Chapter – 1

RESEARCH DESIGN

1.1. INTRODUCTION:

The global economy after a sustained period of expansions, now entering into a phase of downturn on account of the global financial crisis. The Global GDP rose on an average by 5 percent per annum during 2004 to 2007, which is the highest sustained rate since 1970s. On the other hand international financial market witnessed a turbulence beginning June 2007, triggered by the US sub-prime mortgage market, which then spread in subsequent months. Losses were recorded worldwide by financial institutions, which consequently undertook huge write offs, with some largest international banks recording considerable decline in profit. The global turmoil has accentuated significantly during 2008 so far and its adverse impact on the real sector is clearly in evidence. Many advanced economies are experiencing recessionary conditions. The financial crisis seems to have entered a new turbulent phase since September 2008, which has severely impaired confidence in global financial institutions and markets (Jadhao, 2009).

As per the RBI report, The Indian Economy continued to record strong growth during 2007-08. With adverse effect of global recessions on Indian industry and service sector, the Real GDP growth rate of India, has declined from 9.6% in 2006-07 to 9% in 2007-08. But the overall growth of real GDP rate of the India economy during 2007-08 was noteworthy in the global context. Indian Financial System and Financial Institutions: Indian financial system is standing on the four pillars namely financial
institutions, financial markets, financial instruments and regulatory bodies. Banking and Insurance are the important constituents of Indian Financial System. Both play a very important role in the socio economic development of the country.

Indian Banking system is dominated by the public sector and it is so far acted as an efficient partner in the growth and development of the country. Driven by the socialist ideologies and the welfare state concept, public sector banks have long been the supporters of agriculture and other priority sectors. On the other hand the Private Sector Banks in India are witnessing immense progress. They are leaders in Internet banking, mobile banking, phone banking, ATMs. On the other hand the Public Sector Banks are still facing the problem of unhappy employees. There has been a decrease of 20 percent in the employee strength of the private sector in the wake of the Voluntary Retirement Schemes (VRS). As far as foreign banks are concerned they are likely to succeed in India. IndusInd Bank was the first private bank to be set up in India. Axis Bank, ICICI Bank, ING Vysya Bank, Karnataka Bank, SBI Commercial and International Bank Ltd, HDFC, Federal Bank, Dhanalakshmi Bank Ltd, Karur Vysya Bank Ltd, Tamil Mercantile Bank, Bank of Rajasthan Ltd etc. are some Private Sector Banks.

Banking today has transformed into a technology intensive and customer friendly model with a focus on convenience. The sector is set to witness the emergence of financial supermarkets in the form of universal banks is providing a suite of services from retail to corporate banking and industrial lending to investment banking. While corporate banking is clearly the largest segment, personal financial services is the highest growth segment. Banking in Post Liberalized Era; in the initial post-liberalization years, when private sector participation was allowed in the banking sector, there was general contemplation that public sector bank’s ability to sustain the competitive pressure. But public sector banks proved such critics wrong and they not only have withstood the pressure, but have improved for the better in the light of the tough competition. After 17
years of liberalization, public sector and private sector banks compete head on in all critical areas. Technology, customer focus, quality of service, etc., which aware the distinguishing features of private sector banks. The winds of change are refreshing and the private sector banks are also making more innovative value added and beyond banking products to attract their customers. The private sector banks are facing financial threats as fall in the values of securities in international market, loan defaulters, competition from other banks and other financial institutions, frequent technological development in banking, etc. Hence, there is need on every bank, whether it is public sector or private sector, must have to train their employees according to the developments and trends in financial market, banking rules and technological developments. By way of training, the banking employees should learn about these new knowledge and competencies. Before the training of the banking employees, there is need to map the competencies of the employees in banks.

Competency is a set of knowledge, skills and attitudes required to perform a job effectively and efficiently. A Competency is something that describes how a job might be done excellently; a Competence only describes what has to be done, not how. Core competency is something which cannot be copied and it is the pillar upon which individual rest.

Competence Based Management has become a very crucial element in the effective operation of an enterprise or an organization, due to the increased need of the latter to be agile enough to adapt to quick market changes and re-orientation of its business plans. In this situation, Competency Based Management (CBM) become the core human resource tool, which enables the enterprise to manage and develop the skills of their employees, recruit the most appropriate candidates, and make effective succession planning and employee development plans (Tripathi and Ranjan, 2010). Apart from enterprise competency management systems, research is being conducted on focused on the
development of CBM system, which can provide possibilities such as the easy integration and mapping of different competency required. Skill development by Competency mapping is one of the most accurate means in identifying the job and behavioural competencies of an individual in an organization.

The Concept Mapping is the strategy employed to develop a Concept Maps. It is a graphical tool for organizing and representing knowledge. The concept mapping technique was developed by Prof. Joseph D. Novak at Cornell University in 1960s. Concept maps have their origin in the learning movement called constructivism. In particular, constructivists hold that learners actively construct knowledge. Concept mapping is a technique for visualizing the relationships among different concepts. A concept map is a diagram showing the relationships among concepts. It is a graphical tool for organizing and representing knowledge (Dammani, 2012).

Competency Mapping is a process of identifying key competencies for an organization, the jobs and functions within it. Competency mapping is important and is an essential activity. Every well-managed firm should have well defined roles and list of competencies required to perform each role effectively. Competency mapping identifies an individual’s strengths and weaknesses in order to help them for better understand themselves and to show them where career development efforts need to be directed. Competency mapping is not only done for Con-firmed employees of an organization and it can also be done for contract workers or for those seeking employment to emphasize the specific skills which would make them valuable to a potential employer. These kinds of skills can be determined, when one is ready to do the work. Competency mapping is one of the most accurate means in identifying the job and behavioral competencies of an individual in an organization (Yuvaraj, 2011).
Private sector banks are corporate organizations and are facing competition from other banks and financial institutions. As such, each bank should be growth and development oriented. To achieve this, the productivity of the bank employees should be higher. The productivity of the bank employees are determined by the competencies, which they have possessed. The competencies should be developed with the development of banking regulations, banking services, customer care, development in technology, change in financial market, etc. As such, the bank employees must be experts in all the aspects related to banking directly or indirectly. For this purpose, the employees must have to develop their competencies from time to time through training. The training to the bank employees should be given after competency mapping. Hence, competency mapping is playing significant role in overall growth and development of banking. For this purpose, the present study is made on competency mapping of the bank employees working in private sector banks in Hyderabad-Karnataka region.

1.2. STATEMENT OF THE PROBLEM:

In every economy, banking sector is fast emerging as a dominant contributor to GDP and this increases need to focus on improving ways to enhance quality of service organisations. Gone are the days when technical skill and know how alone were looked into an employee as desired fitness. In today’s era of borderless trade and commerce, companies offering identical services are compelled to ensure that the employees acquires necessary skills to influence their own performance and that of others. This need is driving the market to search for additional skills to make an organization more competitive technical and job related skills are must, but they are not sufficient for an organization when it needs to excel in the Banking sector. Professional managers now expect their teams to perform more effectively and possess good interpersonal and self-management skills. Their approachability and ask started determining performance and
growth of their business. As such, the need for competency mapping and imparting suitable training to the employees arise in private sector banks.

As discussed above, the present study is made on competency mapping of the employees in private sector banks; the study is stated as “Employees Competency Mapping in Private Sector Banks (A Study with Special Reference to Private Sector Banks in Hyderabad-Karnataka Region)”.

1.3. SIGNIFICANCE OF THE STUDY:

Due to the fluctuations in international financial market, there is always risk for the financial institutions such as banks. For the private sector banks, there is tough competition with other public sector banks and other private banks. Above all, there are regulations from the Reserve Bank of India to control the private sector banks. Further, the private sector banks must have to maintain cordial customer relations so as to extend their services to masses. Hence, the private sector banks are facing many challenges.

To cope with the challenges and problems, it is essential that the employees working in private sector banks must be competent to perform their functions in all the areas and must be able to solve the problems in banks. In this way, there is need that the bank employees must be experts in different competencies and skills. Hence, there is need to map the competencies of the employees working in private sector banks and the present study is proved as significant in competency mapping of the employees working in private sector banks in Hyderabad-Karnataka region.

1.4 REVIEW OF LITERATURE

Review of literature is a key step in research process. Review of literature refers to an extensive, exhaustive and systematic examination and publications relevant to the
research. The significance of the review of literature shows that it provides a basis for further investigations, justifies the need for replication, throws light on the feasibility of the study, indicates constraints of data collection and helps to relate the findings of one study to another.

