

FROM SKILLS TO SUPREMACY



Mastering the Organizational Forces

COMPETENCY Based Training (CBT)



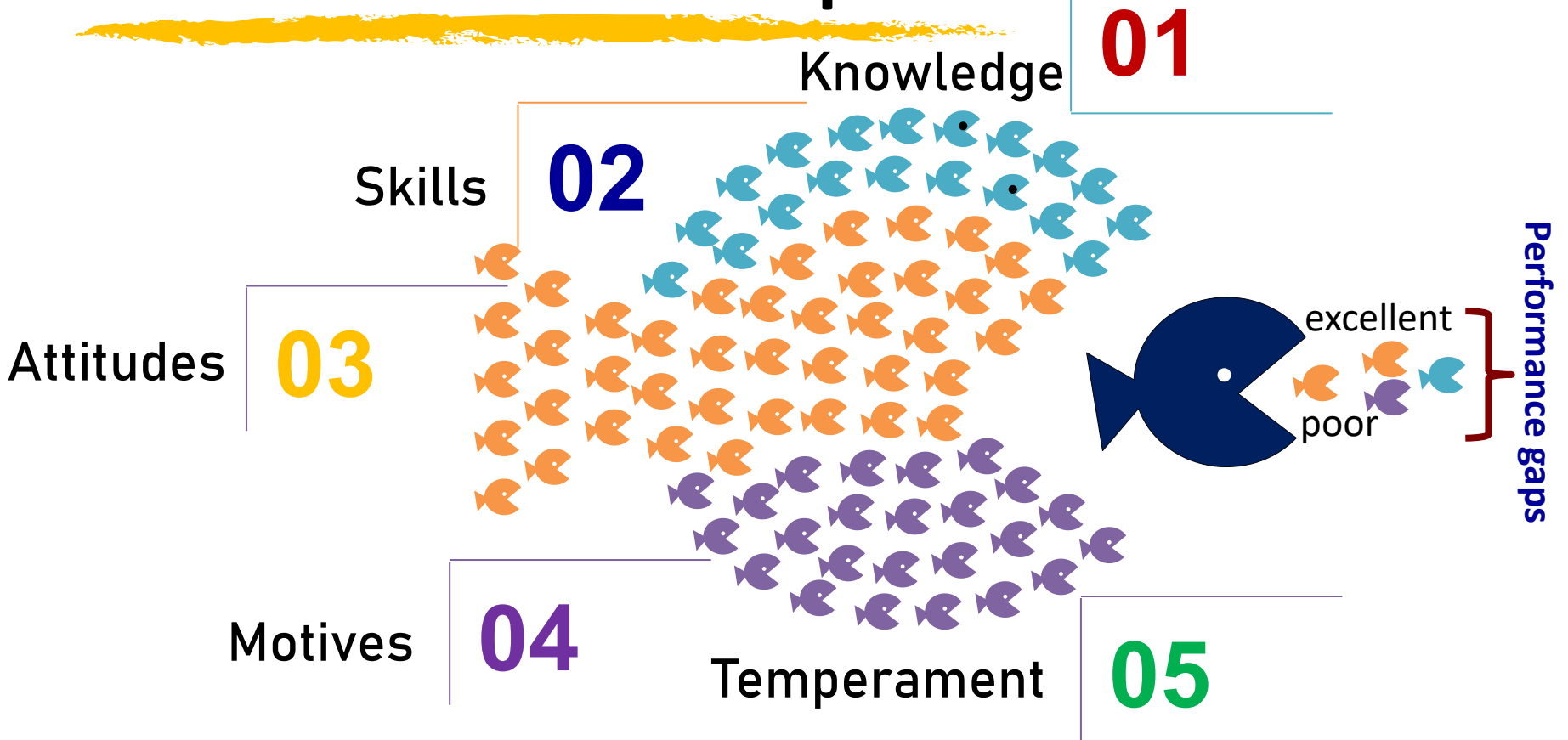
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“**Competence** is the demonstrated **capability** to deliver results effectively and consistently—grounded in knowledge, refined through experience, and measurable through performance.”

