Chapter- 2

Competency Mapping – Methods and Models

2.1- Theoretical Aspects of Competency Mapping and Organization Development

2.2- Models of Competency Mapping.

2.3- Competency Mapping and Organization Development Practices in Indian Industries.
2.1-Theoretical Aspects of Competency Mapping and Organization Development

2.1.1 Competency – Concept and Meaning-
Today organizations are all talking in terms of competence. Gone are the days when people used to talk in terms of skill sets, which would make their organizations competitive. There has been a shift in the focus of the organizations. Now they believe in excelling and not competing. It is better to build a core competency that will see them through crisis. And what other way than to develop the people, for human resource is the most valuable resource any organization has. Organizations of the future will have to rely more on their competent employees than any other resource. It is a major factor that determines the success of an organization.

Competencies are the inner tools for motivating employees, directing systems and processes and guiding the business towards common goals that allow the organizations to increase its value.

Competencies provide a common language and method that can integrate all the major HR functions and services like Recruitment, Training, performance management, Remuneration, Performance appraisal, Career and succession planning and integrated Human resource management system.

Competencies include the collection of success factors necessary for achieving important results in a specific job or work role in a particular organization. Success factors are combinations of knowledge, skills, and attributes (more historically called “KSA’s”) that are described in terms of specific behaviors, and are demonstrated by superior performers in those jobs or work roles. Attributes include: personal characteristics, traits, motives, values or ways of thinking that impact an individual’s behavior.

Dictionary definitions often fall short in describing a concept. But the leading companies might describe a Competency as “a cluster of related knowledge, attitudes, skills and other personal characteristics that …

- Affects a major part of one’s job
- Correlates with performance on the job
- Can be measured against well-accepted standards
- Can be improved via training and development”
2.1.2 History of Competencies-

- **John Flanagan** \(^\text{38}\) (1954)

A seminal article published by John Flanagan in 1954 established Critical Incidents Technique as a precursor to the key methodology used in rigorous competency studies. Based on studies of US Air Force pilot performance, Flanagan concluded that “the principle objective of job analysis procedures should be the determination of critical requirements. These requirements include those which have been demonstrated to have made the difference between success and failure in carrying out an important part of the job assigned in a significant number of instances”. From here, critical incidents technique was originally discovered. Critical incidents itself can be defined as a set of procedures for systematically identifying behaviors that contribute to success or failure of individuals or organizations in specific situations. Flanagan’s work, while not strictly about competencies, was important because it laid the foundation for a new approach to examining what people do. In a later form, the critical incidents technique would resurface to focus around significant behavioral events that distinguish between exemplary and fully-successful performers. It is Flanagan’s critical incidents technique that sixteen years later inspires David McClelland to discover and develop the term of “competency”.

- **Benjamin Bloom** \(^\text{39}\) (USA) (1956)

In mid fifties Benjamin laid the foundation for identifying educational objectives by defining KSA, s needed to be developed in education. The educational objectives developed by them were grouped under the cognitive domain.

- **David McClelland** \(^\text{40}\) (Harvard Psychologist) (1973)

He pioneered the Competency Movement across the world and made it a global concept. His classic books on Talent and Society, Achievement motive, The Achieving Society, Motivating economic achievement and power the inner experience brought out several new dimensions of the competency. These competencies exposed by McCleland dealt with effective domain in Bloom’s terminology.

- **Richard Boyatzis** \(^\text{41}\) (1982)

Richard Boyatzis wrote the first empirically-based and fully-researched book on competency model developments. It was with Boyatzis that job competency came to widely understood to mean an underlying characteristic of a person that leads or causes superior or effective performance. Boyatzis was explicit in describing the importance of
clearly-defined competency as reflected in specific behavior and clearly defined performance outcomes when he wrote that “the important points is that specific actions cause, or lead to, the specified results. Certain characteristics or abilities of the person enable him or her to demonstrate the appropriate specific actions As founding developer of competency modeling in the United States, Boyatzis grounded competency interventions on documented behavioral indicators that caused or influenced effective job performance. Boyatzis, like Flanagan, stressed the importance of systematic analysis in collecting and analyzing examples of the actual performance of individuals doing the work. The method for documenting the actual performance was collected through the behavioral event interview (BEI), an intensive face-to-face interview that involves soliciting critical incidents from performers and documenting what the performers thinking and doing during the incidents.

2.1.3 Historical Approaches to Competency Mapping

Competency mapping identifies an individual’s strengths, weakness in order to help them better understands themselves and to show them where career development efforts need to be directed. Competency mapping is a process of identifying key competencies for an organization and/or a job and incorporating those competencies throughout the various processes (i.e. job evaluation, training, recruitment) of the organization. To ensure we are both on the same page, we would define a competency as a behavior (i.e. communication, leadership) rather than a skill or ability. Competencies are derived from specific job families within the organization and are often grouped around the categories, such as strategy, relationships, innovation, leadership, risk-taking, decision making, emotional intelligence, etc. Mapping competencies to stand up and learning curricula is the work of human resource or corporate learning and development professionals within the organization.

“Job Evaluation Based Competency Mapping includes the following steps:

- Conduct a job analysis by asking incumbents to complete a Role Profile Questionnaire. This can be provided for incumbents to complete, or you can conduct a one-on-one interview using the RPQ (Role Profile Questionnaire) as a guide. The primary goal is to gather from incumbents what they feel are the key behaviours necessary, to perform their respective jobs.
• Using the results of the job analysis, you are ready to develop competency based job description. This was developed after carefully analyzing the input from the represented group of incumbents and converting it to standard competencies.

• With a competency based job description, you are on your way to begin mapping the competencies throughout your human resources processes. The competencies of the respective job description become your factor for assessment on the performance evaluations based on displayed or hidden behaviours.

• By taking the competency mapping one step further, you can use the results of your evaluation, to identify in what competency individuals need additional development or training. This will help you focus your training needs on the goals of the position and company and help your employee develop, towards the ultimate success of the organization.

Competency mapping is an important resource in this environment, and is an adjunct to knowledge management and learning organizational initiatives.

“Role profiling” or Job analysis tools, help companies to extract knowledge of core competency requirement from internal experts, and allows the company to have any number of job expert raters to contribute rating on a standard competency scale for any job title or position.

The “Expert Panels” might be Vice Presidents of Sales, for example, and doing rating for outside sales professional jobs under their supervision. The accumulated ratings are transformed into a composite template defining the ideal competency set for that position. Employees or job applicants then complete a self report version and their results are “mapped” against the template. Skills or competency gaps are thus identified and inform training decisions.

Another kind of competency mapping tool is the 360 degrees multi-rated feedback. Such surveys allows employee to rate themselves on global competencies and specific behaviors. Pre-defined groups of supervisors, peers, direct reports, or customers who perform ratings of persons on the same items, with the resulting report providing a detailed analysis of self-other gaps in perceived competency behaviors. Again, this measurement data is ideal for the construction of individualized learning paths. It can also be performed in a follow-up fashion to assess the progress.

At a more macro level, “organizational survey” are invaluable, in helping managers charts the organizational level values and competencies and areas, which are in need of improvement. A well-managed survey can provide management with otherwise inaccessible knowledge, about how their employees and other stakeholders view the
company, and to assist in pinpointing the areas of company (including geographical, divisional, or job class priorities) in need of particular learning interventions. Some studies approach mapping by focusing on high performing employee—those who get the best results. Working backwards from the results, to study attempt to see how the behaviour of these employee differs from their less proficient colleagues. Finally, they seek to identify the competencies that explain these behavioural differences. This approach uses the “repertory grid system” and the “behavioural event interview” to identify the competencies. The advantage of this method is that they place the worker/employee in the middle of the data collection. Rather than gathering hypothesis from experts, both approaches emphasize on “real” behaviour of “real” people. But these have their own limitations, as competencies required for the job that may be identified, that both the “superstar” and “average” employee may possess. And secondly, the behavioural events interview relies on the identification of a “socially recognized” superstar. Other approaches begin with a “Rank Order” list of companies that the employees (and experts) are asked to rank according to importance. The list is shortened to include only the most relevant ones.

2.1.4 Need for Competency Frameworks

If a leading-edge organization seeks to create and efficient and effective competency management system, what would they typically cover? Let us look at their priority list:

- Translate agency vision into clear measurable outcomes that defines success and that are shared throughout the agencies and with customers and stakeholders.
- Provide a tool for assessing, managing and improving the overall health and success of business systems.
- Continue to shift from prescriptive, audit and compliance-based oversight, to an ongoing, forward-looking strategic partnership, involving agency headquarters and field components.
- Identify core capabilities in business and in individual to help connect work with behaviour, consequently influencing the performance and results.
- Include measures of quality, cost, speed, customer service and employee alignment, motivation and skills to provide an in-depth, predictive performance management system; and
- Replace existing assessment models with consistent approach to competency management.
• Implement efficiently.
• Undertake pilots as necessary.
• Go for the skill ones acceptance is gained for across the board execution.
  Essentially competency Frameworks includes the following:
• The competency development cycle – Core Competence, Strategic analysis, Vision and Value orientation work. Organizational Structural Implications.
• Technical, enabling and managerial competencies.
• Role profiles.
• Competency definitions, clusters, Meta and subsets competencies.
• Proficiency levels and benchmarking.
• Competency Dictionary.
• Employee Band Matrix
• Assessment Set.
• Assessment Worksheets for assessment, including templates.
• Conducting the assessment centre.
• Assessment Data.
• Conducting the Development Centre.
• Individual Development Plans.
• Organizational Development plans.
• Short Term Plans.
• Long Term Plans.
• Managerial Centre, where applicable.
  For competency framework to be effective it should be understood and should be in position to applied in varying situation that an incumbent is placed while performing a job. Increasingly certain basic quality standards for competency framework have been established. They are as follows:
• Is related to the job role.
• Clear and easy to understand
• The framework will be relevant and affect all staff.
• Takes account of expected changes.
• Has a specific behavior indicator.
• Can be applied to many situations.
• Has been benchmarked against specific standards.
2.1.5 Scanning of the internal and external environment- mapping core competencies

Corporate scanning of the environment should include an analysis of all relevant elements in the environment. These analyses take the form of individual reports, competency gap analysis, written by various peoples in different parts of firm. These and other reports are then summarized and transmitted, up the corporate hierarchy for top management to use in strategic decision making. If new development is reported regarding a particular products category, top management may then send memos to people throughout the organization to watch for and reports on development in related product areas. The various reports resulting from these scanning efforts, when boiled down to their essentials, act as detailed list of external strategic factors.