It has been emphasized by many researchers and scientists that review of literature can play a vital role in a research project and it is a critical summary of research on a topic of interest. It is generally prepared to put a research problem in context or to identify gaps and weakness in prior studies so as to justify a new investigation.

One of the simplest ways of economizing a research is to review and build upon the work already done by other research scholars. There are number of studies related to competency mapping, evaluation of skills, etc, but most of them have concentrated on theoretical aspects or limited to single organization. As such, the researcher searched research journals, conference proceedings, books, electronic journals, web sources, etc and collected the relevant literature for the present study. All the studies are not significant enough to be enumerated, however, an effort has been made to review and highlight briefly the objectives and findings of the important studies relevant to the present work in the following paragraphs.

**Bruce McAfee, et al (1986)**[5] in their article on ‘Competency Based development: A Management Development Exercise’ focuses on a currently popular concept in the field of employee development; competency based management development. “Provides students with an overview of how such a program is implemented and gives them a chance to experience some of its aspects first hand. The exercise offers insights that take students beyond the basic text and into a real world situation. Both manual and computerized versions of the exercise are available.
An OECD (1988)\[^6\] in the study ‘*Human Resource and Corporate Strategy: Technology changes in the Banking and Insurance Companies with Paris*’ study compared the old competencies with the emerging new competencies in Banking and Insurance companies. This comparison shows that an entirely new structure is emerging as a result of technological advancement. These new skills will require new knowledge and behavioral modification and in this context the training system will emerge as an important intervention. As a result of globalization the Indian Banking System has already felt the need for new competencies and coupled with this, the new profile of the bank employees would be a major reason for re-orientation in training.

**Burgoyne (1993)\[^7\]** in their article on ‘*The Competence Movement: Issues, Stakeholders and Prospects*. stated that the “competence” movement as an approach to education, training and development is based on a belief in defining purpose and outcome in standardized, measurable terms. It parallels other concerns for control, such as performance indicators and standards, and returns to many of the features of the behavioral objectives movement in the 1960s which similarly paralleled management by objectives and various forms of scientific management. The competence movement is contentious but the nature of the debate is not clear. The author suggests that the debate can be mapped in three dimensions: micro to macro issues, theoretical to practical issues, and technical to political issues. The study explores this by examining the position of the main stakeholders who have an interest in the competence movement. The competence movement tends to attempt to impose a simplifying model of education, training, learning development and work and organizational process, and many of its problems can be seen to result from this simplification such as the reduction of all learning to a single stairway of levels.

**Andrew Munro and Brendan Andrews (1994)\[^8\]** in their article on ‘*Competences: Dialogue without a Plot? Providing Context through Business Diagnostics. Executive*
Development’. examine the role that competences have played in recent years. While it is acknowledged that competences have helped integrate human resource activity, expresses concerns about the capability of competences to help organizations deliver business success. Specifically, the Competency Movement has failed to make the linkages between the requirements of different business strategies and associated management challenges and demands. As such, competences are like a novel with dialogue but no plot. The paper provides a context for competences from research in business diagnostics.

Harvey, et al (1994)\textsuperscript{[9]} in their paper on ‘Rational/Holistic versus Empirical/Decomposed Methods of Rating General Work Behaviors,’ discussed that several methods for collecting data describing general work behaviors (GWBs) exist; unfortunately, little is known about the degree to which they converge. They compared (a) a rational/holistic method in which GWBs were identified rationally, then rated holistically; versus (b) empirical/decomposed methods in which ratings of detailed job characteristics were combined mechanically (using either factor analysis, linear composites, or maximum ratings) to form GWBs; data. Their results indicated that these methods were not interchangeable: (a) rational versus empirical methods of deriving GWBs produced results that were qualitatively different in many respects; and (b) holistic versus decomposed methods of rating GWBs demonstrated generally poor convergent validities. These findings indicate that past claims of interchangeability between holistic and detailed job analysis methods were premature, and they raise similar questions regarding methods that attempt to holistically rate required worker ability traits.

Krogh and Roos (1995)\textsuperscript{[10]} in their article on ‘A Perspective on Knowledge, Competence and Strategy’ highlights that although the idea that competences are underlying sustainable competitive advantages is central, there has been no thorough investigation into the very nature of competences in the strategic management literature. The study uses theories on the sociology of knowledge to advance the resource-based perspective of
the firm into a coherent perspective of competences. The paper discusses the implications on sustainable competitive advantages by focusing on the processes of imitation of competences in different social contexts. The paper proposes that the emergent competence-based perspective of the firm has several important implications for management research and theory building.

Cheetham and Chivers (1996) \[^{11}\] in their article on ‘Towards a Holistic Model of Professional Competence’, described a model of professional competence which attempts to bring together a number of apparently disparate views of competence, including the “outcomes” approach, a key feature of UK National Vocational Qualifications, and the “reflective practitioner” approach, suggested by Schon and now well recognized within professional education programmes.

Overmeer (1997) \[^{12}\] in his article on ‘Business Integration in a Learning Organization: The Role of Management Development’ explores difficulties involved in business integration by providing data from an in-depth scholarly consulting project. Focuses on the barriers that exist and emerge in the form of defensive actions and routines that tend to undermine existing core competencies as well as the formation of new core competencies. These individual and organizational barriers tend to inhibit the very kind of organizational learning critical for sustainable competitive advantage, i.e. the ability of an organization to double-loop learn, and to reframe and reshape its competence in an evolving business environment. Argues that a kind of management development in action is required to help managers address the defensive routines in the organization or articulate and disseminate workable solutions they find in the midst of practice. This kind of management development helps practitioners to interpenetrate each others’ theories of practice and goes beyond the traditional stance of many organization and management developers to focus on “process”. Management development in action requires an integration of
“process” and “content” and reframes the debate between these two positions by proposing an inquiring and designing stance towards causal reasoning in action.

**McKenna (1999)** [13] in his articles on ‘Storytelling and “Real” Management Competence’ stated that countless organizations have developed “lists” of management competencies based on behavioural criteria. The objective of this competency development is to build a more competent managerial group in the context of a rapidly changing environment. This paper argues that most sets of “management competencies” are developed without recognition of their inherent contradictions and without due regard to their contextuality. Through the use of storytelling as a methodology, two case histories are outlined to show how competence is subject to, firstly, subjective interpretation and preference and, secondly, to the specific context in which behaviour takes place. The implications for management and organizational development are then discussed.

**Mento, et al (1999)** [14] in their paper on ‘Mind Mapping in Executive Education: Applications and Outcomes,’ stated that mind mapping is a revolutionary system for capturing ideas and insights horizontally on a sheet of paper. This paper illustrates the technique of mind mapping, and highlights its specific applications in a variety of contexts based on our work in executive education and in management development consulting. Positive outcomes of the approach are described as well as reactions of executive students to mind mapping. They conclude with a rationale of why they believe mind mapping works with executives.

**Hellstrom, et al (2000)** [15] in their article on ‘Knowledge and Competence Management at Ericsson: Decentralization and Organizational Fit,’ conducted a cross-sectional case study of knowledge management (KM) initiatives at Ericsson. The general aim of the study was to investigate how a large Swedish telecom corporation developed and
integrated KM tools with existing organizational structure, needs and tasks, and to pinpoint opportunities and pitfalls in this regard. In order to do this the authors mapped and categorized the KM initiatives developed in the company. The method used was a series of semi-structured interviews which focused on, among other things, getting respondents to identify the organizational needs that arise as a result of context and task. The results are presented in a two-by-two matrix categorizing KM initiatives as to content and mode of implementation. The paper concludes with a number of hypotheses and propositions that may be used for further investigation into how firms may go about optimally organizing their knowledge management strategies.

According to Heng (2001) [16] in his article ‘Mapping Intellectual Capital in a Small Manufacturing Enterprise.’ discussed about the US$1.2 million company faces critical issues of management succession, business strategy, market expansion and innovative product improvements. These would prevent a steady flow of future potential earnings. The core knowledge resides in the management team who has worked in the factory from young. They have not patented the equipment designs or the proprietary processes. The first step in managing its intellectual capital uses the framework of the ISO 9000 standard to provide a mapping structure for capturing its core knowledge in products, process, management and customers. The focus on quality sets the context for shaping and organizing the work of capturing its core knowledge. The ISO 9000 standard provides convenient categories for knowledge mapping, and presents a common language for consultant-client interaction during the mapping process. A limitation in using the ISO 9000 standard for knowledge mapping is its inability to map knowledge concerning the customer base and product opportunities.