Job COMPETENCY at workplace

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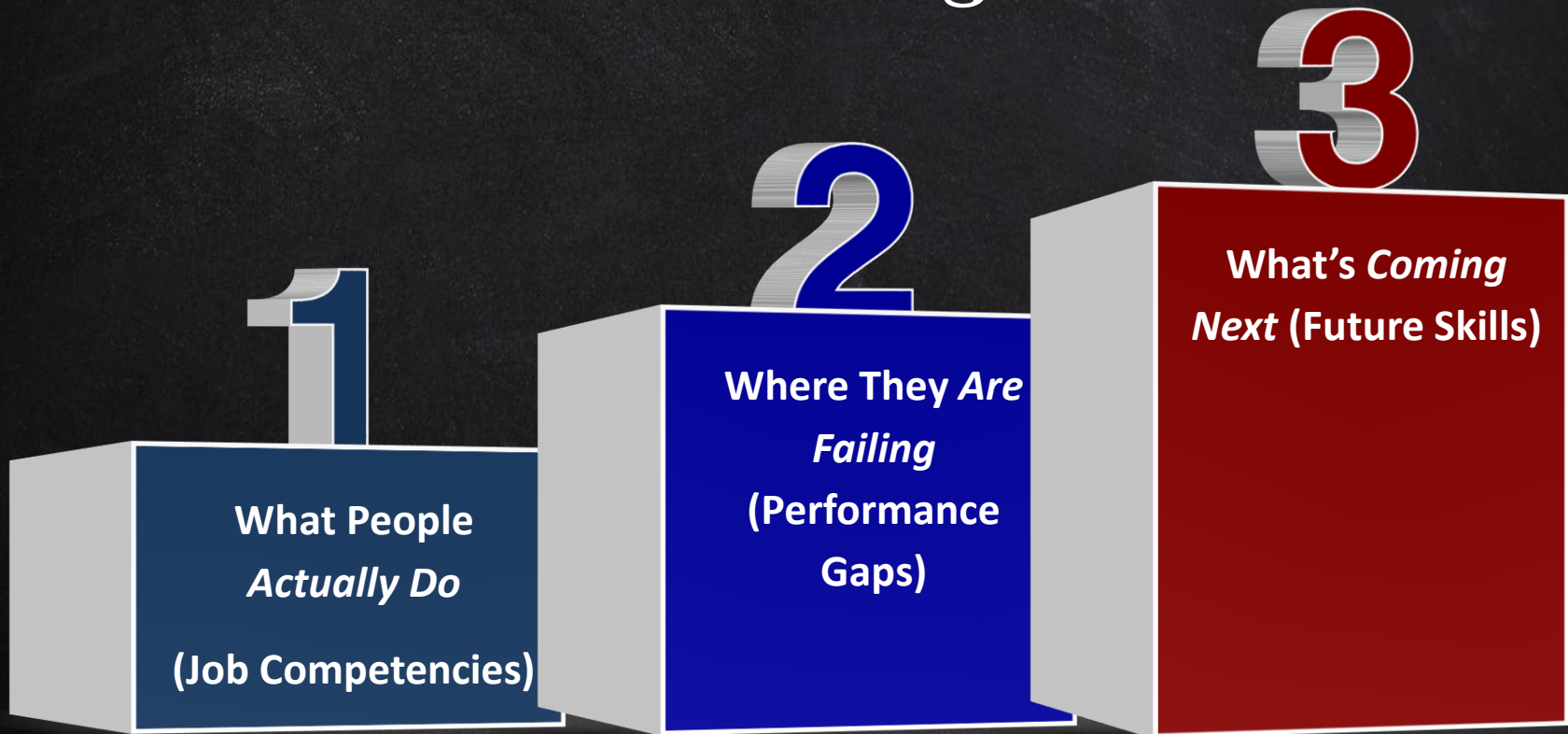
Competencies go beyond what people know—they reflect who they are. They include the **motives, traits, skills, and mindset** that shape how individuals perform. These elements come together in **behavior**, combining **knowledge, skills, attitudes, and temperament** to clearly differentiate outstanding performers from average ones..

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Aligning CBT with real job competencies, performance gaps, and future skills requirements of the organization.

CBT Must Align With



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**“Alignment is what transforms training
into performance.”**

“But alignment alone is not enough...”