Identification of external strategic factors that influence competencies

One way to identify and analyze the developments in the external environment is to use the issues priority matrix as follows: [Marked as '12406']

- To identify a number of likely trends those are emerging in the social and task environment. These are strategic environmental issues and pertain to those important trends that, if they happen, will determine what various industries will look like.
- To assess the probability of these trends actually occurring.
- To attempt to ascertain the likely impact of each of these trends of these corporations.

Corporate strategy derives from competencies

Corporate strategy is primarily about the choice of direction based on its competencies for the firm as whole. This is true whether the firm is a small, or single product company, or a large multinational corporation. In a large multi-business company, however, corporate strategy is also about managing various products lines and business units for its maximum value. Corporate strategy therefore includes decision, regarding the flow of financial and other resources through a company's product lines and business units but is constructed on the basis of assembling together capabilities required to deliver value. Through a series of coordinating devices, a company transfers its skills and capabilities, developed in the unit to other unit that need such resources. In this way, it attempts to obtain synergies among numerous product lines and business units so that the corporate whole is greater than the sum of its individual business parts. All corporation from the smallest company offering one product in only one industry, to the largest conglomerates operating in many industries in many products must, at one time or another, consider one
or more of these issues. This includes critically the need to build corporate capability bank to transfer knowledge, knowhow and “how have we done here” before templates.

2.1.6 Myths about Competency

Competence is not performance but it is a state of being, a qualification to perform. it is, in relation to performance, a necessary but not sufficient condition. Workers can not perform to standard without competencies. But competencies can not guarantee that workers will perform adequately. Sometimes, extremely competent worker may fail on the job due to a variety of personal or environmental factors. Competence has to be there but it can not guarantee results, nor can its absence always predict failure.

Competencies are all about being qualified to do the work in a particular position; performance on the other hand, is the result of actual work. A blend of these two activities may cause confusion and eventually disaster. The organization by mixing them up may end up doing a poor job of both competency assessment and performance assessment and performance management which is detrimental to the entire organization.

2.1.7 Competence and Competency

What is competency?
As we have discussed earlier, that Competency Mapping is the process of identification of capabilities, ability, skill, fitness, proficiency, know-how, experience required to perform successfully a given job or role or a set of task at a given point of time. As it is rightly said that, “IT’S NOT ONLY YOUR APTITUDE BUT YOUR ATTITUDE WHICH SHAPES YOUR ALTITUDE”. To achieve the goals, not only talent, skill, ability, propensity is required, but also right approach, outlook, mindset and a good conduct is also equally important. Therefore there can be four categories to assess the competencies, they are as under.

Is ‘competence’ and competency are the same? Competence means a skill and standard of performance reached while ‘competency’ refers to the behavior by which it is achieved. In other words, one describes what people can do while other focuses on how they do it. Therefore there is an interface between two that is the competent application of a skill is likely to make one act in a competent manner and vice-versa.
Figure No 2.1.1: The interface between competence and competency

<table>
<thead>
<tr>
<th>Competence</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill based</td>
<td>Behavior based</td>
</tr>
<tr>
<td>Standard attained</td>
<td>Manner of behavior</td>
</tr>
<tr>
<td>What is measured</td>
<td>How the standard is achieved</td>
</tr>
</tbody>
</table>


The plural of each word, therefore, gives two different meanings-competences and competencies are not the same. Competences refer to the range of skills which are satisfactorily performed, while competencies refer to the behavior adopted in competent performance.

There are five types of competency characteristics

Figure No.-2.1.2: Five types of competency characteristics

<table>
<thead>
<tr>
<th>ATTITUDE</th>
<th>Motives</th>
<th>It means the things ‘a person consistently thinks about or wants &amp; that causes action. Motives ‘drive, direct, or select’ behavior towards certain actions or goals &amp; away from others.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Traits</td>
<td>It is a physical characteristics &amp; consistent responses to situations or information.</td>
</tr>
<tr>
<td></td>
<td>Self – Concept</td>
<td>It is a person’s perception towards self &amp; the world</td>
</tr>
<tr>
<td>ABILITY</td>
<td>Knowledge</td>
<td>It is information; a person has in specific content areas.</td>
</tr>
<tr>
<td></td>
<td>Skill</td>
<td>It is an ability to perform a certain physical or mental task.</td>
</tr>
</tbody>
</table>

Sources – Human resource development centre, New Delhi CM/C3/3.

As illustrated in following knowledge & skill competencies tend to be visible and relatively ‘on the surface’ characteristics of people. Self concept, trait and motive competencies are more hidden, ‘deeper’ and central to personality. Surface knowledge and skill competencies are relatively easy to develop’ training is the most effective way to secure these employee abilities. Core motive and trait competencies at the base of the
personality iceberg are more difficult to assess and develop: it is most cost effective to select these characteristics.

Figure No. - 2.1.3: Iceberg model of Competency characteristics


Types of competencies

On general basis it has two types

- Threshold: These are essential characteristics that everyone in the job needs to be minimally effective, but this does not distinguish superior from average performers.
- Differentiating: These factors distinguish superior from average performers.

On the organizational basis it has two types

- Core: These competencies transcend any single business event within the organization.
- Workplace: These competencies focus on individual instead of the organization, and they vary by job positions versus enterprise endeavors.

Competency mapping is the process of designing a framework (competency model) to identify competencies, using that framework to identify competencies required for a Job/Role (competency identification), and to measure the competency deficiency of an individual or a group of individuals (competency assessment) in relation to existing or expected job requirements.

2.1.8 Competency Mapping Process

Competency mapping is the process, which involves the following three steps:

1. Developing competency models to facilitates competency profiling for each job/role
2. Identification of competencies required to perform successfully a given job/role or a set of tasks at a point of time.
3. Assessing competency to measure the extent to which an individual or a group of individuals possess these competencies required for a given role or a set of roles.
The components of this definition can be shown through the following diagram. Following figure/chart projecting the following aspects of competency mapping is given below:

- What affects the competency mapping?
- What necessitates competency mapping?
- What are the tools for the competency mapping?
- What are the applications of competency mapping?

Figure No. - 2.1.4: Competency mapping chart

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What affects competency Mapping?
- Management Philosophy
- Customer Requirement
- Business needs
- Business process

What are the Applications of competency mapping?
- Recruitment
- Placement
- Development
- Performance Management
- Career planning

Why competency Mapping?
- Right sizing
- Quality manpower
- Higher performance
- Organizational core competence

What are the tools of competency mapping?

Competency Identification
- By superior
- By HR specialist
- By job expert
- Psychologist
- Industrial Engineers
- Questionnaire
- Interviews
- Task force

Competency Assessment
- Superior Assessment
- Psychometric Tests
- Interviews
- Management Games
- Role Play
- Case Study
- LGD
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2.1.9 Impact of Competency development processes

The acceptance of the major decisions pertaining to competencies is likely to be effective as a result of a participative approach in developing the competency model for an organization. And the individuals and the organization that have contributed towards evaluating their own achievements readily accept it. In fact, development of activities is probably the most cost-effective way in which organizations can develop its human resources to produce positive results in an economic way.

1) Interpersonal competencies impact

Interpersonal competencies consist of the whole range of skills, needed to interact effectively with another person or persons. This is an additional skill and includes critical capabilities and skills as listening, feedback, reflecting on ideas to build its implementation through people processes and giving and receiving feedback while going through the communication process. But skills form into category that comprises additional skills and individuals needs in order to work effectively within a group. Appreciation and understanding of the effect of the group or behaviour and crude awareness of process issues and interaction with other groups add to the effectiveness of the work roles and workgroups norms. This, in fact, includes decision making and leadership skills and inter-group skills, which form an additional content of the effect of the interaction between two or more groups. Competencies in this areas include awareness of self defensive mechanisms, personal norms, values, believes and conventions between groups and their effects on behaviour.

2) Personal competency impact

Personal competencies are associated with the needs or demands placed by other managers as an individual. For the purpose of understanding, we have to choose and subdivide these personal goals into task goals developer goals and status goals that can be relevantly connected with the car but at the mapping process. Personal task competencies are objectives that define the data scope of the responsibilities. They have task requirement for which the individual has a personal responsibility. These objectives may be clear and concrete or relatively unclear and abstract. They may be set up after discussion with his immediate superior or may be impressed unilaterally by the superior or in other ways, by the nature of the technology of the production or external influences on the organization.
3) Team competencies impact

Team competencies are those that concerned with the needs of self with that of the world group of which the individual is a part. These are competencies that have been agreed with the other members of the team, and are seen as being of benefit to the team as whole. Team competencies are different in kind to the personal goals of the team members and do not represent a simple connection of their personal goals. One crucial goal that team competencies will reveal is the extent of which there is an interdependence and synergy between group members and extent of which it is an effective and a cohesive unit. A second crucial difference that they will tend to have is a feeling of collective responsibility, for the achievements of these goals. Team task competencies, are goals of task objectives which recognizable team for departments is required to achieve. While there may, or may not be the feeling of collective responsibility, for achievement of these objectives, in many cases the manager or supervisor of the team whose effectiveness is touched by the achievement of team, task goals and consequently the competencies are deployed in achievement of such goals.