Wexler (2001) [17] in his article examined ‘the who, what and why of the knowledge mapping’, process used in the visual display of information in contemporary organizations. Knowledge mapping serves as the continuously evolving organizational
memory, capturing and integrating strategic explicit knowledge within an organization and between an organization and its external environment. Knowledge map making is treated as a medium of communication over what is important and actionable information (knowledge) in organizational contexts. Effective knowledge maps take into account the who, what and why of the knowledge mapping process. Effective knowledge maps help identify intellectual capital, socialize new members, enhance organizational learning and help anticipate impending threats and/or opportunities.

William Tate (2001)\textsuperscript{[18]} published book on ‘Corporate Competency’. The book includes the training, evaluating and mapping competencies for the corporate management. The book also discussed on building up of independent corporate strategies.

Ramakrishna Rao (2002)\textsuperscript{[19]} in his research work ‘New Competencies for Trainers in Banks,’ has stated that the banking industry in India is fast changing its shape. There are many challenges to be faced in wake of this scenario. Training is the medium for banks to transform themselves to promise a better future. Hence it is necessary to analyze the training tools available for trainers, the methodology and future perspective of it that helps to march towards making the banking industry a vibrant one.

Savolainen (2002)\textsuperscript{[20]} in his article on ‘Network Competence and Information Seeking on the Internet: From Definitions towards a Social Cognitive Model.’ reflects the conceptual and practical questions of network competence in the context of information seeking. Network competence is seen as one of the information-related competences and is defined as the mastery of four major areas: knowledge of information resources available on the Internet, skilled use of the ICT tools to access information, judgment of the relevance of information, and communication. Drawing on the ideas of the social cognitive theory developed by Albert Bandura, a model of network competence is
introduced in order to discuss network competence “in action”. In the model, network competence is put in practical context by relating five major factors: network competence, self-efficacy, outcome expectations, affective factors such as anxiety, and experiences received from information seeking on the Internet. Particular attention is devoted to the connections between network competence and self-efficacy which denote a person’s judgment of his or her ability to organize and execute action, such as finding information on the Web.

Palan (2003)\textsuperscript{21} published a book based on ‘Competency Management: A Practitioners Guide’, the experiences in the field of Competency Management and Implementation. The purpose of the book is to provide those attempting to implement competencies in their organizations with a clear understanding of competency management. There are also field experiences of the project managers, which are summarized for practitioners. The Section One attempts to provide a clarification of the concept of competency while Section Two details a competency implementation approach, reinforced with SMR experience. There are also glossary of terms and Frequently Asked Questions.

Paul Lyons (2003)\textsuperscript{22} in his article on ‘Influencing Performance Improvement using Skill Charting’ provides a brief exposition on the general definitions and features of skills and competence in organizations, presents an overview of skill charting, offers specific methods to demonstrate training for skill development using constructivist approaches (skill charting/competency mapping); and then presents the results of a brief study that encompasses the approaches discussed. The findings of the study indicate that the skill charting methods have value, promise, and that they require further study.

On the basis of three examples of intellectual capital statements that make the individual its central figure, Thorbiomsen (2003)\textsuperscript{23} discusses the role of individuals in
knowledge creation. After all, it is often claimed that the individual is the “container” of knowledge and therefore, what it means to account for the individual is an issue. However, analysing these individual competence statements (intellectual capital statements), it is clear that the individual is never alone. It is always related to organisational purposes and the individual competency statement makes the individual an organisational entity because individual competency is related either to organisational bonus systems, to corporate revenues or to the organisational configuration of its knowledge resources. Through the individual competency statement, the individual is made an organisational entity.

**Hellestrom and Husted (2004)** [24] in their article on ‘Mapping Knowledge and Intellectual Capital in Academic Environments: A Focus Group Study’, argued that knowledge mapping may provide a fruitful avenue for intellectual capital management in academic environments such as university departments. However, while some research has been conducted on knowledge mapping and intellectual capital management in the public sector, the university has so far not been directly considered for this type of management. The paper initially reviews the functions and techniques of knowledge mapping and assesses these in the light of academic demands. Second, the result of a focus group study is presented, where academic leaders were asked to reflect of the uses of knowledge mapping at their departments and institutes. Finally a number of suggestions are made as to the rationale and conduct of knowledge mapping in academe.

**Judy Pate, et al (2004)** [25] in their article on ‘Accrediting Competencies: A Case of Scottish Vocational Qualifications’. reports the findings of a case study undertaken in the Scottish hospitality industry of which the process of accrediting competencies has been positively experienced by employees and managers of Montpelier (Edinburgh) Ltd. The paper begins by reviewing some of the British and American theoretical and practical literature on the accreditation of competencies to raise some of the issues which are
addressed by their data. The study draws on both quantitative and qualitative methodologies in order to evaluate the value of Scottish vocational qualifications (SVQs) to both the employee and employer. The findings suggest that, on balance, the competence approach has proven to be a popular and useful method of job and career development for those people participating in the programme and provides a useful development framework for the employer.

**Watson, et al (2004)**\(^{[26]}\) in their study on ‘Scottish Visitor Attractions: Managerial Competence Requirements,’ presents the findings from a study into managerial competence in the Scottish visitor attraction sector. It provides an insight into the range, diversity and perceived importance of current and future competences highlighting differences based on gender, age, size, level of training and location. Although the main findings reveal a focus on operation and self-management competences, with less emphasis given to strategic competences, significant differences were exposed between those managers who operated in medium- and larger-sized establishments than those in smaller sites, those who had received training for their current position as well as those who had no training and those under the age of 50. The paper concludes by discussing implications of the findings for strategic human-resource-development providers in Scottish tourism.

**Harvey and Robert J, (2005)**\(^{[27]}\) in his study on ‘IRT Strategies for Identifying Rater Quality in Job Analysis Ratings. IN: New evidence on individual differences in job analysis ratings,’ examined the effectiveness of IRT person-fit indices as indicators of job analysis ratings quality in a real-rater situation in which meaningful subgroups of raters could be compared. The subgrouping variable reflected rater motivation: the CMQ was administered non-anonymously to state police troopers, and raters were instructed to return the surveys by a specified date (those that did formed the \(N = 84\) “compliant” group, those that didn’t formed the second, \(N = 376\) “duress” group). It was hypothesized that comparisons between the subgroups would reveal differences in IRT person-fit
indices, such that those who did not initially comply were expected to take the rating task less seriously, and to produce less consistent ratings, than those who did. Scores on the 25-item CMQ Physical Activity scale were examined, using fit indices based on both binary and 0-6 item ratings. Results indicated a “good news and bad news” outcome: on the negative side, no significant differences between groups on mean person-fit indices were found. On the positive side, results indicated that when cutoff values derived from earlier Monte Carlo studies were used, many questionable-quality ratings profiles were seen in both samples. Thus, although the hypothesized subgroup-motivational differences were not seen, IRT person-fit indices were effective in spotting potentially aberrant profiles. Advantages and potential limitations of IRT person-fit indices in a job analysis context were discussed.

**Prasad A.B (2006)**[^28] in his article entitled ‘Assessment and Development Centre for Developing Competencies’ Assessment and development centres have a bright future in the Indian Organizations. The Indian Experience had revealed that it would be worthwhile to combine the assessment with development process and utilized this powerful technique to develop leader who lead transformation of their organization towards greater glory and a more secure future.

**Akshata Reddy (2007)**[^29] in her dissertation on ‘Competency Mapping in Electronic Corporation of India Ltd, Hyderabad, discussed about the competency mapping in the study area.

**Bredin and Soderlund (2007)**[^30] in their article on ‘Reconceptualising Line Management in Project-based Organizations: The Case of Competence Coaches at Tetra Pak’ write an article, the aim of the article is to analyze HR devolution from HR departments to the line. Two important problems are addressed. The first problem concerns the disregard for the changes in line management that comes with HR devolution. The second problem
addressed deals with the lack of studies of organizational contingencies. The paper presents and analyses an in-depth case study of a radically projected firm within the Tetra Park group where a new HR-oriented management role has been created to replace the traditional line management role. Based on the case study findings, the paper elaborates on the new approach to line management and how a new management role is moulded in the context of project-based organizations. Based on literature studies, the paper identifies four key challenges for HRM in project-based organizations that are critical for the development of the new approach to line management in such settings. Based on case study observations, it analyses the creation of a new management role – the so called “competence coach” – in project-based organization within the Tetra Park group. It argues that the new approach adopted points to the need of breaking out of traditional conceptions of line management, and of developing the concept of an HR-oriented management role that is a legitimate player in the HR organization of a firm. The paper provides a rich case description of a project-based firm in a HRM perspective. The descriptions and the analysis give practical as well as theoretical implications of HRM issues that arise in project-based firms, and of changes in line management as a way of developing the capabilities to handle these issues.