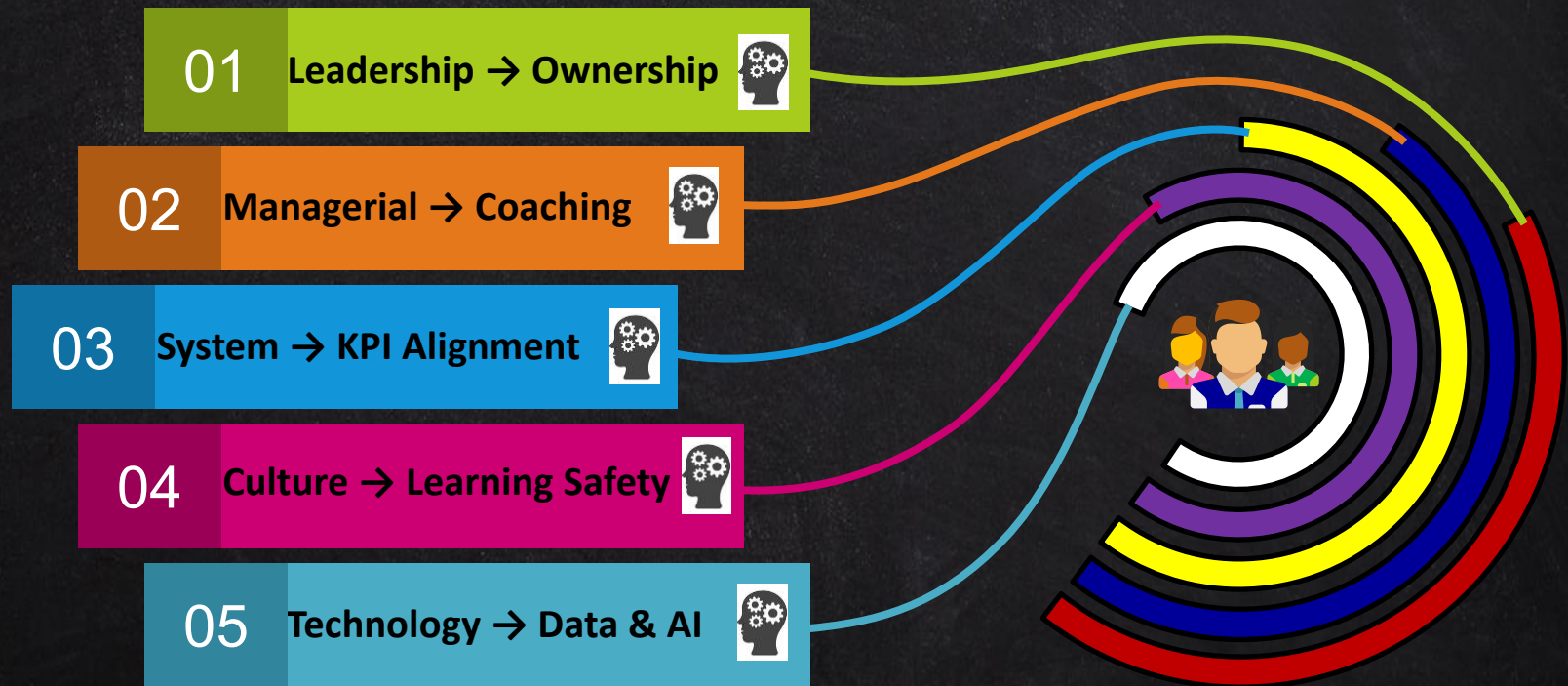
“Today, I’d like to introduce a simple but powerful model —
what I call the

“5 Forces of Competency Supremacy”.

It’s built on one idea: high performance doesn’t happen by chance — it is
designed.”

Introducing the Model

The 5 Forces of Competency Supremacy



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The 5 Forces of Competency Supremacy

01 Leadership → Ownership



“It starts with leadership. But leadership today is not about control — it’s about creating ownership. When people feel ownership, they don’t just do tasks — they take responsibility for outcomes.”

In organization A, a manager tells the team: *‘Finish this report by Friday.’*

The team completes it — but only to meet the deadline.

In organization B, the leader says:

‘This report will shape our next big decision — I want you to own it as if the outcome depends on you.’

Same task — very different mindset.

In the second case, the team doesn’t just complete the report — they think deeper, check details, challenge assumptions, and take pride in the outcome.

That’s the difference between instruction and ownership.”

- Leaders must own capability building.
- Example: PETRONAS leadership programs tied to performance KPIs.