4) Organizational competencies impact

Organizational competencies are seen to be of benefit to the organization and its employee as a whole. These are competencies that are determined the continued existence and development of the organization, as it relates to your environment. Organizational competencies are achieved either by increasing the organization’s internal efficiency in processing its throughputs order and determining a successful strategy for survival in the changing environment of the organization. These competencies can be divided into organizational task competencies and organizational development competencies.

The set of competencies includes the ability to deal with managers and subordinates in an inappropriate style to manage the balanced skills and capabilities and to react to change in the organization’s external and internal environment. In order to help the competency mapping process happen effectively, there is need to integrate the personality and other personal, interpersonal and organizational goals and at the same time demonstrate the use of operative styles that are employed within the organization to ensure that these goals are accepted and achieved.
2.1.10 Need of Competency Mapping

Competency mapping helps to get the idea about the job market. A competency mapping provides a “road-map” for the range of behaviors that produce excellent performance. It Helps:

- Companies “raise the bar” of performance expectations:
- To align Teams and individuals behavior with key organizational strategies: and understanding of how to achieve expected performance standards by each employee.
- A well-prepared candidate could know about his/her personal competency
- To helps in demonstrating self-confidence.
- To secures essential inputs to resume development.
- To prepare himself/herself for advance preparation.
- To compare the existing competency with the organizational required competency in order to create individual development plan.

2.1.11 Benefits of implementing a Competency-Based approach

By providing a more holistic view of all the important attributes for success in a job, a competency approach will improve the understanding of what it really takes to perform well. Using competencies can create a foundation for high-performance HR management programs to attract, develop and retain the talent needed to succeed.

Benefits:

For the company

- Establish expectations for performance excellence.
- Improved job satisfaction and better employee retention.
- Increase the effectiveness of training and professional development programs by linking them to success criteria.
- Provide a common understanding of scope and requirements of a specific role
- Provide common, organization wide standards for career levels that enable employees to move across business boundaries.

For Manager

- Identify performance criteria to improve the accuracy and ease of the selection process.
- Provide more objective performance standards.
- Easier communication of performance expectations.
- Provide a clear foundation for dialogue to occur between the managers and employees.
  and performance, development and career-oriented issues.
For employees
- Identify the behavioral standards of performance excellence.
- Provide a more specific and objective assessment of their strengths and the tools required to enhance their skills.
- More clear on career related issues.

2.2.12 Scope of Competency Mapping

Recruitment and selection - Choosing the right people to join and progress in an organization. Competencies can be used to construct a template for using in recruitment and selection. Information on the level of a competency required for effective performance would be used to determine the competency levels that new hires should possess. Depending upon the accepted definition, competency data may take the form of behaviors, skills, abilities and other characteristics that have been associated with effective.

Training and Development - Identifying gaps and helping employees develop in the right direction. Knowing the competency profile for a position allows individuals to compare their own competencies to those required by the position or the career path. Training or development plans could focus on those competencies needing improvement. Additionally education and development curricula would be linked to improving competency levels to the needed levels needed for effective performance.

Career and succession planning - Assessing employees’ readiness or potential to take on new challenges determining a person job fit can be based on matching the competency profile of an individual to the set of competencies required for excellence within a profession. Individuals would know the competencies required for a particular position and therefore would have an opportunity to decide if they have the potential to pursue that position.

Rewards and Recognition - Competency based pay is compensation for individual characteristics for skills and competencies over and above the pay a job or organizational role itself commands. Individual characteristics that merit higher pay may come in the form of competencies (experience, initiative, loyalty and memory portability). One old fashioned way of improving employee performance is by recognizing and rewarding effort. Competency pay is the best way to do so. Rewarding employees for their ability to make the best use of their skills and competencies in accordance with the organizations needs was the logic behind this once popular HR tool.
Performance Management System - Competencies are critical behaviors demonstrated on the job and, as such, are often included as part of performance management. Performance management is about achieving results in a manner that is consistent with organizational expectations and desired behaviors. Competencies provide expectations for “how” the job is performed, not just “what” gets done. Assessing competencies as a part of performance management is an important means of assisting employees in understanding performance expectations and enhancing competencies on-the-job. Most departments have their own performance management systems. Competencies may play an important role in these systems.

2.1.13 Competency-Based Approach to Management Development

In a competitive corporate world, it has become very important to identify characteristics for successful performance. These behaviors are called ‘competencies’. One comprehensive definition of competency is ‘a cluster of related knowledge, skills, and attitudes that affect a major part of an individual job, that correlates with performance on the job, that can be measured against well accepted standards, and that can be improved via training and development’. Management competencies are used to build a framework for analyzing the resources available to achieve business strategies and to forecast areas of risk. Competencies form the foundation for many human resource functions and are an integral part in maintaining a competitive edge. Organizations develop competency frameworks as a basis for the design of their management development, appraisal, and recruitment programmes, and detailing the technical and behavioural competencies required. Competencies are the components of development programmes to supply shortfalls in management competencies for the future. Effective management development programmes identify common competencies and design approaches capable of delivering focused common management competency training.

2.1.14 Strategic Approach to Competency Assessment

There is need for a stronger link between management development programmes and corporate strategy. This link is growing these days for several reasons. For one, there is emergence of a new organizational structure to cope with competition. In such a scenario, the HR function is seen as being able to understand business objectives and the actions that need to be taken to achieve these objectives. The strategic review Stage one of the review process is concerned with gaining a full and clear understanding of the
strategic requirement of the business, business environment, corporate mission and the business strategy being pursued. This represents the starting point for defining the strategic areas of competence for the business. For competency identification, development and assessment to be successful, that is, to have an impact on job and therefore on business performance, it needs to be built around a sound strategy understanding of an organization business. The first stage is the stage when competencies are assessed, and is therefore, also called the competency assessment stage. At this stage following questions are asked:

- What is the nature of the organization? Is it hierarchical, operating in a stable industry, or is it fast moving and high tech?
- What is the objective of competency assessment? Will it be the basis of all activities such as selection, etc.?
- For which levels do you want to identify competencies- supervisory, managerial, top-level, middle level, etc.?
- How will competencies be defined to be meaningful in the context of the organization?

Strategic areas of competence In the next stage, critical success factors for business strategy are clarified and confirmed so that areas of strategic competence can be identified. A strategic areas of competence is defined as an area in which the organization must be competent, if it is to succeed in its mission, and which has implications for individual capabilities. For the organization to succeed, it is necessary for it to possess capabilities in each strategic areas of competence. Together they are sufficient to achieve the mission. The list must therefore reflect the absolute minimum number of areas in which capabilities are required to accomplish the mission.

Determining competency requirements Common competencies are identified by examining all competencies that managers possess and exercise to achieve business results. Competency requirement refers to the discrete dimension of behavior which lies behind success or failure in a particular job or job category. Such dimension may include knowledge, skills, behaviour and other factors which can be precisely defined and assessed for management development purposes and will be influenced by the organizational level and culture. Competency requirement are derived from three sources:

- The requirement of the business, as reflected in the strategic areas of competence.
- The job itself, in terms of business, professional, and technical requirement as well as in terms of personal and managerial competencies.
• The organization, in terms of the culture and therefore, the behaviour required and the level at which the individual operates.
Assessment of requirements helps with developing training and development needs. There are two forms of assessment.
• Assessment of current job performance, which is an ongoing responsibility and culminates in the formal annual appraisal; and
• Assessment of employee’s potential, which guides career direction and planning.

2.1.15 Common Pitfalls in implementing a competency mapping system

Usual pitfalls about competency development are as follows:
• Lack of internal routing
• Lack of information
• Lack of co-ordination
• Wrong time
• Wrong use of tools
• No consequence analysis
• Dependence on external consultants.

Pitfall No: 1 believing the Map is Ultimate Goal

Mapping is an easy task but the difficulty lies in the audit and analysis. These are the areas where most fraught with stumbling blocks and problems. The process or the map becomes a colossal waste of time and money without proper analysis. The major pitfall occurs when the map is considered as the desired end result without going into proper analysis. This is where many organization loss out as they do not get into a proper analysis. For a proper analysis there should be proper questions at the outset.

Pitfall No: 2 No Purposeful Questions

If the questions is not asked properly one is bound to get an improper answer rather a bad answer. So valuable questions will results in valuable answer. If the questions are not proper it means the objective or mission of a competency map is not defined clearly. The map is not in itself good, but it is best only when it brings a positive change in the organization.

This can be achieved by understanding the communication flow in the organization. This will help in knowing how and where to close the flow and decide what is desirable and not desirable for strategies developed by the organization.
Pitfall No: 3 Not Knowing Where you are Going
This is what is called not knowing what the MISSION of the organization is. One should know where the organization is heading to. If the organization has to be in the reality then it should focus on something beyond reality so that it land in reality.

The mission must be to create and sustain a knowledge flow that is more profitable to your organization. Then the map becomes a measure of how close to the ideal you already are in order to benchmark for future measures of how much change you have been able to effect. The mission must reach far beyond the map.

Focus should be on achieving what is always better than where you are right now.

Pitfall No: 4 Not Ensuring Both Reliability and Validity
Data from any source should be reliable and be valid so that it can be used for further process effectively. Reliability and validity are indications of how usable a particular measuring tool really is. "Reliability tells us how consistently we are measuring whatever we are measuring. Validity is concerned with whether we are measuring what we say we are measuring."

Reliable data should be consistent both internally and across time. If one measure any part any time anywhere the results should be consistent. The reliability and validity of data depends on the questionnaire as well as the measurement tool. The data cannot be reliable and valid, if our measuring tool is not accurately consistently measuring what we say we are measuring. The question is really the key. If the question cannot be assessed to be reliable and valid, there is no sense in even beginning the process.