Ljungquist (2007) \[31\] in his article on ‘Core Competency Beyond Identification: Presentation of a Model,’ demonstrated that the associated concepts (competence, capability, and resources) have characteristics that differ both conceptually and empirically. The findings also indicate that competencies are central to core competence matters; it is possible to distinguish them analytically by three criteria. Furthermore, the notions of hierarchy suggested in previous research could not be verified which implies that the associated concepts all reside at the same hierarchy level. The findings advance core competence theories that better serve the needs of practicing managers and consultants, by initiating a specific research agenda in conceptual and empirical reviews and discussions. By proposing a model, the study provides a point of departure for core
competency research that goes beyond matters of identification. The dissimilar characteristics of the associated concepts offer great opportunities to core competency management, by means of the different influences they have on core competencies. Their influence makes organizational change and rejuvenation not only comprehensible, but also manageable. This is of particular importance to organizations that need ongoing renewal of core competencies, for example, when facing dynamic business environments. Competence improvements manage and change core competencies; capability supports reinforce and create structure before, during, and after a change process; resource utilizations are operative, and need daily attention. The paper initiates a new research agenda for core competency matters by acknowledging specific features of the concepts associated with core competence. This makes a significant contribution to the existing literature in terms of practical and scholarly applicability.

Mulder, et al (2007) [32] published a paper on ‘Competence Development of Entrepreneurs in Innovative Horticulture’ the purpose of this paper is to study the learning of entrepreneurs in authentic learning environments. The research questions are: How do entrepreneurs assess their competencies, and how do employees and external consultants assess the competencies of these entrepreneurs? What are the competence strengths and weaknesses of entrepreneurs? What are the learning activities that entrepreneurs perform? Ten small business owners participated in a self-assessment and an assessment by employees and external consultants. Follow-up interviews elicited work-related learning activities. The interviews were transcribed. Descriptive statistics, t-tests and correlation tests, and a qualitative analysis of interview transcriptions were performed. Competencies are being rated differently. Competence assessment is a potentially powerful learning source. The top competence strength is having a learning orientation. A total of 99 learning activities were found embedded in the innovative work processes of the entrepreneurs. The top three learning activities were reflection, observation and experimentation. The study is based on only ten entrepreneurs. Research is planned with
a larger numbers of subjects. Competence assessment needs to be provided for entrepreneurs in the sector as a tool for deeper self-reflection, and further performance improvement. Much research on skills development and workplace learning is about employees in large organisations. However, employers in small and medium-sized companies are also an interesting professional group to study, since they create working and learning places for employees. Not much is know about their competence development. This study addresses that target group.

Ley, et al (2008) \cite{33} writes a paper on ‘Modeling Competencies for Supporting Work-integrated Learning in Knowledge Work’, the purpose of this paper is to suggest a way to support work-integrated learning for knowledge work, which poses a great challenge for current research and practice. The authors first suggest a workplace learning context model, which has been derived by analyzing knowledge work and the knowledge sources used by knowledge workers. The authors then focus on the part of the context that specifies competencies by applying the competence performance approach, a formal framework developed in cognitive psychology. From the formal framework, a methodology is then derived of how to model competence and performance in the workplace. The methodology is tested in a case study for the learning domain of requirements engineering. The Workplace Learning Context Model specifies an integrative view on knowledge workers' work environment by connecting learning, work and knowledge spaces. The competence performance approach suggests that human competencies be formalized with a strong connection to workplace performance (i.e. the tasks performed by the knowledge worker). As a result, competency diagnosis and competency gap analysis can be embedded into the normal working tasks and learning interventions can be offered accordingly. The results of the case study indicate that experts were generally in moderate to high agreement when assigning competencies to tasks. The model needs to be evaluated with regard to the learning outcomes in order to test whether the learning interventions offered benefit the user. Also, the validity and
efficiency of competency diagnosis need to be compared to other standard practices in competency management. Use of competence performance structures within organizational settings has the potential to more closely relate the diagnosis of competency needs to actual work tasks, and to embed it into work processes. The paper connects the latest research in cognitive psychology and in the behavioural sciences with a formal approach that makes it appropriate for integration into technology-enhanced learning environments.

Ljungquist (2008) [34] published a paper on ‘Specification of Core Competence and Associated Components: A Proposed Model and a Case Illustration’ to outline a core competence model by exploring links between core competence and the associated concepts of competencies, capabilities, and resources, and by proposing refinements to the characteristics of these concepts. A case study based primarily on personal interviews. The findings suggest that competencies, capabilities, and resources are all linked to core-competencies; the first two continuously, and the third intermittently; motivate refinement of the competence concept, by adding adaptation competence as governing customer loyalty, and transfer competence as managing transcendental integration; and motivate refinement of the capability concept, by adding capacity as a quality characteristic, and communication as a characteristic that can actively initiate organizational change. The paper outlines a core competence model and proposes refinements of the characteristics and links of the concepts, contributing to both core competence theory and resource-based theory. This work informs managers of the details of the core competence concept, of particular interest to managers with a customer-focused standpoint. An empirical core competence exemplifies the importance of knowing the characteristics of competencies, since they encapsulate the power of organizational development. Managers also need to pay attention to the influences of capabilities, since they not only support organizational processes (if up-to-date), but also initiate change.
McHenry and Stronen (2008) in their article on 'The Trickiness of IT enhanced Competence Management', developed a critical understanding of IT enhanced competence management and its promise to bridge operational and strategic functions with the aim of revealing potential hidden challenges. Empirical data were gathered through interviews and observations during a longitudinal field study over a two year period in a large Norwegian IT consulting firm that has adopted a competence IT tool throughout the entire organization. The investigation was conducted from a practice-based approach to studying competence management. It was found that IT enhanced competence management that aims to bridge the individual and organizational purposes, is mediated by a universal-stock versus contextualist approach to competence development. These results in four possible alternatives to IT enhanced competence management. In this study the contextual competence assessment for individual purposes has been objectified for organizational purposes, causing confusion about the value of IT enhanced competence management. This study has been conducted in only one large IT firm in Norway. Further research is needed to support the finding that it is beneficial to remain in either the contextual or the universal-stock orientation to competence development when using the same assessments for individual-operational and organisational-strategic purposes. The trickiness of IT enhanced competence management lies in the four hidden belief structures about competence that influence both the design and use of IT enhanced competence tools. Insight gained from this paper may help managers to reflect on their assumptions about competence and may contribute to successful IT enhanced competence management. The research clarifies possible pitfalls when aiming to satisfy multiple purposes in the design and use of a competence IT tool.

Trinder and John C (2008) in his article on ‘Competency Standards: A Measure of the Quality of a Workforce,’ stated that competency Standards are increasingly being used by professions and governments to define the qualifications required for professionals to
practice in a discipline. They define a range of levels of competency and the capabilities that are assumed to be achieved at these levels. Competency is the ability to apply knowledge and skills to produce a required outcome. It is the ability to perform activities within an occupation; to function as expected for employment; and the ability to do a job under a variety of conditions, including the ability to cope with contingencies. The paper will refer to cases in several countries in the fields of surveying/ geomatics and spatial information systems experts, to demonstrate the rationale for developing competency standards and the procedures for their development.

Deist (2009) in his article on ‘Competence: Conceptual Approach and Practice in France’ analyzed the conceptual approaches to competence and practice in competence management in France. Extensive literature review, discussion with academic experts in the French competence network of AGRH and interviews concerning developments following the 2003 national agreement with officials of the major trade unions and employers’ associations were made. The conceptual approach to competence is formally comprehensive and incorporates key dimensions of the other dominant competence models. Extensive academic debate on competence does not appear to be mirrored in practice within establishments. Nevertheless, competence management has been given a major stimulus by recent legislation designed to promote lifelong learning and competence is at the centre of the reform of the training and qualifications systems. It is still too early to assess the extent of adoption of competence management overall in the economy but there is increasing evidence that the techniques are becoming diffused throughout the economy from leading edge cases, often larger enterprises, to smaller firms and establishments. This paper provides valuable information for practitioners engaging with organizations in France. This paper gives a summary of the state of the art of competence management in France.
Farah (2009) in her study on ‘Competency Mapping and Managing Talent’ discussed about the performance of companies depends mostly on the quality of their human resource. For obvious economic and business reasons, organizations have always been concerned about the competence of its people. The paper seeks to delve deeper into the concept of competency, tracing its history and its role in the present context. It explains how the concept has constantly evolved over the years, its applications in human resource management, and development in the present scenario. It also aims to study its future prospects in the light of other emerging areas like talent management. The paper proceeds with the examples of companies, which have successfully integrated competency-based systems in their HR initiatives.