FOCUS ON CRITICAL BEHAVIORS & PERCEPTIONS

Priority Areas of Focus	Behaviors & Actions that matter to Employees
Leadership	<ul style="list-style-type: none"> ➤ Is effective at growing the business ➤ Shows sincere interest in employees well being ➤ Behaves consistently with the organization's core values ➤ Earns employees trust and confidence
Stress, balance & Workload	<ul style="list-style-type: none"> ➤ Manageable stress levels at work ➤ A healthy balance between work and personal life ➤ Enough employees in the group to do the job right ➤ Flexible work arrangements
Goals & Objectives	<ul style="list-style-type: none"> ➤ Employees understand the organizations business goals ➤ Employees understand the steps they need to take to reach those goals ➤ How their jobs contributes to achieving goals
Supervisors	<ul style="list-style-type: none"> ➤ Assign tasks suited to employees skills ➤ Act in ways consistent with their words ➤ Coach employees to improve performance ➤ Treat employees with respect
Organization's Image	<ul style="list-style-type: none"> ➤ Highly regarded by general public ➤ Displays honesty and integrity in business activities

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The 5 Forces of Competency Supremacy

02

Managerial → Coaching



“The role of managers must evolve from directing to coaching.

Instead of telling people what to do, great managers develop people — and that’s what builds long-term capability.”

“A manager notices a team member struggling with a client presentation.

One approach is to say: *‘Let me fix it for you.’*

The job gets done — but the person doesn’t grow.

A coaching manager instead says:

‘Walk me through your thinking — what would you improve?’

Now the employee reflects, learns, and improves.

Next time, they won’t need help.”

“Managers who coach don’t just solve problems — they build capability.”

Managerial Force **COMPETENCY**

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- Managers translate learning into action.
- Example: Retail pharmacy chains using coaching to improve sales.



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The 5 Forces of Competency Supremacy

03 System → KPI Alignment



“Even the best people cannot perform in a broken system.

Clear KPIs and aligned systems ensure everyone is moving in the same direction.”

“Imagine sales is rewarded for volume, but operations is measured on cost control.

Sales pushes more orders, operations pushes back — conflict happens. Now align the KPIs — both teams are measured on profitable growth. Suddenly, they collaborate instead of conflict.”

“If your KPIs are not aligned, your people won’t be either.”



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04 Culture → Learning Safety



“Culture is critical. People must feel safe to learn, to make mistakes, and to grow. Without learning safety, performance becomes limited.”

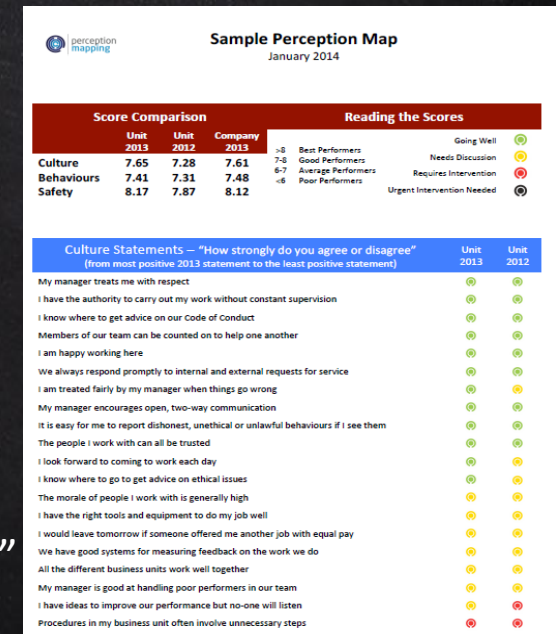
“An employee makes a mistake and hides it out of fear. The issue grows bigger and affects the whole team.

In another team, the manager says:

‘Mistakes are okay — hiding them is not.’

The employee speaks up early, the issue is fixed quickly, and everyone learns.”

“When people feel safe to speak up, performance improves faster.”



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The 5 Forces of Competency Supremacy

05

Technology → Data & AI



**“Finally, technology enables everything.
With data and AI, decisions become smarter,
faster, and more consistent.”**

“A manager makes decisions based on experience alone — sometimes right, sometimes not.
Another manager uses real-time data and dashboards.
They can see trends, predict issues, and act early.
Same role — but one is reactive, the other is proactive.”

- Example: Telekom Malaysia uses digital learning platforms.