Pitfall No: 5 Not Assessing the Results Accurately
Once if all the above pitfalls have been successfully flowed through, the greatest challenge lies in using the results effectively with proper assessment. The greatest danger lies in potential misuse of data. Now once we know the pitfalls, we should go ahead boldly and map it. But it should always be done with knowledge. Knowing about the pitfalls will help the organization to chart the mapping activities with confidence. The effective mapping processes requires. Involvement and participation of the management, Proper planning and allocation of responsibilities, Participation and involvement of employees, Use of consultants, Proper follow up and feedback.
2.1.16 Organization Development

Change and development

Change occurs not only in technology, marketing but also in human values, attitudes, relationships, social system, organizational climate, culture etc. Hence all are aware of and are concerned with change. Changes in values etc., have tremendous impact on organization as changes in technology and marketing. As such management has to meet the challenges of changes. Management can effectively meet these challenges through a systematic and planned change effort. Organizational development (OD) has emerged to help the planned change for organizational effectiveness. Thus, it is said that the organizational development is the modern approach to management of change and human resource development. Organization development (OD) concentrates on people dimensions like norms, values, attitudes, relationships, organizational climate etc.

History of Organization Development (OD)

Douglas McGregor served as resource person to help Union Carbide Corporation to create an OD capability where OD was set up in 1962. French and Bell who have done most of the work on OD feel that laboratory training and survey feedbacks are the main stems of OD. Sensitivity training programmes were conducted to managers under the OD movement. OD is still developing and evolving.

What is OD?

Different managers view differently and various authors have given variety of definitions about OD. Warren G Bennis defines OD as “a complex educational strategy intended to change the beliefs, attitudes, values and structure of organizations so that they can better adapt to a new technologies, markets and challenges and dizzying rate of change itself”

Dale S. Beach defined OD as “a complex educational strategy designed to increase organizational effectiveness and wealth through planned intervention by a consultant using theory and techniques of applied behavioural service.

Wendell L. French and Cecil H. Bell Jr. defined OD as “a long range efforts to improve an organization’s problem solving and renewal processes, particularly through a more effective and collaborative management of organization culture- with special emphasis on the culture of formal work teams- with the assistance of change agent, or a catalyst and the use of theory and technology of applied behavioural science, including action research.”
It is clear from these definition that OD has emerged in response to needs- primarily because of the inadequacy of training and executive development programmes and secondly due to fast pace of change itself. It is further clear from these definitions that:

1. OD is broader concept and includes management development and training as its sub-systems as the primary objective of OD is to change the nature of organization.
2. OD is not a separate discipline but it heavily draws from other discipline like psychology, sociology, anthropology etc.
3. OD is based upon theory and research.
4. OD is concerned with people for increasing organizational effectiveness.
5. OD is also concerned with improving organizational climate and culture.

**Characteristics of OD**

An in depth study of the definitions of OD indicates the following characteristics of OD. They are:

1. OD focuses on the whole organization to assure that all parts of the organization are well co-ordinated.
2. OD is concerned with interaction and interrelation among its various sub-systems as it utilizes system model.
3. OD use one or more change agent who stimulate and co-ordinate the change within a group. Some organization employs a change agent while some others have their own change agents within their organization.
4. OD is concerned with problem solving approach as it seeks to solve the problem rather than merely discussing them.
5. OD emphasizes learning by experience. As such participants are expected to learn by experience.
6. OD utilizes group processes like group discussions, intergroup conflicts, collaboration and cooperation.
7. OD provides feedback data and information of the participants.
8. OD is long term approach to improve the overall organizational effectiveness.
9. OD is research based as most of its interventions are based on research findings.

**Values of OD movement**

OD movement is composed of various professionals like of behavioural researchers, consultants, business executives etc. There are a number of values of this profession. The important among them are:
(1) People are basically Good: OD movement believes the assumptions of the Theory of Y of McGregor. As such it emphasizes supportive and relative opportunities for growth. Self-control and personal responsibility are to be provided to the employees in an organization rather than using controls and punishments.

(2) Need for Confirmation and Supports: Every new employee needs confirmation and support of others. He is conditioned to believe that no ‘news is good news’ as he may be afraid of the negative aspects of support and security. Hence, when the new employee is appointed he is to be taken into confidence, invited to work place and into association for discussion on his personal and work related issues in private meetings.

(3) Accepting differences among people: people have different backgrounds, experiences, opinion and ideas, viewpoints and personality. Organization is benefited by the differences in backgrounds, personality and viewpoints of employees.

(4) Expressing Feeling and Emotions: allowing the people to be rational, to express their feelings, sentiments, emotion, anger or tenderness. Full range of expression of feelings results in high motivation, commitment, and creative ability. The people may be allowed to exhibit their anger, emotion and exhilaration.

(5) Authenticity. Openness and Directness: Most of the people exhibit duplicity tell half-truths and mask their true motives. Such behavior inhibits the growth of the individual and productivity as the resources are misused in this process. Honesty and directness enable people to put their energies into the real problems and improve effectiveness.

(6) Fostering Cooperation: Some executives adopt the rule of divide and manage. Thus, they believe in win-lose competition for various employee benefits. This style results in wastage of human and other resources. Hence, executives should create and develop cooperation among employees for effectiveness.

(7) Giving Attention: Giving attention to process activities not only at the time of assigning activities and bringing relation among employees but also at the later stages.

(8) Confronting Conflicts: Some executive suppress the conflict. But it has its own long-run effect on employee morale. Hence, identifying the root cause of problem and working out a satisfactory solution rather than suppressing the conflict are needed.

**OD Objectives**

Organization development efforts broadly aim at improving the organizational effectiveness and job satisfaction of the employees. These aims can be attained by
humanizing the organization and encouraging the personal growth of individual employees. Specifically the OD Objectives are:

(1) To increase openness of communication among people.

(2) To increase commitment, self direction and self control.

(3) To encourage the people who are at the helm of affairs or close to the point of actual action to make the decision regarding their issues through collaborative effort.

(4) To involve the members in the process of analysis and implementation.

(5) To encourage the confrontation regarding organizational problems with a view to arriving at effective decisions.

(6) To enhance the personal enthusiasm and satisfaction levels.

(7) To increase the level of trust and support among employees.

(8) To develop strategic solution to problem with higher frequency.

(9) To increase the level of individual and group responsibility in planning and execution.

**OD Process**

The OD process is complicated and is take long time to complete the process. It takes minimum of one year and sometimes continues indefinitely. There are different approaches to OD process but the typical process consist of seven steps, viz., initial diagnosis, data collection, data feedback and confrontation, action planning and problem solving, team building, intergroup development and evaluation and follow-up.

(1) Initial Diagnosis: If executive recognize that there are inadequacies within organization which can be corrected by OD activities, it is necessary to find out the professional and competent people within the organization to plan and execute OD activities. If competent people are not available within the organization the services of the outside consultant to help in diagnosing the problem and developing OD activities are to be taken. The consultant adopts various methods including interviews, questionnaires, direct observation, analysis of documents and reports for diagnosing the problem.

(2) Data Collection: Survey methods are used to collect the data and information for determining organizational climate and identifying the behavioural problems.

(3) Data Feedback and Confrontation: Data collected are analyzed and reviewed by various work groups formed from this purpose in order to mediate in the areas of disagreement or confrontation of ideas or opinions and to establish priorities.

(4) Selection and Design of Interventions: The interventions are the planned activities that are introduced into the system to accomplish desired changes and improvements. At this stage the suitable interventions are to be selected and designed.
(5) Implementation of Intervention: The selected intervention should be implemented. Implement may take the form of workshops, feedback of data to the participants, group discussion, written exercises, on-the-job activities, redesign of control system etc. Interventions are to be implementing steadily as the process is not a “one-shot, quick cure for organizational melody. But it achieves real and lasting change in the attitudes and behaviour of employees.

(6) Action Planning and Problem Solving: Group prepares recommendation and specific action planning to solve the specific and identified problems by using data collected.

(7) Team Building: The consultant encourages the employee throughout the process to form into groups and teams in the OD process. by arranging joint meetings with the managers, subordinates etc.

(8) Intergroup Development: The consultant encourages the intergroup meetings, interaction etc., after the formation of groups/teams.

(9) Evaluation and Follow Up: The organization evaluates the OD programmes, find out their utility, develop the programmes further for correcting the deviations and/or improve results. The consultant helps the organization in this respect.

All the steps in the OD processes should be followed by the organization in order to derive full range of OD benefits.

OD Interventions/Techniques

Organizational development intervention techniques are the methods created by OD professionals and others. Single organization or consultant cannot use all the interventions. They use this interventions depending upon the need or recruitment. The most important interventions are: Survey feedback, process consultation, sensitivity training, the managerial greed, goal setting and planning, team building and management by objectives. Other interventions are job enrichment, changes in organizational structure and participative management and quality circles.

(1) Survey Feedback - This intervention provides data and information to the managers. Attitudes of employees about wage level, and structure, hours of work, working conditions and relations are collected and the results are supplied to top executive teams. These team analyse the data, find out the problems, evaluate the results and develop the means to correct problem identified. The teams are formed with the employees at all levels in the organization hierarchy, i.e., from rank and file to the top level.
(2) **Process Consultation** - Under this method, the process consultant meets the member of department in work teams; observe their interactions, problem identification skills, problem solving procedure etc. Feedback the team with the information collected through observation, coaches and counsels individual and groups in their molding behaviour.

(3) **Goal Setting and Planning** - Each division in an organization or branch/zonal office sets the goals or formulates the plans relating to profitability, market share, human resource productivity etc. These goals are sent to top management, which in turn sends them back to the division/zones/branches after modifications. A set of organization-wide goals thus emerge thereafter.

(4) **Managerial Grid** - Industrial psychologist Blake and Mountain developed the managerial grid basing on the Ohio State Study. The managerial grid identifies a range of management behaviour based on different ways that how production/service-oriented and employee-oriented state interact with each other. Managerial grid is also called as instrumental laboratory training as it is structured version of laboratory training. It consists of individual and group exercises with a view to developing awareness of individual managerial style, interpersonal competence and group effectiveness. Thus, grid training is directly related to the leadership styles. The managerial grid focuses on the observation of behavior in exercises specifically related to work. Participants in this training are encouraged and helped to appraise their own managerial style.