Harvey (2009) in their article on ‘IRT-Based Assessments of Rating Quality in Job Analysis Ratings’ discussed that past research has demonstrated that measures of person fit termed appropriateness indices (AIs) have shown considerable promise with respect to being able to detect aberrant response profiles in job analysis scales scored using item response theory (IRT). The author examined the performance of AIs in the Occupational Information Network (O*NET) using a 16 item People scale from the Generalized Work Activities (GWA) survey calibrated using a binary 3parameter logistic IRT model. Results indicated that the effectiveness of AIs in differentiating between actual rater O*NET results versus several types of random raters was appreciably lower than was seen in past studies, which I attributed to a change in way in which ratings were dichotomized, the imprecise and subjective nature of the rating task inherent in the O*NET scales, and the use of more realistic models for generating random raters. The author stress the need for future research to focus on the question of what constitutes the essential information conveyed by job analysis ratings; particularly, the degree to which the does not apply (DNA) versus non-DNA distinction represents a large portion of the useful information provided. For subjective rating scales such as those that are used in
O*NET, that distinction arguably represents the majority of useful information provided by such judgments.

Jadhao (2009) in his research work on 'Present Sector of Banking in India. Research Analysis and Evaluation', discussed on the Private Sector Banking in India. The paper covered the aspects of commercial banking, co-operative banking and private banking. The author described the private banking growth in India with ample capital adequacy. The paper discussed the problems of private banks due to variations in financial market.

Ms. Mily Velayudhan T.K and Dr. Maran K (2009) in their article entitled to ‘A study on Mapping Core Competencies and Development of Employees for Excellence with reference to HCL Technologies’, carried a pilot study for assessing the competencies possessed by the employees in an unbiased manner, also to find out the gap between the present competencies and expected competencies of the employees at HCL Technologies. The study conclusively revealed the positive relationship between the qualifications and the three groups and all the fifteen aspects covered under the study.

Kodwani, Amitabh Deo (2009) Has focused on the performance is the mantra of today’s business organization. People with right abilities are able to perform better. Competencies are the set of such skills and abilities (technical as well as behavioral) which are required for desired level of performance. Right competencies are the key to superior performance. These days most of the business organizations are dealing with a problem of competency mapping, which is basically attaching of capacity of an individual that leads to behavior and the organizational/ job requirement.

The Perspective Planning Committee of ICAI (2009) has launched the ‘Competency Mapping for Accountancy Professionals’ survey which will help in drawing
an insight into the competency mapping of the professional traits, which are considered to be of foremost importance for the members of profession from the view point of industry. The target audience included all the members of ICAI throughout the country. The survey was conducted through ICAI web site and also by means of brochures which were mailed out to various CA firms in India. The total number of significant responses obtained was 7749 which included people with profiles varying in age, gender, region, sectors, job level etc. The findings revealed that 17% of the respondent feels that the current ICAI curriculum is not in tune with the industry requirements and 25% of the respondents stressed that the subject mix in the current curriculum needs more emphasis on the information technology and taxation instead of focusing only on accounting and auditing. 58% of the respondent stressed on the need to introduce new areas in the ICAI curriculum which includes investment banking, capital markets and IPO process, Public finance management, Risk management and alike. Around 78% of the respondent had identified post qualification courses of the ICAI as specialized programmes which has benefited them in delivering professional services to its stakeholders in a better manner. The survey finding reveals that there is a huge demand of professional’s accountants with good interpersonal communication. Leadership and managerial skills have been asked for additional weightage priority while designing the overall Chartered accountancy programme. Respondents have highly recommended for the improvement in these skill sets in the professional accountant. Around 50% of the respondents were of the opinion that the employer’s involvement is very important in their professional development. Many of the respondents says that a CA profession enrich them with advanced knowledge in varied areas, maintains high professional standards and provide adaptability to a range of opportunities in the emerging scenario.

Naidu R.M (2009) [43] in his article ‘Competency Mapping –A Road Map for Successful Organizations.’ The certitude of competency mapping impacting the strategic aspects of managerial scope is obvious. It definitely envelops an entire gamut of Human
Resource activities and creates pre-determined impact which can ensure a highly fruitful efficacy driven intervention. Many organizations across the world have taken to doing the job the competency way in order to sustain the organization’s competitive advantages.

T.K Ms.Mily Velayudhan (2011) [44], article ‘Competency Mapping of the Employees- A Study’ studied about the competency level in IT professionals working in two IT firms in Chennai. The total of 20 dimensions has been used to assess the performance level and identified the gaps. It was found that the performance levels of CTS employees are higher than the performance of HCL in Chennai.

Winterton (2009) [45] writes an article on Competence across Europe: highest common factor or lowest common denominator? , the purpose of this article is to explore diversity in competence models across Europe and consider the extent to which there is sufficient common ground for a common European approach to underpin the European Qualifications Framework. The paper uses a literature review and interviews with policy makers. Despite the central role of competence in policy initiatives, conceptual approaches to competence vary not only between but also within different member states. This diversity embodies not only language issues but also fundamental cultural differences in approaches to skill formation. Whether the models have sufficient common ground to permit a “best-fit” European-wide approach is open to question, although this is clearly an essential prerequisite for removing barriers to labour mobility. Despite initiatives like the European Qualifications Framework there is still no consensus for adopting a common competence model and policy discussions continue to reveal confusion. The focus on policy discussions at the European level may be a limitation, and readers should see this as the introductory scene setting to more detailed discussions in the following papers of important developments within member states. Beyond this, much is happening at the level of sectors and occupations that is the focus for practical
implementation. The paper highlights the urgent need to develop a coherent conceptual underpinning for competence descriptors in qualifications frameworks that will work as a best-fit approach across Europe. Without this, occupational and inter-sector mobility will be hindered. The paper offers the most comprehensive assessment of European approaches to competence to date.

Ahlqvist, et al (2010)\(^{[46]}\) discusses the outcomes of a road-mapping research on social media project completed at VTT Technical Research Centre of Finland. Social media refer to a combination of three elements: content, user communities, and Web 2.0 technologies. The paper utilizes socio-technical road-mapping to study the potential transformations of social media in the virtual and physical spheres. Road-maps were constructed in three thematic areas: society, companies, and local environment. The results were crystallized into five development lines. The first development line is transparency and its increasing role in society. The second development line is the rise of a ubiquitous participatory communication model. The third development is reflexive empowerment citizens. The fourth development line is the duality of personalization/fragmentation vs mass effects/integration. The fifth development line is the new relations of physical and virtual worlds. The study of social media has been focusing mainly on its technological aspects from the current perspective. This paper forms a future-oriented perspective to social media in a wider societal context.

Benevene and Cortini et al (2010)\(^{[47]}\) conducted an explorative research which aims at examining the social representation of psychosocial training in NPOs managers. An adopted multiple research approach was adopted to analyze a corpus of qualitative data. A detailed semi-structured interview was administered to 122 senior managers of as many Italian NPOs. Interviews were analyzed using different techniques of content analysis and, run through the software T-Lab (analysis of word occurrence and co-word mapping, analysis of Markovian sequences). Italian NPOs' organizational
culture seem to be action-oriented and self-referral, rather than knowledge-oriented. Training is not considered as a tool for strategic management of HR. Senior managers are mainly self-taught, trained on-the-job and, lack of a proper competence on HR management. The group reached is a convenience sample and not a statistical representative sample. The paper suggests that intellectual capital can be an effective tool to address Italian NPOs self-referential knowledge and overcome their gaps in strategic management of human resources. NPOs’ senior manager training has rarely been addressed; in addition, the adopted methodology mixes different techniques of analysis.