DIGITAL

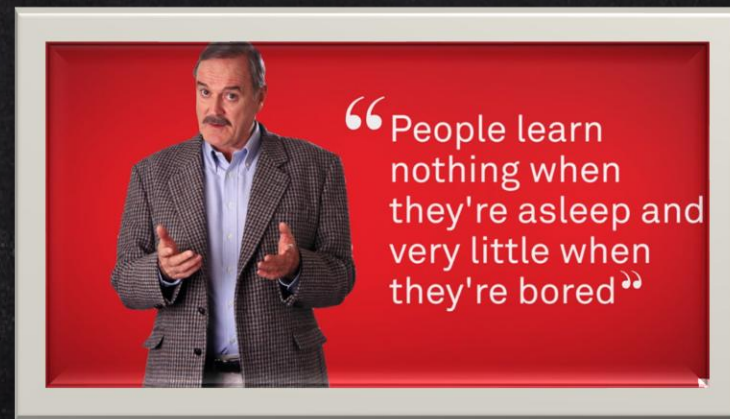


talent  lms

Health  metrics

PROJECT
100

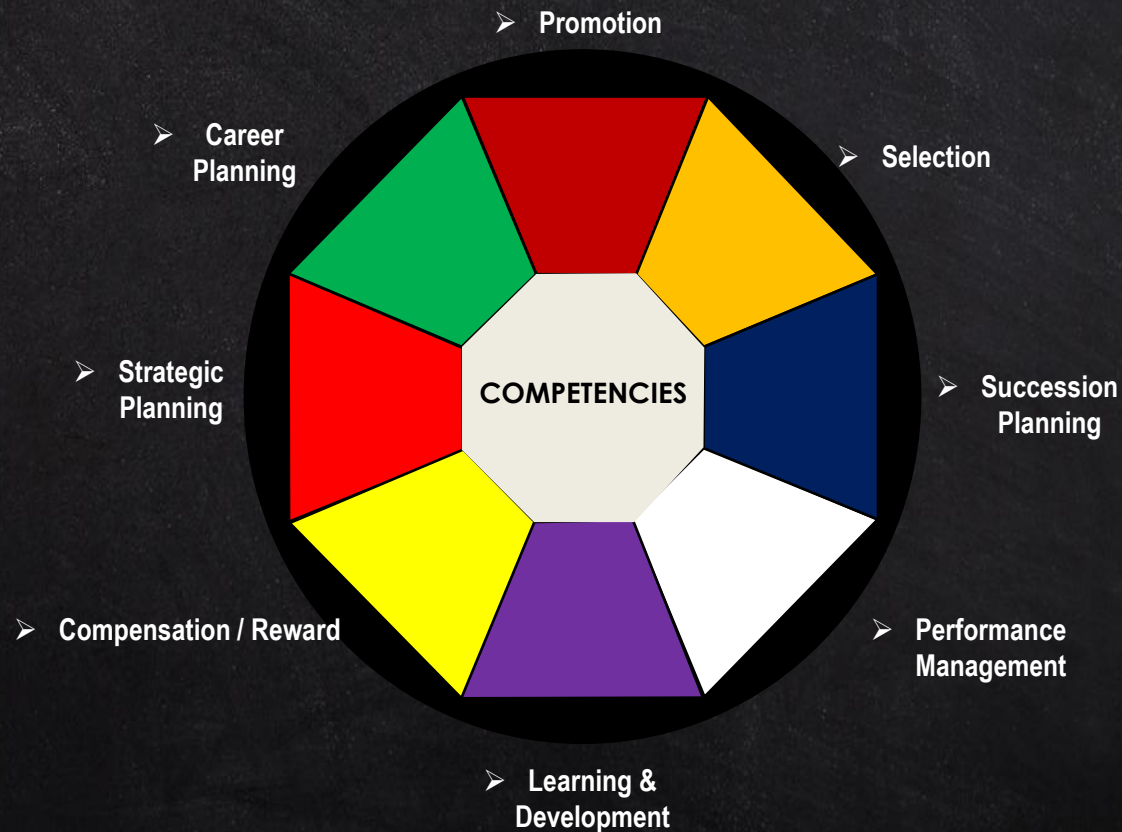
John Cleese co-founded Video Arts with Sir Antony Jay back in 1972. They saw the need for a learning recipe that would shake up the formal classroom experience and use entertainment to capture the imagination of participants. And so, the humorous training film was invented.



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**“When ownership, coaching, alignment, learning and data
come together
that’s when teams don’t just perform... they excel.”**



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? Question 1

“How many of you have done training... but didn’t see results?”