(5) **Management by objectives**

Management by objective (MBO) is successful philosophy of management. It replaces traditional philosophy of “management by domination.” It was popularized as an approach to planning by Peter F. Drucker in 1954 in his famous book. The practice of management. Since that time it has acquired momentum and of late it has become a movement. There are many MBO type programmes like “management by results”, “goals management”, “work planning and review” “goals and controls”, “appraising by results.” These programmes are similar in nature in spite of differences in names. According to Howell the concept of MBO has passed through different stages of management development, viz.:
1. MBO for performance appraisal:
2. MBO for integrating the individual with the organization; and
3. MBO for long range planning.

Management by objective has been defined as “a result-centred, non-specialist, operational managerial process for the effective utilization of material, physical and human resources of the organization, by integrating the individual with the organization and organization with the environment.

In other words MBO is a process by which managers at different levels and their subordinates work together in identifying goals and establishing objectives consistent with the organizational goals and attaining them. Thus, MBO is not only an aid to planning but also motivating factor.

(6) Sensitivity training 65

The most commonly used OD intervention is sensitivity training. It is also called laboratory training. It is called as laboratory training as it is conducted by creating an experimental laboratory situation in which employees are brought together, in groups, to interact in an unstructured environment. The members are encouraged to interact with new members and new individual behaviors.

Some people never understand why they feel and act as they do and how the others feel about them. Some people are insensitive to the effects of their behaviour upon others and their orders upon subordinates. Laboratory training helps such people to understand the impact of their behaviour on others.

(7) Team building 66

Most of the laboratory training takes place among the employees of the same department. These employees work together as a team. Team building is nothing but application of various techniques of sensitivity training to the actual work groups in various departments. This work group consists of peers and a supervisor. Laboratory techniques are also applied to short term work teams. The techniques like laboratory training aims at improving intergroup relations. This technique is designed to improve the ability of the employees to work together as teams.
Job enrichment as is currently practiced all over the world is a direct outgrowth of Herzberg’s two factor theory of motivation. It is therefore based on the assumption that in order to motivate workers, the job itself must provide opportunities for achievement, recognition, responsibility, advancement and growth. The basic idea is to restore to jobs the elements of interest that were taken away under the intensive specification. However, job enrichment is significantly different from horizontal loading, referred to earlier. Horizontal loading does not enrich the task. Washing dishes, then silverware, and then pots and pans does no more to satisfy and provide opportunity to grow than washing only dishes. Under job enrichment there is a conscious efforts to build into jobs a higher sense of challenge and achievement.
2.2 – Models of Competency Mapping

2.2.1 Competency Assessment and Competency Modeling

Competency based approach uses competency assessment and competency modeling to determine the competency requirement for effective performance.

Competency assessment is the process of identifying the competencies among a group of employees, typically by department, job category or hierarchical structure. There is a difference between competency assessment and task analysis. Task analysis bases training on what people do, whereas competency assessment bases training on who the successful performers are. Traditional job analysis includes all employees and does not differentiate between good and excellent performers. Task analysis typically focuses on jobs with an emphasis on psychomotor skills whereas competency assessment conducts training for employees who perform decision-making tasks and are knowledge workers such as managers and professionals.

A competency model is a success profile created on the basis of competency assessment. This profile describes the behaviour relevant to success at a firm and is called the ‘competency model’. A competency model is an organizing framework that list the competencies required for effective performance in a specific job, job family (i.e., group of related jobs), organization, functions, or process. These competencies are associated with exemplary performers and tied to the corporate culture. Individual competencies are organized into competency models to enable people in an organization or profession to understand, discuss, and apply the competencies to workforce performance.

The competencies in a model may be organized in a variety of formats based on organizational needs. A common approach is to identify several ‘core’ or ‘Key’ competencies that are essential for all employees and then identify several additional categories of competencies that apply only to specific subgroups. Some competency models are organized according to the type of competency, such as leadership, personal effectiveness, or technical capacity. Other models may employ a framework based on job level, with a basic set of competencies for a given job family and additional competencies added cumulatively for each higher job level within the job family.

With increasing competitive pressure, new business strategies that require management re-structuring emerge with increasing rapidity. Implementing an organizational restructuring requires an assessment of the management competencies needed and available to manage the business resources in a different way. Hence, the competency
approach has gained considerable popularity in business and industry in recent years. There are several reasons for the increasing use of competency assessment by organization:

- The speed of the change in the business environment has led to an increase in interest in assessment because of the nature of task analysis. Compared to task analysis, competency assessment is much more flexible and does not get dated quickly.
- The changing nature of work implies that workers rely less on psychomotor skills. Workers are beginning to make more decisions. Employees are becoming empowered. Hence, competency assessment is used more as job responsibilities include more of decision making.
- Widespread corporate downsizing requires training and development professional to move to more flexible definitions of jobs, and away from the bureaucratic job definition.
- Competency assessment can become the basis for an entire corporate HR department’s activities such as recruitment, selection, orientation, training, compensation, performance appraisal, career paths, etc.

The premise behind the use of competency framework for management development is that if an organization’s managers are equipped with the right competencies to carry out their jobs effectively, corporate success should. all things being equal, only be improved but accelerated. There are seven steps to the successful development of a competency model.

### 2.2.2 Developing Competency Modeling Process

The process has seven steps

1. Define objectives: The following questions must be answered – why is there need to develop a competency model? What problems will be solved. benefits gained? What is the unit of analysis? Is it a specific job, job family, a single work group, a function, or an entire organization? How will the model be applied, that is. for selection, strategic workforce planning, promotion, performance management, and T&D.?

2. Obtain support of sponsor: A sponsor is a person of some influence in the organization, such as a CEO. The Sponsors helps gain commitment and participation of the employees and managers from whom data will be collected.

3. Develop and implement a communication and education plan: Success of the competency model depends on convincing those who will participate of the value of the model. A communication strategy must be developed. All stakeholders should be
informed of the initiative early in the process, and should be kept informed of the progress through communication at periodic intervals.

4. Plan the methodology: A methodology to develop the competency model is designed. This involves selecting a sample and data collection methods. The high performers are used to collect data in developing competency model. The goal is to identify competencies required for excellent job performance, not average or poor performance.

5. Identify the competencies and create competency model: This step involves three interrelated tasks. (a) Developing complete understanding of the job through JD and JS to acquire a job definition. The definition includes job responsibilities, its place in the organization and profession, and the education and experience required. (b) identifying competencies for each element of the job (c) Assemble the competence model by clustering together similar KSAs and personal characteristics. Each competency is accompanied with a definition and behavioural examples. The completed competency model include a list of competencies organized by type, with a definition and several behavioural examples at three or more levels of proficiency.

6. Apply the competency model: This is done for purpose of selection, recruitment, training and development, and other HR practices. With respect to ‘training and development’ the application involves the use of competencies to design a curriculum for training and other developmental activities, developing multi-rater feedback instrument to assess employee needs for competency development planning, providing development planning guides that provide employees with specific suggestions on how to strengthen each competency.

7. Evaluate and update the competence model: The competency development process must be evaluated to determine the value of the model.

Competency development is a continuous process. Required competencies must be revised with changes in job design, contextual conditions, etc.
2.2.3 Models of Competency Mapping

To identify competencies for various roles/jobs, following competency models or frameworks can be used:

1. Organizational competency based competency model.

2. Commitment and competence based competency model.

3. 5 - level competency model.

4. Job based competency model.

5. Generic and specific competency model.


7. Organizational goal linked competency model.

8. Technical and behavioral competency model (for non-managerial staff).
MODEL – 1

ORGANIZATIONAL COMPETENCY BASED COMPETENCY MODEL

This is the framework for competency profiling for a job based on the core competencies required for an organization for its business processes. The following are the required core competencies for all the people of its business processes to achieve organization objectives:

1. Dedication of work.
2. Continuous competency development.
3. Speed in work.
4. Accuracy (zero defects) in work.
5. Creativity for continuous improvement.
6. Initiative (to be self-starter) on the job.
7. Cost consciousness.
8. Customer focus.

This model is depicted in the following figure 2.3.1

Figure No. - 2.2.1- Organizational competency based competency model

Sources- Human Resource development centre, New Delhi. CM/C-3/27
MODEL – 2

COMMITMENT AND COMPETENCE BASED

COMPETENCY MODEL

This model is based on the basic premises that the competency is the sum total of Commitment and Competence.

**Competency = Commitment + Competence**

‘Commitment’ is the deep attachment or devotion with passion and faith or belief of a person on the process and objective of the job he is holding or a task he is required to perform.

‘Competence’ is the ability to do a job. It is the function of knowledge and skills.

Competence = Knowledge x Skills.

‘Competency’ is the demonstration of competence characteristics and commitment characteristics of an individual for making superior contribution to the organization.
Figure No.- 2.2.2 –Commitment and Competence based Competency Model

- Technical knowledge
- Functional information
- Knowledge of business processes
- Analytical skills
- Communication skills
- Planning skills
- Organizing skills
- Interpersonal skills
- Technical/ functional skills
- Conceptual skills
- Leadership skills
- Team building skills
- Problem solving skills
- Decision making skills
- Time management skills

- Self confidence
- Enthusiasm
- Self motivation
- Honesty & integrity
- Accepting challenges
- Winning attitude
- Determination
- Self improvement
- Open to new ideas
- Learning from mistakes
- Concentration
- Patience
- Perseverance
- Ownership of work
- Enterprising
- Pursuit for perfection
- Result oriented
MODEL - 3

5 Level Competency Model

This is a framework to profile competencies considering 5 components of competency.

