4.1 INTRODUCTION

The concept of human resource process that is required for a textile mill for effective conduct of business is easily understandable. As regards the concept of competency based human resource process, the issue that confronts the stakeholders of such processes is how visible, transparent are those valued competencies such that they could be identified, measured, put into practice and validated from the business perspective and the individual’s as well.

4.2 DEFINITION OF COMPETENCY

Competency is an underlying characteristic of a person, which enables him to deliver superior performance in a given job, role or a situation. The characteristic may be called a pool of attributes consisting of knowledge, skills, traits, social role, self-image, motive and so on. The underlying characteristic manifests itself in the form of behaviour which helps and supports in identification and measurement of competency.

4.2.1 BEHAVIOUR

It is the core element in the concept of competency. Personal characteristics constitute behaviours. Behaviour is state of mind expressed in words and deeds. Behaviour is what business is all about. In a business environment much behaviour occurs every day. Some of the behaviours affect business directly, positive as well as negative while other are socially needed. By understanding what drives human behaviour, we can create the conditions necessary to encourage desired behaviour. Behaviour has three stages such antecedents, behaviour and consequences. It is the key word. In business, to achieve results, many actions need to be carried out. Whatever is to be carried out has to be done involving certain patterns of behaviour.
Without behaviour no activity can effectively be conducted meaningfully. The behaviours must support the goal and mission of any organisation. Behaviour is observable. Behaviour can be seen. As behaviours are capable to be seen, it can be corrected, counted, appraised, managed, developed and channelised towards a set target or goal.

One of the very interesting phenomenons is that in business the focus is on results instead of behaviours. Executives in business organisations manage results. But there is a big difference between results and behaviour. Behaviours are part throughout the process while results are output. Therefore managing results is not always guaranteed as there will not be consistency

4.2.2 ANTECEDENTS

It prompts an individual to act. An antecedent otherwise called as activator is something that occurs before certain behaviour. This can be anything from a directive to the effect of the working environment. Antecedents appear both in every day life and at the workplace. Anything which prompts an individual to act in a certain way can be called an antecedent. An antecedent is an important part to get a certain behaviour started. It prompts an individual to take action. When we apply behaviour in the world of business, it would mean to include policies, goals, directives, announcements, training programmes, procedures, vision statement and so forth. All of these set the stage for work-behaviour or performance to take place.

4.2.3 CONSEQUENCES

Good and productive behaviours produce excellent results. Bad and negative behaviours bring in negative results. The truth is that positive behaviours can be encouraged and negative behaviours can be corrected. Hence both positive
reinforcement and negative reinforcement can be gainfully handled so as to reach a productive behaviour pattern.

4.3 HUMAN RESOURCE ROLE

There is paradigm shift concerning the value of human resources (HR) creating opportunities for the HR function to develop a more strategic role in a company’s operation (Lawler & Mohrman, 2003). HR needs to play an active and guiding role in enabling a company to choose its people well, invest them with the proper responsibilities, support their growth and respect their needs in order to achieve an organisation’s strategic business objectives. This vital role requires competence in HR functions that will create and sustain a flexible and adaptive workforce (Gomez-Mejia, 2001).

In today’s organisations, to guarantee their viability and ability to contribute, HR department needs to think of itself as strategic partner. In this role, the HR department contributes to the development of and the accomplishment of the organisation-wide business plan and objectives.

This strategic partnership impacts HR services such as the design of work positions, hiring, reward, recognition and strategic pay, performance development and appraisal systems, career and succession planning, and employee development.

Fostering effective methods of goal setting, communication and empowerment through responsibility, builds employee ownership of the organisation. The HR professional helps to establish the organisational culture and climate in which people have the competency, concern and commitment to serve customers well. The core roles of human resource are grouped into the following categories.
4.3.1 HUMAN RESOURCE INTERVENTIONS

The relevant interventions of human resource concepts are given below:

a. Strategic perspective

- Develop human resource plans and strategies aligned to the organisation’s strategic direction and business strategy. Provide tools and tactics to enhance execution of these strategies.
- Integrate HRM with general organisational management.
- Manage the interface between HRM processes and systems.
- Formulate and communicate HRM policies.
- Act as the conscience of employer with respect to people issues.
- Assess the impact of long-term of short-term decisions on people.
- Express and embody the philosophy and values regarding people management in the organisation.

b. Organisational design

- Analyse work processes and recommend improvements where necessary.
- Recommend options for organisational design and structure.

c. Change management

- Advise management on implications of change for employees.
- Co-ordinate and facilitate the change process.
- Facilitate changed relationships.

d. Corporate wellness management

- Develop and communicate policies and procedures with regard to the management of wellbeing
- Manage occupational health and safety
e. People recruitment and development