? Question 2


“Do your managers actually coach... or just monitor?”

? Question 3 (Before Closing)

“If your employees improve... will your system support them?”

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Reimagining
Competency-Based Training (CBT)
From
Learning Model to Business
Performance Engine
in the
Digital Age

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In today's rapidly evolving digital economy, traditional CBT models are increasingly insufficient in delivering measurable business outcomes.

CBT has been widely recognized for its effectiveness in:

- Enhancing job-specific skills
- Improving employee performance
- Supporting vocational and technical training

However, research also highlights several limitations:

- * Static competency frameworks
- * Weak linkage to organizational KPIs
- * Over-reliance on classroom-based delivery
- * Lack of continuous assessment mechanisms

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Problem Statement (Malaysia Context)

In Malaysia, many organizations face the following challenges:

- Generic training programs not aligned to job roles
- Lack of structured competency frameworks
- Limited measurement of training effectiveness
- Weak managerial involvement in employee development

As a result, training is often viewed as a cost center rather than a strategic investment.

The Evolution of CBT

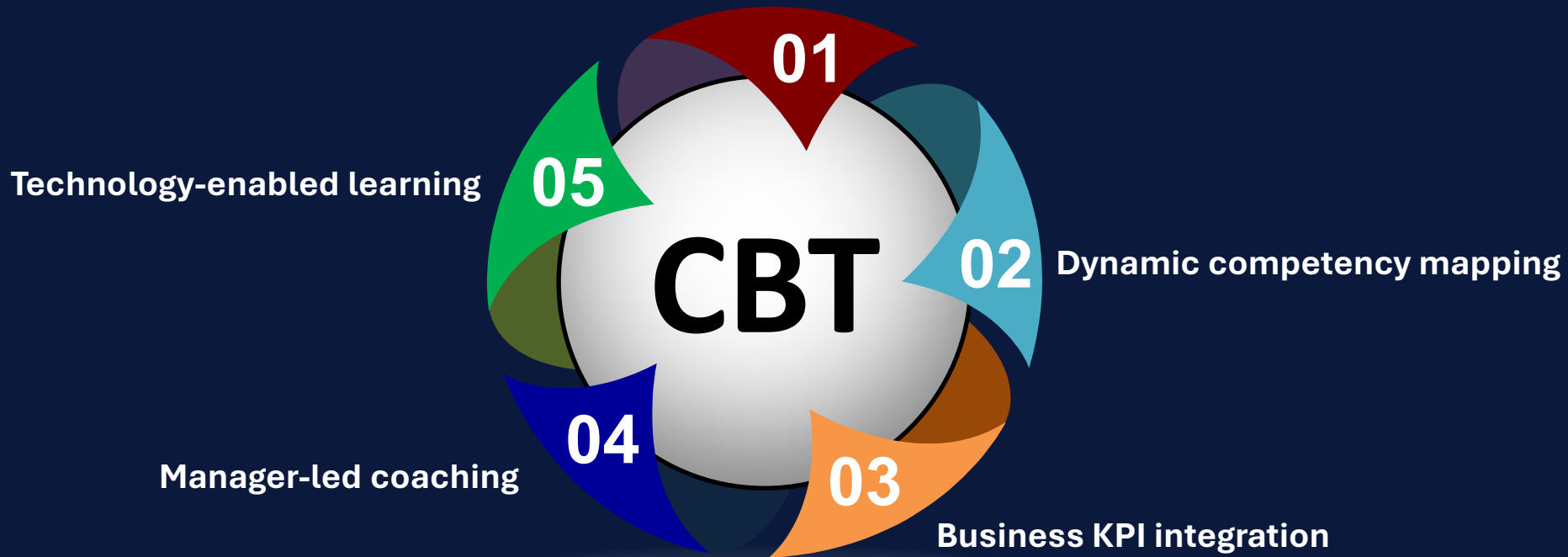
Traditional CBT

- Time-bound training
- Static competencies
- HR-driven
- Assessment-focused

