capability leveled of core competence and field competence. The leveled of conformity was the result of the comparison of the total score of capability with the number of importance scores. The results show how far the employees capable of competence in accordance with the importance of these competencies to be mastered in their work.

Table 3 Conformity Level

Competency	Importance	Capability	Conformity
Core competency for permanent employees	111,44	120,39	93,83%
Core competency for outsourcing employees	122,40	123,80	90,50%
Field competency for permanent employees	119,44	120,39	99,22%
Field competency for outsourcing employees	122,40	123,80	99,00%

The core competency with the biggest conformity level was the ability to change and ability to share and respect each contribution. The lowest conformity level was from core competency, which was the ability to achieve a target. The biggest conformity level was a core competency for outsourcing employees with

valued 99.22% while the lowest was field competency of permanent employees with valued 90.50%.

4. DISCUSSIONS

The ratings of importance leveled, capability leveled, and conformity leveled were used to determine coordinate points. The coordinate points used for drawing a Cartesius diagram. There was four placement in the Cartesius diagram, which separated by two perpendicular lines. The first quadrant (I) was located to the upper left, the second quadrant (II) was on the upper right, the third quadrant (III) was on the lowered left, and the fourth quadrant (IV) was on the lowered right. The position of each core competency in the four quadrants can be used as a tool in providing alternative strategies to improve the leveled competence of employees.

Quadrant I shows competencies that were considered important by permanent employees but have not demonstrated good mastery or performance, so companies need to improve the competence controls included in that quadrant. These competencies were a top priority for improvement. Quadrant II shows competencies that were considered important by permanent employees and have been mastered well. The competencies in that quadrant should be maintained by the company. Quadrant III shows competencies that were considered less important and less controlled by permanent employees so that companies did not need to prioritize or give more attention to these competencies. Quadrant IV indicate that competence was considered less important but the employees master it well so that companies better allocate resources to increase the competence to other competencies that have a higher priority leveled.

4.1 Core competencies

The core competencies of permanent employees in quadrant I was the ability to reached the target. The competencies contained in quadrant II were the ability to work in high spirits, the ability to effectively complete the tasks of the team, the ability to work together, the ability to respect colleagues, the ability to anticipate challenges, and the ability to think ahead. The competencies in quadrant III were the ability to take advantage of opportunities, the ability to think creatively, the ability to make changes, the ability to convey a good opinion, the nature of the desire to learned, always trying to increase knowledge and new knowledge, the ability to adjust to

changed, the ability to see problems from the scope of micro and macro, and ability not limited to knowledge and skills in the field of work alone but be opened to other fields. The competencies in quadrant IV were the ability to anticipate, identify and solve problems, ability to shared and appreciate work contribution, and competence of innovative thinking.

Core competencies of outsourced employees in quadrant I were the ability to work with high spirits, the ability to take advantage of opportunities, the ability to think creatively, the ability to work together, the ability to think innovatively, and the ability not to limit themselves to knowledge and skills in the field of work but was opened to the field others. Competencies contained in quadrant II were the ability to achieve the target, the ability to respect the co-workers, the ability to think ahead, and the ability to see the problems of micro and macro. The competencies in the quadrant III were the ability to shared and appreciate the contribution of work and the ability to make changes, the ability to expressed opinions well. Competencies in the quadrant IV were the ability to anticipate, identify and solve problems, the ability to effectively complete the tasks of the team, the ability to anticipate challenges, the ability to recognized and solve problems outside the scope of work, have the nature of learning, always trying to increase knowledge and new knowledge, and ability to adjust to changed.

4.2 Field Competencies

The field competencies of permanent employees in quadrant I was to master the knowledge of the types of products stored in the warehouse. Competence contained in quadrant II was mastering the lotting system feed in the warehouse in accordance with work instructions, mastering the system of feeding identity in the warehouse in accordance with work instructions, master the knowledge of the flow of feed in the warehouse in accordance with work instructions, mastering knowledge of the groove of feed warehouse in accordance with work instructions, and master the way of loading and unloading the feed in the warehouse in accordance with work instructions. Competence which was in quadrant III was mastering system implementation of vehicle seal in accordance with work instructions and mastered how to operate a computer. Competencies that were in quadrant IV was mastering the handling system broken or leaking feed in accordance with work instructions and mastering how to drive a forklift in accordance

with work instructions.

Field competencies of the outsourced employees in quadrant I was to master the food lotting system in the warehouse in accordance with work instructions and master the knowledge about the typed of product stored in the warehouse. Field competencies in quadrant II was to master the knowledge of the groove of feed in the warehouse in accordance with the work instructions, to master the system of feeding identity in the warehouse in accordance with the work instructions, to master the loading and unloading of the warehouse in accordance with the work instructions, feed from the warehouse in accordance with work instructions, master the way to ride the forklift in accordance with work instructions. Field competencies in quadrant III were to control the implementation of the seal of the loaded vehicle in accordance with the work instructions. Field competency in quadrant IV was to master the handling system of damaged or leaked feed in accordance with the work instructions and master the way to operate the computer.

5. CONCLUSION

There were three conclusions. First, the biggest gap in importance level was field competency for outsourcing employees. Second, the biggest gap in capability level was field competency for outsourcing employees. Third, the conformity level was field competency for permanent employees.

6. RECOMMENDATION

There were two recommendations that can be given based on that research for the company. First, efforts that can be made in order to improve the core competence of employees were to involve employees in targeting, compensation improvement and carried out training and development of human resources capabilities. Second, efforts that can be done in order to improve the field competencies of employees were training methods of self-study.

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