Kayakutlu and Büyüközkan (2010) seek to propose a managerial decision framework for different levels of supply chain, by addressing the strategic importance of competence values in supply chain effectiveness. A conceptual framework for supply chain effectiveness is defined in levels of supply chain targets, knowledge management dynamics, competence levels and competence success attributes. Analysis of literature in the areas of competence management, knowledge management, supply chain and value chain management resulted in defining the factors of the model. Surveys of industrial practices were used to validate the choice of factors. The analytical network process (ANP) is used to determine the most beneficial competence success attributes in a case study performed for three companies that participate in different stages of the textile supply chain. Individual competence in continuous learning and networking, as well as innovativeness of the team are found to be the three most important competence attributes in supply chain effectiveness. The case study is executed in the regional textile industry. New case studies in other industries will help improve the framework. Further international surveys can improve the detail level of factors used. The study creates awareness of knowledge management dynamics and competence management for companies which are in need of innovation to improve their supply chain competitiveness. The proposed decision framework is one of the first efforts to consider the importance of competence in supply chain success. The ANP method is used to offer
an accurate analysis of interdependent factors observed in management of knowledge dynamics and competence levels.

Mochizuki and Fadeeva (2010) \cite{49} draw attention of the education for sustainable development (ESD) community to recent discussions on competence approaches and to examine the adequacy of a competence-based model as the means of achieving educational and societal transformation towards sustainability. The paper analyses and highlights some important aspects of case studies of the contributing authors to the special issue. The paper is based on the review of relevant literature and reflections on the articles that constitute this special issue. It also reflects the authors' observations through their extensive interactions with theoreticians, practitioners and policy makers on ESD in the context of the United Nations decade of education for sustainable development (DESD) and higher education for sustainable development (HESD). The paper recognises a highly complex nature of the conceptualizations of competences for SD and their articulation in educational programmes. It also highlights a growing interest in competence-based approaches from institutions of higher education and their stakeholders in different parts of the world. The paper provides a broad picture of influential international processes and diverse players driving competence-based approaches in ESD and indicates a need for more coherent critical multi-level analysis of such processes. The paper contributes to a broader debate on strategies of implementation of ESD and education for sustainability (EfS) by mapping arguments on competences for SD and sustainability with a particular focus on higher education institutions.

Seezink and Poell (2010) \cite{50} published an article, the purpose of the same is to help schools for vocational education determine teachers' continuing professional development needs associated with implementing competence-based education programs, so that these schools can develop better attuned HR policies. It investigates which elements from the cognitive apprenticeship model and from the acquisition and
participation metaphors can be identified in the individual action theories of their teachers. A case study was conducted in one school for vocational education, where 12 teachers engaged in an innovation project around the development of a new competence-based education program for pupils. They participated in concept mapping, cued interviews (based on video recordings), semi-structured interviews, and a joint feedback session. These four sources were used for an in-depth content analysis of teachers' action theories. No distinctive, crystallized action theories about competence-based vocational education emerged at the individual teacher level; let alone individual teachers' action theories well in line with the two normative frameworks on competence-based education. The case study shows the struggle that individual teachers are going through to get their every-day teaching repertoire more in line with new ideas on competence-based education. Only qualitative data are gathered, in one school, representing one school type, in one country only, limiting the statistical generalizability of the results. Not all respondents are able to participate in all four data sources. Schools should develop HR policies that offer teachers CPD activities in the crucial area of competence-based education; the frameworks presented in the study can be used to this end, by teacher educators as well as by HRD professionals interested in combining training programs with informal employee learning. The study draws on literature from various disciplines (especially educational psychology and HRD), which traditionally have remained mostly separate. It combines insights from four separate data sources.

Tripathi and Ranjan (2010)\textsuperscript{[51]} present the development of expert system to assist in the operation of competence management in educational institution. The knowledge based consists of a rule-based expert system for the competence management and subsequent performance assessment. It is generally recognized that an expert system can cope with many of the common problems relative with the operation and control of the competence management process. In this work an expert system is developed which emphasize on various steps involved in the competence management process. The
knowledge acquisition to develop this expert system involved an exhaustive literature review on competence management operation and interviews with experienced deans and the competence managers. The development tool for this system is an expert system shell.

Gangcheol Yun, et al (2011)\textsuperscript{[52]} published a paper the purpose of this study was to investigate and propose the appropriate K-mapping (Knowledge Mapping) models as an approach to integrating key project components and technologies for the effective improvement of project performance within and across construction projects. In this holistic, single-case study, one of the largest construction consulting firms in South Korea has been studied by conducting 15 semi-structured interviews and the different loci for each of the K-mapping components are identified and analyzed. Based on the different loci, four types of the K-mapping model are provided and elucidated. Research findings indicate that these four types of the K-mapping model provide the criteria to identify the appropriate types of K-map for construction project organizations, according to the characteristics and conditions of their own construction personnel, construction processes, and K-transfer technologies. With the K-mapping models, an appropriate knowledge management system (KMS) can be developed more effectively. First, as interpretivism was adopted as the research philosophy, the case study findings were subjective and qualitative to both the interviewees in the case study company and the researchers, though this study provided an important underpinning for future research on K-mapping within construction project organizations. Second, the theory developed in this study was based on an investigation of the appropriate K-mapping models with only a single case study. Nevertheless, this case study provided sufficient data and information to develop and propose a theory for successful K-mapping model development within construction project organizations. In the KM area, the definition, benefits, purposes, principles and types of K-map have been already provided by many KM researchers and practitioners. However, no industry (practical)-based K-mapping
model has been developed and proposed, especially in the construction industry. Accordingly, the originality of this study to be presented in one of the paper’s conclusions: construction processes must be considered and adopted as a key component in the K-mapping process, and the discussion of the four types of K-map this research have generated, which significantly expands the existing literature on K-mapping.

**Kock and Ellstrom** (2011)\(^{[53]}\) write a paper to increase understanding of the relationships among the workplace as a learning environment, strategies for competence development used by SMEs and learning outcomes. Specifically, there is a focus on a distinction between formal and integrated strategies for competence development, the conditions under which these strategies are likely to be used, and their effects in terms of individual learning outcomes. The study was based mainly on questionnaire data collected through a survey of 14 SMEs that had received support from the European Social Fund's Objective 3 programme. In addition, data collected through interviews and analyses of documents were used. The results indicate interactions between the strategy of competence development used by the firms (formal Vs integrated) and the type of learning environment in the workplace (constraining Vs enabling). The use of an integrated strategy in an enabling learning environment was the most successful combination in terms of learning outcomes, while the use of an integrated strategy in a constraining learning environment was the least successful combination. There is a need to elaborate the theoretical and empirical basis of the distinction between formal and integrated strategies for competence development, and to study the effects of the two types of strategy, not only for individual learning outcomes, but also for effects at an organizational level. HRD practitioners need to question a traditional reliance on formal training, as the presented results indicate the importance of using competence development strategies that are based on an integration of formal and informal learning. The study indicates that the effects of competence development efforts are likely to be a
function not only, nor primarily, of the training methods and strategies that are used, but also of the characteristics of the learning environment of the workplace.

**Shinde, et al (2011)** conducted a study towards the CRM initiative in banking sector. Where banking sector has adopted this concept of marketing and they have changed their working style according to the changes in technology and the need of customers. Result and conclusion: Customers mind set has changed now days and they are willing to get much more at their door steps. Today’s Customers are very smart and hoping for better services from their bankers. “Competition and globalization of banking services are forcing banks to be productive and profitable. To retain High Net Worth individuals, hence, banks need to focus strongly on relationship management with customers. To accept this challenges innovative Customer Relationship Management (CRM) strategies and cutting edge software can help, to a great extent, in achieving the desired results.

**Ustundag, et al (2011)** published a paper to investigate the causal relationships among the factors influencing the technology transfer offices’ (TTOs) performance. The fuzzy cognitive maps (FCM) method is used in this study. The findings from this research is that TTO human resources, industry research demand, R&D budget of university and economic uncertainty are the most influential factors on the performance of TTOs. The performance outputs which are mostly affected are the factors, licenses, patents, established spin-offs, industry research contracts and consulting income. This study provides a contribution by building the mental map among the concepts which are influencing the TTOs’ performance. The causal relationships are defined in a non-hierarchical network model. Indirect effects are considered in examining the TTOs performance. The pair wise influence degrees of the factors are determined by
an empirical study. Using the FCM, the impact of factors on the performance of TTOs is investigated.

According to T K. Mily Velayudhan (2011) [56] competency mapping, the buzz word in any industry is not complicated as it may appear. At the heart of any successful activity lies a competence or skill. In the recent years, various thought leaders in business strategy have emphasized the need to identify what competencies a business needs, in order to compete in a specific environment. Competency mapping is a strategic HR framework for monitoring the performance and development of human resource in organizations. Regardless of whatever happens to the future of software in India, the people who are outstanding in their performance will continue to be in demand and will keep rising and for this the human resource of each organization should develop the competencies which they have in order to compete with the highly competitive market. In this paper the researcher has collected data from 195 software employees. Where in 145 employees where from Cognizant Technology Solutions (CTS) and the rest 150 respondents were from Hindustan Technology Limited (HCL) and their competencies where studied in depth to bridge the gap of the lacking competency which would help the employees to outshine which would help the organization to lead its goal through its objectives.