- Human resource planning
- Determine long-term human resource needs.
- Assess current resources.
- Review the information.
- Based on the outcomes of the job analysis, write job descriptions and job specifications
- Develop and implement recruiting strategy bearing in mind relevant legislation.

f. Training and development

- Develop a training and development strategy according to the requirements of legislation and with the improvement of productivity and delivery as outcome.
- Conduct a training needs-assessment including the assessment of prior learning and write training and development objectives based on the outcome thereof.
- Conduct training and development.
- Evaluate training and development with regard to the return on investment.
- Promote training and development in the organisation.
g. Career management

- Design and implement a career management programme aimed at integrating individual aspirations and organisational needs and realities.
- Manage career-related issues in the organisation for example women, affirmative action and management of diversity with attention to legislation in this regard.
- Manage career-related issues surrounding organisational restructuring, downsizing and outplacement including provision of support.

h. Performance management

- Design and implement a performance management system linked to relevant human resource management systems and aimed at contributing directly to the business strategy.
- Assess performance.
- Use outcome of performance assessment as the basis for decision-making in areas.
- Management of individual performance.

i. Industrial relation

- Develop and communicate industrial relations policies and procedures in line with legislation.
- To have involvement in grievance and disciplinary hearings
- Lead negotiations.
- Assessment and management of organisational climate and employee relations
- Liaison with trade unions
- Implementation of outcomes of collective bargaining and negotiation.
j. Administration of policies, programmes and practices

- Administration and implementation of various policies and programmes evolved by company.
- Establishment of various practices in conformity with local customs, conventions, legal framework and also in line with leading units of similar industry.

k. Compensation management

- Develop compensation strategies and policies in line with legislation and the organisation’s business strategy.
- Attach meaningful monetary values to posts in the organisation ensuring that the organisation’s compensation is in line with market forces.
- Develop appropriate compensation systems for the organisation.
- Manage overall labour costs.

l. Information management

- Provide current information regarding employees to be used in the decision-making process and measurement of HRM’s contribution to the organisation.
- Advise management regarding trends emerging from the data.
- Conduct HRM research with the aim of solving problems in the organisation.
m. Administrative management

- Provide integrated HRM administration that is speedy and cost effective to receiver and administrator.
- Integrated employee data management

4.4 COMPETENCY BASED HUMAN RESOURCE PROCESS

The ultimate purpose of implementing competency based human resource process in industrial organisation is the transformation from traditional or conventional management state to desired future state. It means that the textile industry, though as old as human history, cannot be managed with the old pattern of management and traditional school of thoughts. It has to gear up to embrace emerging managerial changes and advancements so as to be competitive both on domestic sector and international front as well. One of the key and core inputs is human resources. There is a tremendous pressure in the filed of human resource management as the mindset of the people is undergoing in an unprecedented phase of change. Hence unless there are adequate and proper systems and concepts in all human resource management related processes, growth and success would be a distant dream. It is in this backdrop, it is imperative to practice competency based human resource management.

4.5 CONCEPTS OF COMPETENCY

Today, the concept of competency has become the key factor in determining as how human resource function is organised. Competency is the key to enduring performance and to making Human Resource Function most effective. With the increase in competition, locally or globally, organisations are trying to become more adaptable, resilient, agile, and customer-focused to succeed. Within this change in business environment, the human resource function has to emerge as a
“business driven function”. Organisations around the world depend on human capital to achieve their strategic objectives. Nevertheless, how they leverage the talents of their resource is the hidden mantra. With umpteen numbers of organizing factors emerging day by day in human talent management, Competency based human resource process is being increasingly recognised as an effective way of talent management.

The concept of competency got emerged in 1980s as a response to organisational changes. Mr. Richard E Boyatzis (1982) wrote, “The Competent Manager: A Model for effective Performance” which proved to have considerable influence on human resource profession and function and competency framework became an increasingly accepted part of the modern human resource process and in turn in modern organisations. It is true that competency based approach is vital to the success of any human resource process. A competency based approach is the best way to ensure that core human resource processes are closely tied to organisational objectives and performance. Competency forms the foundation for many of the human resource processes and becomes an integral part of total management. Realising this fact, companies operating at corporate level have already started focusing on human resource processes. The corporate world has started identifying characteristics for successful performance. It can be said that organisations have started instituting the concept of “Competency” in human resource processes for organisational performance. And how this whole concept of competency based human resource processes works in textile mills in Coimbatore district of Tamil Nadu in India is conceived and practiced is the focal point on which this study revolves. It discusses its efficacy and effectiveness.
The focus and emphasis, for future, will be “How” of the performance management. This means that there is a shift in focus from “Why” an organisation conducts business and performs to “How” it achieves optimal performance levels. Contemporary organisations emphasize development of employee competency for the achievement of long term optimal performance.