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Next-Generation CBT

Continuous learning and assessment



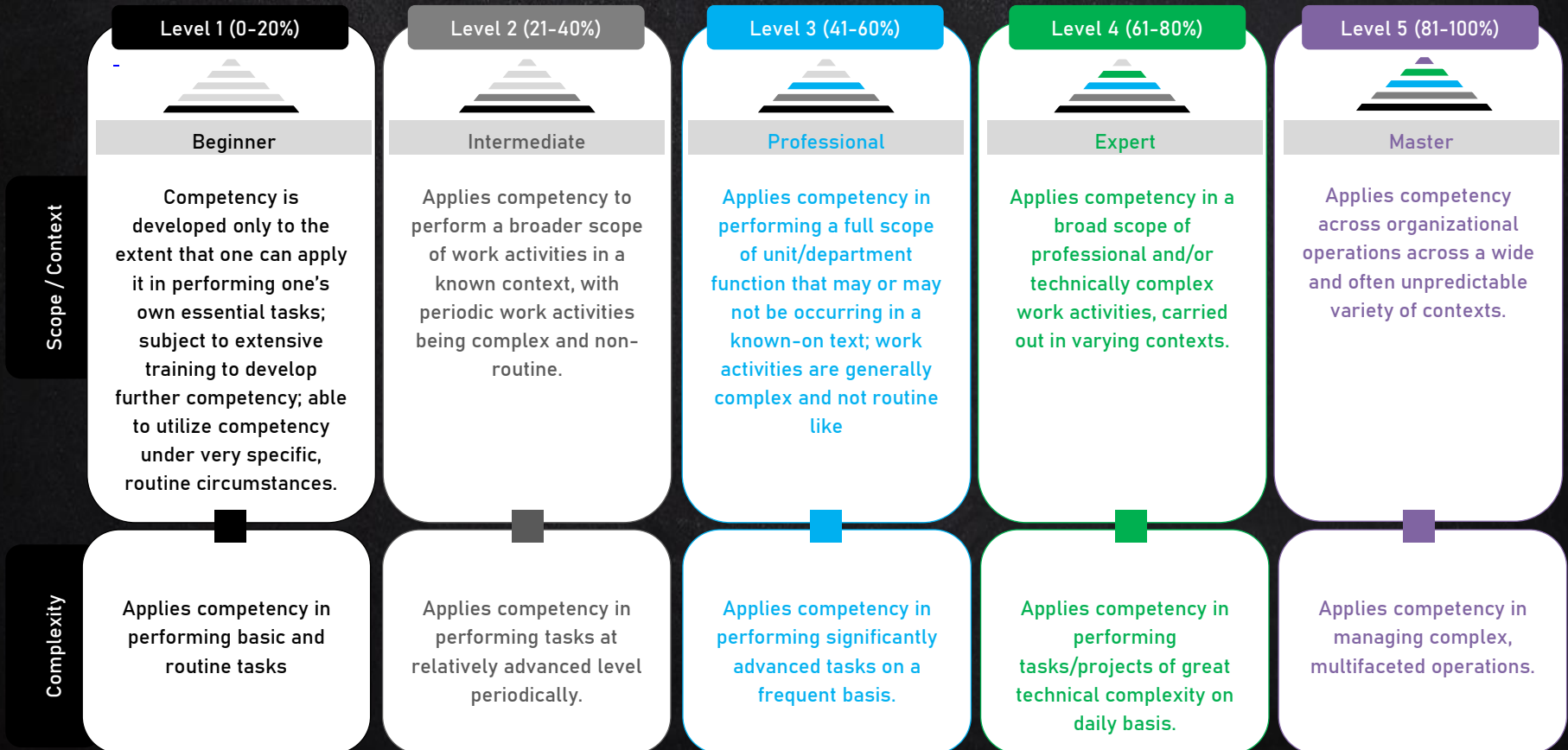
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Next-Generation CBT Model

Competency Mapping

Define role-specific competencies aligned with business goals.



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Real-Time Assessment

Use data and analytics to continuously evaluate employee performance

SUCCESS PROFILE

HOD & VP LEVEL



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Managerial Coaching

Embed coaching as a core responsibility of line managers.



“Managers who coach instead of direct build stronger teams. This translates into reduced rework, higher productivity, and lower dependency on managers.”

RESULTS

- Reduction in errors
- Increase in task completion rate

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KPI Integration

Link competencies directly to measurable
business outcomes

“People attend programmes, complete courses, even score well in assessments... but when they return to work, not much really changes.”

“Because the real issue is this — competencies are often developed... but not translated into behaviour.”

“And if behaviour doesn’t change, performance doesn’t change.”

“Most organisations don’t have a competency problem they have a translation problem.”

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Digital Learning Ecosystem

Leverage AI, microlearning, and simulations for continuous development.