Figure No.-2.3.3 (A) 5 level Competency Model

<table>
<thead>
<tr>
<th>Component of competency</th>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKILLS</td>
<td>Application of knowledge into Job or ability to put knowledge into practice.</td>
<td>Technical / functional skills + Managerial Skills.</td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td>Awareness, Information, theories, Conceptual Understandings and mental intelligence.</td>
<td>Job Knowledge, Organizational rules policies, Procedures and Global Awareness</td>
</tr>
<tr>
<td>ATTITUDES</td>
<td>PERCEPTION</td>
<td>Perception about self and others</td>
</tr>
<tr>
<td></td>
<td>TRAITS</td>
<td>Personality</td>
</tr>
<tr>
<td></td>
<td>MOTIVES</td>
<td>Core and innate nature of a person.</td>
</tr>
</tbody>
</table>
MODEL - 4

JOB BASED COMPETENCY MODEL

It's a plain and one list of competency required to perform a particular job. There are various functions or departments in every organization and each function or department may have various jobs. These competencies are very specific to that particular job consisting of various mental and emotional characteristics.

Figure No.- 2.2.4-Job based competency Model

Specimen of competency model:
<table>
<thead>
<tr>
<th>Sr. no</th>
<th>Characteristics</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td><strong>Personality</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Assertiveness</td>
<td>Ability to take command during face to face situation while displaying appropriate tact and diplomacy.</td>
</tr>
<tr>
<td>2.</td>
<td>Competitiveness</td>
<td>Desire to win and to achieve and surpass goals</td>
</tr>
<tr>
<td>3.</td>
<td>Self-sufficiency</td>
<td>Ability to work independently and maintain one’s motivation.</td>
</tr>
<tr>
<td>4.</td>
<td>High emotional stamina</td>
<td>Ability to maintain focus and effectiveness under stressful and frustrating situations.</td>
</tr>
<tr>
<td>5.</td>
<td>High energy level</td>
<td>Ability to establish and maintain a fast pace and tempo</td>
</tr>
<tr>
<td>(B)</td>
<td><strong>Ability</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Mental ability</td>
<td>Ability to deal with multiple issues and details, alertness and learning capacity.</td>
</tr>
<tr>
<td>2.</td>
<td>Divergent thinking</td>
<td>Ability to see and think beyond the obvious and formulate original solutions.</td>
</tr>
<tr>
<td>3.</td>
<td>Quantitative reasoning</td>
<td>Ability to reason with, analyze and draw conclusions from members.</td>
</tr>
<tr>
<td>(C)</td>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Financial analysis</td>
<td>Understanding the financial impact of decisions on the customer’s satisfaction, and the company</td>
</tr>
<tr>
<td>2.</td>
<td>Product knowledge</td>
<td>Expertise related to the company’s product and services, as well as other crucial aspects of the business.</td>
</tr>
<tr>
<td>(D)</td>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Communication skills</td>
<td>Establishing rapport, determining employee as well as organizational needs.</td>
</tr>
</tbody>
</table>
2. Problem solving skills  | Anticipating problem-inviting ideas, distinguishing symptoms from causes, modifying proposal and implementing solutions.

3. Presentation skills  | Ability to communicate to large and small groups establish rapport with the group, articulate delivery of ideas, effectively use vital aids and maintain a commanding presence.

4. Coaching/ training skills  | Assessing learning needs and closing knowledge gaps, simplifying information, ensuring understanding, reinforcing desired behavior and motivating the learner.


**MODEL – 5**

**GENERIC AND SPECIFIC COMPETENCY MODEL**

There could be two types of competencies:

1. **Generic competency:**
   
   This will be set of general competencies for all jobs having same level irrespective of the functions or departments.
   
   Generic competencies includes the following fields:-
   
   - Job knowledge.
   - Mental ability.
   - Team work.
   - Initiative.
   - Innovativeness.
   - Emotional maturity.
   - Communication.
   - Leadership.
   - Quality of work.
   - Time control.
   - Attendance.
   - Planning and organization.
   - Problem analysis and decision making.
   - Self-motivation.
   - Ability to change.
2. **Specific competency:**

   This will be set of competencies specific to particular job or function based on its typical requirements.

   We can describe following specific competencies for HR Manager:-

   **HR Knowledge**
   - Knowledge of HR philosophy policies practices and systems.
   - Knowledge of performance appraisal system practices.
   - Carrier planning and development system and practice.
   - Knowledge of labor laws.
   - Knowledge of learning theories.
   - Knowledge of training methods and systems.
   - Knowledge of organizational structures and how they function.
   - Knowledge of group dynamics and group function.
   - Knowledge of links between organizational goals, plans, policies, strategies, structures, technology, system, people management system, style, etc.
   - Knowledge of power dynamics and networking in the organization.
   - Organizational plans manpower and company requirements.
   - Knowledge of social violence research methods.
   - Knowledge of job analysis, job enrichment, job redesigning and job evaluation.
   - Manpower planning methods.
   - Knowledge of role analysis techniques.
   - Knowledge of employee relation practice.
   - Knowledge of the role of reward.
   - Knowledge of the methodology of behavior modification and attitude change.
   - Knowledge of quality circles.
   - Knowledge of recent development in management systems.
   - Knowledge of personality theories and measurement.
   - Understanding of personal and managerial effectiveness.
   - Knowledge of interpersonal relations and factors affecting them.
   - Knowledge of what constitutes organization health and methods and survey.
   - Knowledge of instruments and measurement of human behavior.
   - Knowledge of personal growth and its methods.
HR Skills

- Influencing (communication, persuasive, assertive, inspirational and other skills needed to influence) top management.
- Influencing skills needed to line manager.
- Articulating HRD philosophy and values.
- Designing skills for developing HRD systems.
- Skills to monitor the implementation of HR systems (designing questionnaires, data gathering, feedback and persuasion)
- Interpersonal sensitivity
- Ability to give and receive feedback.
- Counseling skills (listening, rapport building, probing and exploring)
- Conflict management skills.
- System designing skills.
- Task analysis/job analysis skills.
- Training skills.
- HR audit staff.
- Competency mapping skills.
- Workers skill mapping skills.
MODEL – 6

Functional, Managerial and Behavioral competency

Based model

The competencies for managers may be categorized in three areas namely:

- Functional.
- Managerial.
- Behavioral.

This model can be depicted through the following figure: 2.3.5

Figure: No. - 2.2.5 - Functional, Managerial and Behavioral competency Based model

Sources: Human Resource development centre, New Delhi. CM/C-3/27

**Functional competency:**

These competencies will be different for different functions like.

- Finance
- Marketing
- Production.
- Materials.
- Sales.
- Information systems.
- Engineering.
- Customer service.
- Safety health and environment.
- HR.
- Administration.
Managerial Competency:

1. Managing self competency
It involves the ability to assess your strengths and weaknesses; set and pursue professional and personal goals; balanced work and personal life; and engage in new learning- including new or changed skills; behavior and attitudes.

2. Managing communication competency
It involves the ability to transmit, receive, and understand ideas, thoughts, and feelings- non-verbal, verbal, written, listening, and electronic and the like- for transferring and exchanging information and emotions.

3. Managing diversity competency
It involves the ability to value unique individual and group characteristics, embrace such characteristic as potential sources of organizational strengths, and respect the uniqueness of each individual. This competency also involves the ability to help people work effective together even though their interest and background may be quite diverse.

4. Managing ethics competency
It involves the ability to incorporate values and principles that distinguish right from wrong in decision making and behavior.

5. Managing across culture competency
It involves the ability to recognize embrace similarities and differences among nations and cultures and then to approach key organizational and strategic issues with an open and curious mind.

6. Managing Team competency
It involves the ability to develop, support, facilitate, or need groups to achieve organizational goals.

7. Managing change competency
It involves the ability to recognize and implement needed adaptations or entirely new transformations in the people, tasks, strategies, structures, or technologies in the person’s area responsibilities.
Figure No. - 2.2.6- Managing change competency

Sources- Human Resource development centre, New Delhi, CM/C-3/41

**Behavioral competency**
- Teamwork Co-operation (within and across units)
- Customer orientation.
- Commitment to continuous quality/ process improvement.
- Creativity/ innovation.
- Flexibility/ adaptability to change.
- Continuous learning/ development.
- Displays vision.

**Making People Matter**
- Leadership/ initiative
- Respect for others.
- Interpersonal skills.
- Supports diversity and understands related issues.
- Honesty/ fairness.
- Builds trust.
- Recognizes others achievement/ contribution.
- Understands others perspectives.
- Resolves conflicts.
- Positive attitude.

**Job Effectiveness**
- Planning/ organization.
- Problem solving/ judgement.
- Make effective decisions.
- Takes responsibilities.
- Achieves results.
- Communicates effectively.
- Dependability.
- Job/ organizational knowledge.
- Productivity.

**MODEL - 7**

**ORGANIZATIONAL GOAL LINKED COMPETENCY MODEL**

Figure-2.2.7 – Organizational goal linked competency model

- **Step – 1: Define the mission of the organization.**
- **Step – 2: Develop vision for the organization.**
- **Step – 3: Set goals of the organization.**
- **Step – 4: Define departmental & sectional goals.**
- **Step – 5: Define goals for individual jobs.**

Sources- Human Resource development centre, New Delhi, CM/C-3/59

A competency mapping exercise can be undertaken in a very structured and a systematic way in the following steps under this model.
Step – 1: Define the mission of the organization.
This means spell out the spirit and the core objectives for which the organization exists.
e.g. for an automobile company mission is “to provide world class quality cars at
affordable prices to the society.

Step – 2: Develop vision for the organization.
This means showing lights on where and how we are moving to realized the vision of the
organization. e.g. for an automobile industry “to be one of the top 3 manufacturers of
cars next 10 years in terms of volume”

Step – 3: Set goals of the organization.
This means giving a concrete shape of vision in terms of specific activity line, making
feasible targets and quantify them ensuring that our targets are in line with the mission
and the core objective of the organization and give a time frame for achieving those
targets. In brief, set SMART Goals.
SMART = Specific + Measurable + Achievable + Relevant + Time frame

Step – 4: Define departmental & sectional goals.
The organization goals should be divided into departmental goals and sectional goals.
Organization may have various divisions/ sections/ subsections like marketing, finance,
HR, materials, production, quality assurance, maintenance/ engineering, logistics etc.
In case of HR department, there may be sections like establishment functions, industrial
relations, employee welfare, training and development.