Yashpal Kaur Rooprai (2011) [57] in his article entitled to ‘Competency mapping : career Development and Challenges’ described the implications of competency mapping in career development and future challenges, steps of developing competency mapping and challenges to map competencies.

Yuvaraj (2011) [58] Human resource management is a process of bringing people and organizations together so that the goals of each other are met. Nowadays it is not possible to show a good financial or operating report unless your personnel relations are in order. Over the years, highly skilled and knowledge based jobs are increasing while
low skilled jobs are decreasing. This calls for future skill mapping through proper HRM initiatives. Indian organizations are also witnessing a change in systems, management cultures and philosophy due to the global alignment of Indian organizations. There is a need for multi skill development. Competency Mapping is a process of identifying key competencies for an organization, the jobs and functions within it. Competency mapping is important and is an essential activity. Every well-managed firm should have well defined roles and list of competencies required to perform each role effectively. Competency mapping identifies an individual’s strengths and weaknesses in order to help them better understand themselves and to show them where career development efforts need to be directed. Competency mapping is not only done for Confirmed employees of an organization and it can also be done for contract workers or for those seeking employment to emphasize the specific skills which would make them valuable to a potential employer. These kinds of skills can be determined, when one is ready to do the work. Competency mapping is one of the most accurate means in identifying the job and behavioral competencies of an individual in an organization. Competency is a set of knowledge, skills and attitudes required to perform a job effectively and efficiently. A Competency is something that describes how a job might be done excellently; a Competence only describes what has to be done, not how. Core competency is something which cannot be copied and it is the pillar upon which individual rest.

Dammani (2012) made an attempt to study the effectiveness of Concept Mapping for improving Reasoning. Non Equivalent Control group design was employed for the experimentation. Sample of 75 students of class VIII studying in the academic year 2010-11 were selected for reasoning development programme. The intact groups as existed in the school were taken for experimentation. One of the groups was taught reasoning through Concept Mapping Strategy.
Nilsson and Ellstrom (2012) write to illuminate the problems that are associated with defining and identifying talent and to discuss the development of talent as a contributor to employability. The world of work is characterized by new and rapidly changing demands. Talent management has recently been the target of increasing interest and is considered to be a method by which organizations can meet the demands that are associated with increased complexity. Previous studies have often focused on the management of talent, but the issue of what exactly should be managed has generally been neglected. In this paper, the authors focus on discussing the substance of talent and the problems associated with identifying talent by using the following closely related concepts: employability, knowledge, and competence. Employability is central to employee performance and organizational success. Individual employability includes general meta-competence and context-bound competence that is related to a specific profession and organization. The concept of employability is wider than that of talent, but the possession of talent is critical to being employable. In this paper, the authors suggest a model in which talent includes individual, institutional, and organizational-social dimensions. The illumination of different meanings of talent management and the substance of talent is crucial to the practical implication of central human resource development practices, such as training and development. The paper shows that clarification of the conceptual boundaries and the presentation of a typology that is relevant to the understanding of talent are central to the creation of valid talent management systems that aim to define and develop talent.

Rolfsen, et al (2012) have discussed that companies desire to improve their team organization by learning from other companies in their sector and adopting “best practice”. Researchers and consultants, who are called on to facilitate these learning processes, are confronted with the real world ambiguity and multiple meanings of “team” and “team organization”. A shared understanding of team organization is a precondition for learning and knowledge transfer between companies. This paper seeks to ask how this
common understanding can be constructed. The paper uses participatory research and a literature review. Based on a research project involving Norwegian manufacturing companies, the paper presents and discusses a participatory process, in which a graphical profiling tool was developed and applied in order to make sense of different forms of team organization. The paper finds that companies were actively involved in deciding what the relevant dimensions of team working were. In reflection seminars, systematical comparison between companies dissolved conceptual ambiguity and supported reflection. The paper reports experiences with the mapping tool from two companies. Both are characterized by cooperative industrial relations, and openness to researchers. More research should be done in order to investigate the general workability of the process proposed here. The proposed process for constructing and using a mapping tool are relevant for consultants and researchers, who aim to facilitate learning in a multiple company context. In particular, it is relevant for dealing with popular, but unclear concepts such as “team” and “team working”. To be workable, the process should take care to involve relevant stakeholders and the profiling should avoid technical language. Through a participatory approach, all participants in an organization can take part in a dialogue on team working. By introducing a common language, power distances may be reduced. The general idea of using graphical profiling to support reflection is not original. The contribution is presenting and discussing a concrete participatory process for how graphical profiling can be made relevant and useful.

Shruti Anuja (2012) in her article entitled ‘Competency Mapping at Managerial Level with special reference to Hotel Clerks’. Amer, Jaipur stated that competency mapping is a process of identifying key competencies for a particular position in an organization and then using it for job-evaluation, recruitment, training and development, performance management, succession planning etc. The competency framework serves as the foundation for all Human Resources application. As a result of competency mapping all the human resources processes like talent induction, management development, appraisal and training yield much better results.
T.V Rao, [63] ‘The father of Indian HRD’ has explained clearly and beautifully about the three aim of the HRD systems and has stated about employees competency development that an employee requires a variety of competencies (knowledge, attitude, skills in technical areas, managerial areas behavioral area and human relation areas and conceptual areas) to perform different tasks and functions required by their jobs. The nature of jobs is constantly changing due to changes in the environment, changes in organizational priorities, goals and strategies, changes in the profile of fellow employees (subordinates, bosses, colleagues etc.) changes in technology, new opportunities, new challenges, new knowledge base etc. such a change in the nature of jobs requires continuous development of employees competencies to perform the job well. Thus competency development is needed on a continuing basis for effective job performance. HRD aims at constantly assessing the competency requirements of different individuals to perform the jobs assigned to them effectively and provide opportunities for developing these competencies.

Jaideep Kaur and Vikas Kumar (2013) [64] in their article entitled ‘Competency mapping : Gap Analysis’ covered theoretical aspects of competency mapping, with the need and components of competency mapping.

RESEARCH GAP

The above reviews of literature showed that the studies were carried on the other sectors, none of them covered the competency mapping in private sector banks in Hyderabad Karnataka region. Hence, the researcher as made an attempted to cover the study on Employees Competency Mapping in Private Sector Bank : A study with special reference to Private Sector Banks in Hyderabad Karnataka Region.

1.5 OBJECTIVES OF THE STUDY:
The present study is made:
1. To study the importance of the competency mapping in Private Sector Banks;
2. To look into the personal and professional background of the employees in Private Sector Banks;
3. To map the management and professional competencies of the employees in Private Sector Banks in Hyderabad-Karnataka region;
4. To assess the work responsibilities and related competencies of Top Level, Middle Level and Lower Level employees; and
5. To analyze the training and development of the employees working in Private Sector Banks;
6. To provide suggestions to build the competencies among the employees working in Private Sector Banks.

1.6 HYPOTHESIS FOR THE PRESENT STUDY

HYPOTHESIS 1: (To test the relationship between designation of the employees and their competency level)

H₀: There is no significant relationship between designation of the employees working in Bank and their competency level.

H₁: There is a close relationship between designation of the employees working in Bank and their competency level.

HYPOTHESIS 2: (To test the relationship between Nature of Bank of the employees and their competency level)

H₀: There is no significant relationship between Nature of Bank of the employees working in Bank and their competency level.
H₁: There is a close relationship between Nature of Bank of the employees working in Bank and their competency level.

**HYPOTHESIS 3: (To test the relationship between age of the employees and their competency level)**

H₀: There is no significant relationship between age of the employees working in Bank and their competency level.

H₁: There is a close relationship between age of the employees working in Bank and their competency level.

**HYPOTHESIS 4: (To test the relationship between caste of the employees and their competency level)**

H₀: There is no significant relationship between caste of the employees working in Bank and their competency level.

H₁: There is a close relationship between caste of the employees working in Bank and their competency level.

**HYPOTHESIS 5: (To test the relationship between education of the employees and their competency level)**

H₀: There is no significant relationship between education of the employees working in Bank and their competency level.

H₁: There is a close relationship between education of the employees working in Bank and their competency level.