Competency and performance are different, Competency is complementary to performance. Competency is the requirement for successful performance. It by itself is not performance. Performance is based on expected results. Competency can be regarded as the “how” of the performance and the results, as the”what” of the performance. It implies competency based approach of human resource management through various human resource interventions.

As often observed and defined competency is a combination of knowledge, skill and attitude that influence demonstrable on-the-job behaviour. At the heart of any successful activity lies a competency. In today’s competitive world, it has become particularly important to build business on competency based processes including Human Resource functions.

Every organisation must integrate competency concepts into as many human resource processes. Recruitment, training and development and performance appraisal are on the top of it as an integrated job family.

In 1973 McClelland, Professor of psychology at Harvard University and founder of McBer and company wrote a seminal paper. “Testing for Competence rather than Intelligence”. His research indicated that although traditional academic aptitude and knowledge context tests were good predications of academic
performance, they seldom predicted outstanding on-the-job performance. McClelland went on to argue that the best predictors of outstanding on-the-job performers were underlying, enduring personal characteristics that he called “Competency”. Since then, McClelland’s findings have been cross-culturally validated by 30 years of global competency research carried out by McBer and later by the Hay group.

According to McClelland, competency is best described as an ice-berg, with a person’s knowledge and skill representing the visible tip of the ice-berg, while the underlying and enduring personal characteristics like self-confidence, initiative, empathy, achievement orientation represent the larger portion of the ice-berg hidden below the waterline. With shelf-life of knowledge and skill becoming shorter and shorter in today’s ever changing world, the enduring, below-the-waterline competency has a more substantive impact on how effectively an individual performs on the job resulting in organisational performance.

It has been proved by research forums such as Berson and Associates that organisations that use competency models are three to four times more effective and some time as much as six times more effective than companies that fails to use competency models. Recruitment, training and development and performance appraisal of human resource functions are a selective competency model chosen for the research. It is bound to add value to the organisational growth. In the recent past competency models pertaining to human resource processes have started assuming significant importance which is inferred from the following pages. Nankarvis A.R., (1996)\(^4\) in his book, “Strategic Human Resource Management” says that competency is a characteristic or trait that results in effective performance on the job.
According to Jain (2005), globalisation has necessitated human resource to play a strategic role in orienting its focus for developing people to gain competitive edge versus its past role of sustenance. This emerging demand has also necessitated it to develop and practice competency based human resource process enabling the organisaton to grow continually. Jain’s research findings distinctly articulate that competency based human resource process is to be ranked high, contrary to hitherto important human resource activities.

Dressler (1994) argues that in promoting people to take care of an organisation from organisation’s perspective, when the question of seniority vs competency arises, promotion based on competency is the best. It means that the human resource process which builds and ensures competency in an individual is the right step towards organisational growth.

According to Rao V.S., (2005), competency required for any role would, in the final analysis, be in line with organisation’s culture and strategy. This in turn would be the linkage between individuals’ performance and organisation’s business strategies.

Competency based human resource processes such as recruitment; training and development and performance appraisal ascertain, develop and recognise employees on their behaviour pattern, the hidden portion of ice-berg. Recruitment, training and development and performance appraisal reflect the degree of competency. Competency based human resource process confining to recruitment, training and development is designed to ascertain, develop and recognise recruitment, training and development and Performance appraisal respectively. By instilling competency based human resource process, the organisation benefits in
two ways. First, it gains flexibility in assigning the people the job or role or position which they prefer according to their skill and ability, thereby maintaining the productivity at a high level. Secondly, as individuals gain more value skill they can redesign and enrich their job, thereby, adding over all productivity. This fact is endorsed by Murray & Gerhart (1988)⁹.

Competency is the combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to superior employee performance and ultimately result in organisational success.

In broader perspective, competency is more than just knowledge and skills. It involves the ability to meet complex demands by utilizing to the maximum psychosocial resources including skills and attitudes in any given context.

The Oxford Learner’s dictionary describes competency as “a skill that one needs in a particular job or for a task”. Richard Boyatziz (1982)¹⁰ an American who has extensively carried out survey on competency defines it as, “the underlying characteristics of a person, which can be motive, a trait, skill, an aspect of one’s self image or social role or a body of knowledge which he or she uses”

Tovey (1992)¹¹ defines competency, “as the application of blend of knowledge, skills, behaviours in the context of individual job performance”. Patricia Marshall (1996)¹² defines competency “as the underlying characteristics of a person which enable him to deliver superior performance in a job, role or situation”. From the above leading definitions, it is inferred that competency is a set of knowledge, skills, behavioural attributes, and abilities which are required to deliver superior performance for a position.
But, a much more and deeper application of mind brings out a refined picture of the concept of competency which is stated below:

1. Competency includes behaviours that demonstrate excellent performance
2. Competency does not include knowledge as such but includes “applied knowledge” or the behavioural application of knowledge that produces success and growth.
3. Competency does include skills but only the manifestation of skills that produces success.
4. Competency is not work motives but does include observable behaviours to motives.