“In Malaysia, organisations are no longer asking *whether* to digitalise learning — the question now is *how fast we can make learning continuous, personalised, and measurable.*”

1. Mobile-First Workforce (Microlearning)

“In Malaysia, most employees — especially younger workforce — are mobile-first.

They don’t want 3-hour training sessions.

They want learning in **5–10 minute bite-sized modules**, accessible anytime.”

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2. AI-Powered Personalised Learning

“Many organisations in Malaysia are starting to use AI to personalise learning journeys.”
AI recommends courses based on: role ,performance gaps and career path

3. Simulations for High-Risk / High-Impact Roles

“In sectors like banking, aviation, and healthcare in Malaysia, simulations are becoming critical.”

4. Learning Linked to Performance (Very Important)

“The shift in Malaysia now is moving from training hours... to performance outcomes.”
•Learning dashboards linked to: KPI achievement , sales performance and operational errors

5. National Push (Malaysia Context)

“Malaysia is also seeing strong push from initiatives like:

- HRD Corp (HRD levy utilization)
- My Digital Blueprint
- IR4.0 policies

Animate the loop (each step appears one by one)

•Keep center bold: “Performance Excellence”

•Use icons for each stage (brain, gear, chart, feedback, arrow)

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Building a learning culture that supports continuous improvement accountability, and results-based learning

FROM (Traditional)

TO (Modern Learning Culture)

Training-focused

Learning embedded in daily work

Top-down instruction

Coaching & self-directed learning

Event-based (workshops)

Continuous, on-the-job learning

Compliance-driven

Growth & performance-driven

Attendance = success

Results = success

Knowledge transfer

Capability building

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Managing resistance, Communicating benefits and engaging employees, trainers and managers in CBT adoption.

What to DO (Practical Actions)

Start with Leadership Alignment

- Get Top Management buy-in first
- In Malaysia, people follow **authority & direction**
- CBT = clearer expectations + career growth

For Employees:

- “You know exactly what skills to improve to get promoted”
- “Training becomes useful, not theory”

For Managers:

- “Easier to evaluate staff performance”
- “Less dependency on guesswork”

For Trainers:

- “Training becomes structured and measurable”

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HIGH PERFORMER'S COMPETENCY DICTIONARY

This is a **High Performer's Leadership Competency Dictionary** exclusively for AFD in **XYZ company** based on the following work study –

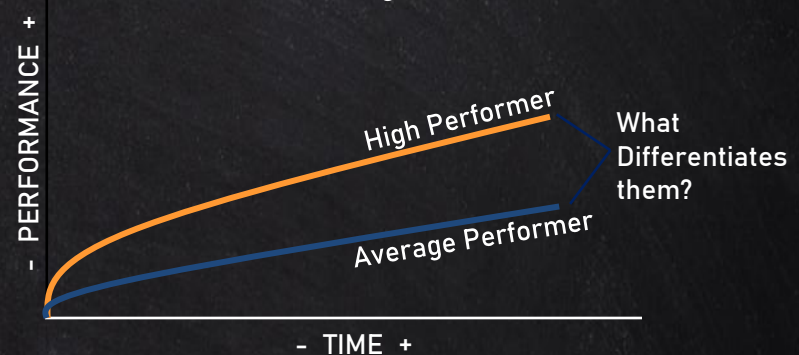
- A. Job Analysis & Job Evaluation
- B. Process mapping (Workload study)
- C. Discussions with the Committee & HR team

The high performer's leadership competency dictionary is designed to indicate the **LEAD BEHAVIORS** that **DIFFERENTIATES** a **HIGH PERFORMER** from **AVERAGE PERFORMER** in AFD at **UMW TOYOTA**. That is, the behaviors demonstrated by employees which enables the employees to deliver **HIGH PERFORMANCE**.

Key Assumption of high performer's leadership competency dictionary –

“It is assumed that the employees in XYZ at **A Company** at any given Job Position possesses the fundamental skills required by him/her to perform the job responsibilities delivering a minimum moderate/average performance”

Developing People as a source of competitive advantage



High Performer's Competencies

Ex: Strategic Thinking, Effective Delegation, Drive & Persistence, Accountability, Innovation & Creativity, Analysis & Problem Solving, Learning Focus, etc

Fundamental Competencies

Ex: Self-confidence, Self Awareness, Market & Competitor awareness, Function & technical knowledge, Computer skills, etc

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