Step – 5: Define goals for individual jobs.
The departmental / sectional goals can be further broken into goals for each individual
jobholder for the department. The individual goals should be SMART. The individual
goals may also be termed as key result areas (KRA) or key performance areas (KPA)
with quantifiable performance indicators (PIs)
e.g. individual goals/ KRA/ KPA for the year 2005-2006

Training Manager
1. Bridge skill gaps of operators in the plant through training.

Production Manager
1. Increase workers productivity by 10%
2. Decrease rejections from 4% to 2.5%

Step – 6: Define role for each individual job.
Clarify how the jobholder would achieve his individual goals. This becomes his role. e.g.
in case of the above goals for individual jobs the roles would be as under:-
Figure No. - -2.2.8- Role for each individual job

### Training Manager

<table>
<thead>
<tr>
<th>Goal</th>
<th>Role</th>
</tr>
</thead>
</table>
| 1. Bridge skills gap of operators in the plant through training. | 1. Conduct skill-mapping exercise.  
2. Organize technical multi skills training.  
3. Measure the impact of training. |

### Production Manager

<table>
<thead>
<tr>
<th>Goal</th>
<th>Role</th>
</tr>
</thead>
</table>
| 1. Increase worker’s Productivity by 10% | 1. Impart job is specific training to the workers.  
2. Enhance worker’s motivation.  
3. Ensures equipment and material availability. |
| 2. Decrease rejection from 4% to 2.5% | 1. Improves worker’s skills.  
2. Makes available all resources to the worker.  
3. Bring in zero defect, culture in production processes |

### Step – 7: Break the role into tasks

#### Training Manager

<table>
<thead>
<tr>
<th>Goal</th>
<th>Role</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bridge skill gaps of operators in the plant through training</td>
<td>1. Conduct skill mapping exercise</td>
<td></td>
</tr>
</tbody>
</table>
- Preparing a list of job skill areas of a plant  
- Organizing a workshop on skill mapping for supervisors and managers of workers.  
- Developing skill-mapping tools.  
Co-ordination with concerned managers and getting skills mapped for each worker. |
| 2. Organize technical/ multi skills training |  
- Analyze skill gaps.  
- Set up technical training center.  
- Plan for “On the job training” and “Off the job training”  
- Develop training modules in coordination with concerned manager.  
- Identify trainers. |
<table>
<thead>
<tr>
<th>Goal</th>
<th>Role</th>
<th>Task</th>
</tr>
</thead>
</table>
| 1. Increase workers productivity by 10% | 1. Impart job specific training to the workers | - Co-ordinate with training department to organize training  
- Prepare engineers and highly skilled workers as internal trainers.  
- Get technical training program implemented through training department. |
| 2. Enhance workers motivation | | - Introduced morning meetings for workers as supervisors in each section for information sharing and communication.  
- Introduced KAIZEN scheme for worker involvement.  
- Introduced incentive schemes.  
- Get employees grievance handling schemes implemented through HR department  
- Mentoring & coaching his supervisors in managing & motivating workers. |
| 3. Ensure equipment & material availability | | - Co-ordination with maintenance department for equipment availability & materials department.  
- Trained machine operators in autonomous maintenance under TPM (Total Protective Maintenance)  
- Introduce ‘Kanban’* system in production line. |
| 2. Decrease rejections from 4% to 2.5% | 1. Improve workers skills | - Job rotation & on the job training workers  
- Training on quality parameters to workers  
- Standardize the production processes and make the workers aware of the standardized norms. |
<p>| 2. Make available all | | - Conduct the study to assess the requirement &amp; inventory of necessary tools &amp; instruments &amp; other |</p>
<table>
<thead>
<tr>
<th>resources to the workers</th>
<th>facilities required by the workers for quality work.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Get the required resources procured through material department.</td>
</tr>
<tr>
<td>3. Bring zero defect culture in the organization</td>
<td>• Trained all workers on how to achieve zero defect work</td>
</tr>
<tr>
<td></td>
<td>• Develop schemes to reward zero defect work by individuals &amp; sections.</td>
</tr>
<tr>
<td></td>
<td>• Organize zero defect events quality day like competition (essay/ slogan, cartoons, poems etc.) on zero defect.</td>
</tr>
<tr>
<td></td>
<td>• Monitor &amp; review defect rate data daily &amp; take actions immediately.</td>
</tr>
</tbody>
</table>

Sources: Human Resource development centre, New Delhi, CM/C-3/64-69

MODEL – 8

TECHNICAL & BEHAVIORAL COMPETENCY MODEL

This model is applicable for a job which is manual in nature and which doesn’t involve any supervisory or managerial functions like support office staff, time office clerk, accountant, receptionist etc. There may be only two sets of competencies for them:

1. Technical Competency
2. Behavioral competency

**Technical Competencies:**
They are job specific and different for different jobs

e.g. Company’s Personnel rules & procedures, Company’s wage & salary structure.
Factory’s act.

**Behavioral Competencies:**
They are uniform for all jobs or sometimes they may be different for different jobs.

e.g. Interpersonal communication, Team player, Initiative, Pleasant personality.
2.3- Competency Mapping and Organization development Practices in Indian Industries.

2.3.1 The experiences of different organizations using Organizational Development intervention techniques and Competency mapping methods.

The experiences of different organizations are analyzed below using the framework of OD linkage with organizational effectiveness.

A brief description of OD and Competency Mapping methods in each of these companies is presented below.

**Larsen and Tourbo Ltd. (L&T)**

L&T is probably the first organization in India to introduce an integrated Human Resource Development system (HRD). The HRD system was suggested by consultants while they were looking at the performance appraisal system for officers. The consultant felt that a development-oriented performance appraisal may not achieve developmental objectives unless accompanied by other sub systems like potential appraisal, employee counseling, career planning and development, training and OD. HRDS was introduced by L&T in the year 1975 with the introduction of Performance Appraisal and Feedback and Counseling subsystems. A high level task force was constituted to implement the HRD system. The task force functional upto the year 1979. L&T had a strong training department which was conducting a large number of training programmes and occasional OD exercises prior to this. These were further strengthened with the introduction of HRDS by linking training with performance appraisal and by stepping up OD activities. The starting of the HRDS was also marked by the bifurcation of the personnel and HRD Departments. The critical attributes required for various jobs were also identified but potential appraisal system is yet to be finalized.

**Crompton Greaves Ltd. (CGL)**

CGL started thinking about introducing HRD systems in 1979-80 when an ambitious expansion and diversification programme was launched. Through a series of seminars using external consultants and internal Human Resources Department, a climate was created where managers started looking forward to HRD interventions. Decision to introduce HRD system in a systematic way was taken by the top management after a presentation to the top management the details of such system. A high level HRD task force way constituted to implement the HRD system. The task force identified Role
Analysis, performance appraisal and counseling as priority areas. By 1986 a number of role analysis exercises were completed, bringing about increased clarity of roles through the use of role set groups. The role analysis exercises were extensive and involved several top management teams. A new performance appraisal system with considerable emphasis on team work was involved. Performance counseling was also introduced independent of appraisal. Potential development exercise using in-basket exercises are also being tried out.

**L&T Construction Groups** (Engineering and Construction Corporation Ltd) (ECC) 73

With phenomenal growth in its business in the seventies and stiff competition in the Indian and International market, the Engineering and Construction Corporation Ltd., wanted to reorganize itself to meet the new challenges and opportunities. An external consultant was employed to look into the organization and suggest changes. As a part of his report he also suggested the use of OD interventions to maintain organizational health, aid the process of change and increased role effectiveness. The OD process was started in 1983 with a diagnostic study. A group of senior executives was formed into an OD group to design and implement OD interventions with the help of OD consultant. Role analysis exercises were conducted initially to bring about more role clarity, the need for which was indicated by the diagnostic study. The analysis exercises also resulted in building the OD group as a team. The OD group identified several issues facing the company, priorities them and formed task forces to work on them. One of the issues identified on a priority basis was performance appraisal. Another was reward systems. As a result of the OD interventions, a new appraisal system called as Performance Analysis and Development System (PADS) has been developed and is being implemented.

**Jyoti Ltd.** 74

HRD function in Jyoti was started in 1980 in a modest way with the appointment of HRD manager. The function was started to catalyse and facilitate individual growth and organizational effectiveness. The HRD efforts in early years resulted in attempts to redesign the performance appraisal systems. These efforts did not result in any changes due to problem of acceptance. It was only in 1982 that renewed efforts were made by the new HRD manager to introduce various HRD subsystems and processes. Conducting in-house programmes to develop competencies of individual, instrument based feedback and counseling for executives, organizational diagnosis and OD interventions,
redesigning performance appraisal systems using participative processes, etc were some of the HRD activities introduced. As there was a change in organizational structure of the company in 1983, the HRD department used the opportunity to initiate OD activities in some parts of the organization. A series of OD exercises were organized to improve individual, interpersonal and team effectiveness.

**Voltas Ltd.**

The top management of Voltas always believed that their people are their strength. This belief has been brought to focus in the last few years through mechanism like performance appraisal, counseling management development, communication policy, potential appraisal, training etc. Voltas did not have a department separately for HRD apart from their training and manpower development unit which was a part of the personal department. However HRD culture was attempted to be brought in the company in variety of ways. In 1977 itself, while reviewing the reasons for its poor performance, the managing director identified inadequate attention paid to the development of human resources as one of them. In order to ensure development of human resources and generate a healthy organizational climate, a communication policy was evolved. This policy aimed at wider participation in decision making, openness and regular flow of information. Voltas have revised their performance appraisal systems from time to time. In 1982-83 they redesign the managerial appraisal system focusing it sharply on management development. It had the multiple objectives of strengthening managers as individual, developing them for higher level positions, strengthening working relationship, providing a basis for OD exercises and increasing accountability. Voltas also have a strong base in training and OD.