**HYPOTHESIS 6: (To test the relationship between Marital Status of the employees and their competency level)**
H$_0$: There is no significant relationship between Marital Status of the employees working in Bank and their competency level.

H$_1$: There is a close relationship between Marital Status of the employees working in Bank and their competency level.

**HYPOTHESIS 7: (To test the relationship between Nature of Work of the employees and their competency level)**

H$_0$: There is no significant relationship between Nature of Work of the employees working in Bank and their competency level.

H$_1$: There is a close relationship between Nature of Work of the employees working in Bank and their competency level.

**HYPOTHESIS 8: (To test the relationship between Work Responsibilities of the employees and their competency level)**

H$_0$: There is no significant relationship between Work Responsibilities of the employees working in Bank and their competency level.

H$_1$: There is a close relationship between Work Responsibilities of the employees working in Bank and their competency level.

**HYPOTHESIS 9: (To test the relationship between Nature of work in their bank of the employees and their competency level) (refer question number – 13)**

H$_0$: There is no significant relationship between Nature of work in their bank of the employees working in Bank and their competency level.
H_{1}: There is a close relationship between Nature of work in their bank of the employees working in Bank and their competency level.

**HYPOTHESIS 10: (To test the relationship between bank with adequate staff to manage its affairs and their competency level)**

H_{0}: There is no significant relationship between bank with adequate staff to manage its affairs and their competency level.

H_{1}: There is a close relationship between bank with adequate staff to manage its affairs and their competency level.

**HYPOTHESIS 11: (To test the relationship between training offered to the employees and their competency level) (Refer question number – 1 in Training and Development Section)**

H_{0}: There is no significant relationship between training offered to the employees working in Bank and their competency level.

H_{1}: There is a close relationship between training offered to the employees working in Bank and their competency level.

**Independent variables (X variables) (Total 11 variables) are:**

Designation, Nature of Bank, age, caste, education, Marital Status, Nature of Work, Work Responsibilities, Nature of work in their bank, bank with adequate staff to manage its affairs, training offered to the employees

**Dependent variable (Y variable) (Total 1 variable) are:** Employees competency level
**Statistical tools applied to test the hypothesis:**

Chi-square test

**1.7 METHODOLOGY OF THE STUDY:**

The present study was begun with the literature search. The researcher referred leading regional, national and international journals and books published in the fields such as Banking, Private Sector Banks, Competency Mapping, Skill Development, Training and Development of Bankers, etc. Secondary information was gathered from these sources.

**1.7.1 SAMPLE UNITS:**

As the present study aims to map the competency mapping of the employees working private sector banks, the private sector bank employees are the sample units for the present study. For the purpose of the study, the information on competencies is collected from the Private Sector Bank employees in Hyderabad Karnataka Region.

**1.7.2 SAMPLING FRAMEWORK OF THE STUDY**

Totally 1000 employees are working in Private Sector Banks in Hyderabad Karnataka Region. The present study is based on employees working in Top Level Management, Middle Level Management and Lower Level Management in the various branches of Private Sector Banks. The number of employees (Managers, General Managers, Assistant Managers, Branch Managers, Credit Managers, Relationship Managers,
Accountants, Clericals and Cashiers) working in Private Sector Banks of various districts of Hyderabad Karnataka Region have been included in the present study. Out of the total population (1000) 40 percent of the employees have been selected for the present study. Hence, the applied sampling procedure is Proportionate Stratified random sampling method. The following table 1 reveals the methods of selection of samples from the Selected Private Sector Banks.

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Name of the Bank</th>
<th>Total Branches of PSB in HK Region</th>
<th>Sample of Banks Branches selected</th>
<th>Total Number of Employees</th>
<th>Sample of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AXIS BANK</td>
<td>18</td>
<td>7</td>
<td>210</td>
<td>84</td>
</tr>
<tr>
<td>2</td>
<td>HDFC Bank</td>
<td>25</td>
<td>10</td>
<td>150</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>ICICI Bank</td>
<td>11</td>
<td>4</td>
<td>160</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>ING Vysya Bank</td>
<td>17</td>
<td>7</td>
<td>180</td>
<td>72</td>
</tr>
<tr>
<td>5</td>
<td>Karnataka Bank</td>
<td>20</td>
<td>8</td>
<td>225</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>Karur Vysya Bank</td>
<td>6</td>
<td>2</td>
<td>75</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>97</strong></td>
<td><strong>38</strong></td>
<td><strong>1000</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

**Reasons for Selecting these Banks**

- The Bank should be one among the leading banks.
- The Banks have its branches in all districts of Hyderabad Karnataka Region.
- The bank is functioning actively for more than five years in this region.
- The Banks are using Competency Mapping Tool.
1.7.3 COLLECTION OF PRIMARY DATA:

Collection of primary data is proved to be an important task in research work. The Survey Method is one of the most popular data collection methods in Social Sciences. The present study was adopted survey method for the collection of primary data.

1.7.4 TOOLS AND TECHNIQUES:

To make the survey and to collect the primary data questionnaire was used. Questionnaire is by far the most important instrument used for the data collection. As all the bank employees surveyed are well educated and questionnaire is suitable research tool to collect the primary data. The questionnaire was addressed to the employees working at different levels, that are top, middle and lower level in private sector banks in Hyderabad-Karnataka region. The Questionnaire was composed using different scales like dichotomous, multiple choice, descriptive and rating. In addition to this, the researcher was adopted personal observation technique to ascertain the information on the behaviour of the employees with customers, professional knowledge, etc.

1.7.5 ANALYSIS AND INTERPRETATION OF THE DATA:

The primary data collected through the Questionnaire is represented in the form of Tables. The tables are analyzed with the percentages, so as to ascertain a competency level among employees in Private Sector Banks in Hyderabad Karnataka Region. Further, on the basis of collected data certain generalizations were made so as to get findings, suggestions, and conclusion.
1.8 LIMITATIONS OF THE STUDY:

2. The study is restricted only to the Selected Private Sector Banks of Hyderabad Karnataka Region.
3. The study is based on the sample survey method, hence only 400 employees at branch levels are covered under the study.
4. The major part of the fieldwork was done in District places of Hyderabad Karnataka Region. Hardly any rural branches formed part of the sample.

1.9 PRESENTATION OF THE STUDY

The research report is organized into five chapters with two appendixes as under.

- The first chapter provided brief background information to the research topic. Here research problem is clearly defined. Before conducting the present study, there is necessary to know about the research gap in the studies that are already conducted. Hence, the studies already conducted and published already in the secondary literature such as research papers, books, journals, articles, conference and seminar papers that are published are reviewed in the under the title “Review of Literature”. The need for the study of the problem is discussed. The importance of this research topic is stated briefly. The clear aims and objectives are discussed. The scope and limitations are set in this chapter. Some generalizations and assumptions are fixed as hypothesis of the study. The details of the research methods used for the present research study are discussed. The first chapter is designed under the title “Introduction to the Study.”
As the present study deals with competency mapping in private sector banks, there is need to study about the competency, skills, competency mapping, private banking, training and development, etc in general. For this purpose, the third chapter is written under the title “Competency Mapping: An Overview”.

Geographical territory plays an important role in the status and development of the people including their financial activities. As such it is also applicable to the employees working in private sector banks in particular and private sector banks in Hyderabad-Karnataka region in general. Hence, there is need to study on the Hyderabad-Karnataka region in general and private sector banks in particular. The fourth chapter covered the area, demography, population, literacy, education, employment, occupation, environment, banking, trade, etc of the Hyderabad-Karnataka region under the title “Area of the Study”.

As discussed in the methodology, questionnaire was used to map the competencies of the employees working in private sector banks. The collected primary data is analyzed, interpreted and discussed in the fourth chapter under the title “Summary of the sample banks- Analysis, Interpretation, and Discussion”.

After the analysis and interpretation of the primary data, certain findings are derived from the study and summaries of the study are stated. Useful suggestions are given for the competency mapping of the employees working in private sector banks and also plan for their training and development. Further, the research study is concluded. Hence, the fifth chapter is written under the title “Findings suggestions and Conclusion”.
Apart from the above stated five chapters, two appendixes are given at the end covering Bibliography and Questionnaire. The research papers, books, Journal articles etc. that are used and relevant to the present study are listed in appendix-1 under the title ‘Bibliography’. The Questionnaire used to collect Primary data is given in appendix-2.

1.9. REFERENCES:


63) Rao TV Competency Mapping, Classroom discussion in Competency Mapping program of Indian School of Business, Hyderabad(2004)