**Bharat Heavy Electrical Ltd (BHEL), Bhopal**

BHEL, Bhopal maintained a constant upward trend of production from 1972-73 till 1976-77. In 1977 there was a sudden dip in the production which caused considerable concern to the management. In September 1976 a Human Resource Committee (HRC) was formed with the executive director, GMs and Deputy GMs as members. A problem identification workshop was held. An OD department was also created in 1981. Starting from this, a number of OD interventions have been made by the OD department using internal task forces as well as external consultants. These include: management employee communication meetings, team building programmes, survey feedback on organizational health and motivational climate, etc. The company is in the process of introducing a new performance appraisal system.
Bank of Baroda (BOB) 77

The HRD Department in the bank of Baroda was established in the year 1978 as a part of Personnel Department. The need for a separate HRD Department to look after manpower planning, training and performance appraisal was suggested by a consultant appointed by a bank to suggest mechanism to strengthen the Head Office. After its establishment the HRD Department brought about major changes in the appraisal system and developed through a participative process, a development oriented appraisal system for officers. The Employee Performance Review System (EPRS) was finalized using top level committee and top management support. Self review, performance review discussion, identification of constraints, developmental decision on the basis of self appraisal and review are some of the component of the new system. The HRD department also enriched the training function and prepared eventually a skills-inventory covering about 10,000 employees for use for various human resource decisions. In the first year of implementation of EPRS itself, the HRD department made 72 interventions towards development decisions. Officers were trained in the new system through 65 seminars. The EPRS is reviewed periodically to make further improvements.

State bank of India (SBI) 78

A decision to introduce HRD system was taken at a workshop attended by the chairman of the SBI and the Managing Directors of SBI and its associate banks. The workshop was addressed by an external consultant who explained the HRD philosophy. The associate banks appointed HRD managers subsequently but could not make much headway except designing a new appraisal format common to all associate banks, and conducting periodic surveys on motivational climate. It was only in 1979 when the SBI appointed a Chief General Manager, Personnel & HRD, and a Chief Officer, HRD, at the central office, that the HRD started gaining momentum in the SBI. Simultaneously, HRD departments were started and HRD managers appointed in the different circles of SBI. The HRD efforts started by introducing a new development-oriented performance appraisal system. Given the size of Organization, with about 40,000 officers to be covered, introduction of the new appraisal had to be based on adequate experimentation and orientation of all staff to the philosophy and the objectives of the new system. After about 5 years of experimentation and evolution, the new appraisal system was formally introduced by the bank in 1986. The HRD Department of the SBI also started working simultaneously from 1979 in job rotation, training, OD career development, feedback and counseling sub-system.
Indian Oil Corporation (IOC) 79

IOC has about 31000 employee and fifth of them are officers. Beginning from 1964 the company had grown big in size and started experiencing problems like communication and logistics with indication of some degree of alienation among its employees. HRD function was initiated to prepare the organization to implement the strategic options. The HRD Department was established in June 1983 with the task of designing a comprehensive HRD system and implementing it. The HRD Department’s work began by the chief HRD Manager conducting a role analysis exercise in the context of HRD needs of the divisions. The department also conducted a series of workshops with the top management and senior executives to evolve and clarify the role of HRD Department. Assistance of an external consultant was also taken to facilitate the implementation of HRD. In 1984 HRD departments were set up in Refineries and Pipelines Division and Marketing Headquarters and a seminar was conducted to develop HRD Personnel to take up HRD tasks.. Role analysis exercise was conducted to bring about role clarity. The role-set based approach was used for this purpose. Key Performance Areas and critical attributes associated with each focal role also were worked out. The progress of implementation of HRD was being fed to the Board periodically and the board kept taking decisions.

Steel Authority of India Limited (SAIL) 80

SAIL is the biggest industrial company with asset worth Rs. 6000 crores and employee numbering 250,000. The new Chairman, who took over in 1985, found in his diagnostic efforts that SAIL's manpower is the biggest strength but it has not been put to full use. He got a feeling that SAIL has become a bureaucratic organization and its manage could be far better and its employee can do a lot more, the result of which will have an impact on the country’s economy. He initiated a series of internal discussion involving a large number of executives to reflect and workout priorities for action. This internal mobilization of human resources led to the identification of priorities which included the improvements in work culture, capacity utilization, and productivity, control of cost and customer services. Work culture was sought to be improved through team work, information sharing, human touch, job enrichment, disciplinc, operational consistency, and development of employees. The ‘Priorities for Action’ became a kind of an OD intervention to bring about a new culture in organization. A new performance appraisal system was designed with the development and differentiation of performance as objectives. The new appraisal system is very much of a HRD oriented system requiring
officers to identify task and targets every year, anticipates constraints, plan actions to overcome them, review performance, identify developmental needs and counsel poor performers to help them develop. Thus without bringing in any structural changes like adding new departments, SAIL is set to evolve a new culture that values human beings at work.

2.3.2 Competency Mapping in Information Technology.

In India however competency development and mapping still remains an unexplored process in most Information Technology (IT) organizations despite the growing level of awareness. Is the underlying principle of competency mapping just about finding the right people for the right job? The issue is much more complex than it appears, and most HR departments have been struggling to formulate the right framework for their organization.

The competency movement has caught on much better in the non-IT sector than the IT sector. Only a few IT organizations which are at the higher end of the HR value chain are known to be doing some work in this area: most are more busy handling recruitment and compensation-related matters. "Unless managements and HR heads have holistic expectations from their HR departments, the competency movement is unlikely to succeed as it requires lot of time, dedication and money, adds an hr personnel, pointing out that before an organization embarks on this journey it has to be very clear about the business goals, capability-building imperatives and core competencies of the organization. The competency mapping process needs to be strongly integrated with these aspects.

Zensar

Zensar has a behavioural competency model which is based on various job roles in the organisation. Description of the process of implementation are as follows-

- Having defined the various job roles, a focused study was initiated where job role holders were interviewed on the critical incident method and the data of success-critical factors was collated.
- The job roles and deliverables were finalised on the basis of the competencies derived from the data. This data was further analysed, and on the basis of this competencies that had an impact on the job roles and deliverables were finalised.
After identifying the competencies, a job analysis exercise was carried out where the importance level of every competency was ascertained before freezing the competency model.

For team leaders and project managers, the company also runs development centres in-house; here, individuals are profiled on behavioural competencies required for their position. This process creates awareness in the individual about his behavioural traits in detail, and helps him chalk out an individual development plan. Development centres help map an individual’s potential, which is useful to both the individual and the organisation. All management development programmes are also fine-tuned to address the specific competency needs at different levels.

L&T Infotech

L&T Infotech a PCMM Level 5 company has a successful competency based HR system. Recruitment, training, job rotation, succession planning and promotions all are defined by competency mapping. Nearly all our HR interventions are linked to competency. Competencies are enhanced through training and job rotation. All people who have gone through job rotation undergo a transformation and get a broader perspective of the company. For instance a person lacking in negotiation skills might be put in the sales or purchase department for a year to enhance his/her skills in the area.

2.3.3 Competency Mapping in Retail Sector

Core competencies for Retail Industry

A core competency is something that a firm can do well and that meets the following three conditions:

- It provides consumer benefits
- It is not easy for competitors to imitate
- It can be leveraged widely to many products and markets.

A core competency can take various forms, including technical/subject matter knowledge, a reliable process, and/or close relationships with customers and suppliers. It may also include product development or culture such as employee dedication. Modern business theories suggest that most activities that are not part of a company’s core competency should be outsourced. If a core competency yields a long term advantage to the company, it is said to be a sustainable competitive advantage.
Characteristics of Core Competencies: There are three tests for Core Competencies
- Potential access to a wide variety of markets - the core competency must be capable of developing new products and services
- A core competency must make a significant contribution to the perceived benefits of the end product.

Competency mapping of Pantaloons 83

Pantaloons priority test

Figure No.--2.3.1-steps in competency mapping of Pantaloons

STEP #1
Establish Role Purpose & Accountabilities

STEP #2
Establish Operating Objectives and Behavioral Expectations

STEP #3
Development Planning & Optional Individual Value Proposition

STEP #4
Progress Reviews

STEP #5
Contribution Assessment

Sources- Kanika Vashishta “Competency mapping of front-line staff-A study in relation to the Retail sector”pp- 48

The Priorities process consists of 5 Simple Steps, which will be expanded on through the balance of this document. The 5 Simple Steps are:

Step 1: Clarify Role Purpose and Key Accountabilities - Employees and managers understand the expectations of the employee's role, how it adds value to the business and the key accountabilities of the position.

Step 2: Establish Operating Objectives and Behavioral Expectations - Employees and managers together set the specific and measurable operating objectives that must be accomplished within the scope of the
employee's role accountabilities. Employees also understand how they are expected to achieve their deliverables through behavioral expectations that are based on Core Values.

**Step 3: Create a Development Plan and Facilitate an Individual Value Proposition Discussion** - Employees and their managers together should establish a development plan focused on enhancing employees' skills, experience and overall contribution to company and, at their option, have further discussions regarding what interests and motivates the employee.

**Step 4: Complete Regular Progress Reviews** - Employees receive feedback, from their manager, throughout the performance period on how they are doing relative to both the operating objectives that were established and the behavioral expectations based on company’s Core Values. Feedback should be documented by the manager and retained by both the manager and employee.

**Step 5: Complete a Contribution Assessment** - Employees' contributions will be assessed based upon the degree of achievement against their operating objectives and whether they have demonstrated the behavioral expectations based on Core Values. Contribution assessment will also reflect each employee's contribution relative to peers in similar roles based upon role type, scope and complexity, in order to ensure greater accuracy and consistency in application. The guidelines are intended to reinforce the differentiation the company expects to see at an overall business unit and lower level when the contribution assessment process is completed and results are rolled up for these larger groups of employees.
Foot Notes -


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P.N-65-75


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