COMPONENTS OF COMPETENCY

The important components of competency in the backdrop of the emerging environment are as below:

Knowledge

What an individual knows and comprehends is knowledge. Knowledge may be obtained from formal education, observations, training and experience. Knowledge is understood to be the basic component of competency. To be knowledgeable means to be in the know of complete information. Truly, no one can disagree with the statement of English Philosopher Francis Bacon when once he said, “Knowledge is Power”. But in today’s business environment “behavioural application of knowledge” is the real power or productive power. Knowledge refers to the understanding of the technical language and technical components of the job, use of such knowledge on the job, accomplishing complex tasks without asking for guidance or information or instruction and staying updated.
Skill

It is the work behaviour. It is micro competency. Allied skills make a competency. Skills are observable and ratable and measurable. Skill is another important ingredient of competency. Skill is application oriented knowledge. It refers to specific capability to do things well. Hans Renold (1996)\textsuperscript{12} defines skill as, “Any combination of useful to industry, of mental and physical qualities which required considerable training to acquire.” In other words of Milan Kubr and Joseph Prokopenko (1990)\textsuperscript{13}, “Skills are the abilities to do things, to effectively apply knowledge and personal aptitudes and attitudes in work situation”. According to Richard Boyatziz (1982)\textsuperscript{14}, skill is the ability to demonstrate a system and sequence of behaviour that is functionally related to attending a performance goal”. Skill is learnt mostly not under formal education. It is learnt over a period of time by practice. Hence, practice plays a significant part in developing the skill of a person. Margaret Dale (1998)\textsuperscript{15} says, “Skills used at work need not be learnt through formal education”. As these are individual or personal abilities as applied to particular tasks, these are learnt and improved with practice. As today’s workplace is changing very fast, today’s executives require many personal and job related skills. Further, the skills must continue to be updated, sharpened and fine tuned to be in tune with changing requirements.

Adaptability

Maintaining effectiveness when experiencing major changes in work tasks or the work environment; adjusting effectively to work within new work structures processes, requirements, or cultures. Adaptability includes behaviours to adapt successfully to major changes in polices, changes in administrative procedures, effectiveness when working closely with people of diverse cultures or backgrounds, cultural changes efforts and adjustment to frequently changing work assignments.
**Tenacity**

Tenacity means staying with a position of plan of action until the desired objective is obtained or is no longer reasonably attainable. It includes behaviours such as making repeated contracts with prospective customers both internal and external, keep trying to achieve goals despite obstacles, staying with strategy, presenting ideas to higher authorities for review or action.

**Work Standards**

Work standards refer to setting high standards of performance for self and subordinates, assuming responsibilities and accountability for successfully completing assignments or tasks, self-imposing standards of excellence rather than having standards imposed. Work standards must get reflected through behaviours such as critiquing own performance as a means of self-improvement, setting high standards of work performance for self, setting high standards of performance for team, group or others, completing own work on time, reviewing others’ work for quality showing pride in work that is sent to internal and external customers, setting examples of high-quality work for peers, ensuring that written correspondence is neat and professional and making effective communication.

**Analytical Thinking**

Another important component of competency is aligning performance for success. It refers to approaching a problem by using a logical, systematic and sequential approach. An executive is said to have analytical thinking if he makes systematic comparison of two or more alternatives, makes connections and patterns among systems and data issue, notices discrepancies and inconsistencies in available information, identifies a set of features, parameters or considerations to
take into account in analysing a situation or making a decision, approaches a complex task or problem by breaking it down into its component parts and considering each part in detail; weighs the costs, benefits, risks, implications, and chances for success, when making a decision, identifies many possible causes for a problem; weights the priority of things to be done and recognizes key actions and underlying issues and problems.

4.6.7 Building a Successful Team

Building successful team is defined as using appropriate methods and a flexible interpersonal style to help build a cohesive team, facilitating the completion of team goals. Behavioural indicators are: To communicate the purpose and importance of team through a clear charter or mission statement, to set specific and measurable team goal and objectives, to work collaboratively with the team, to monitor team activities to ensure that roles and responsibilities of team members are clear, to review support functions and ensure that they are in place, to offer suggestions for achieving team goals or performing team functions, to value and use individual differences and talents to ensure that the team’s work is done effectively; to regularly share information with the team, to contribute to the fulfillment of team responsibilities, to display personal commitment to the team and not to talk bad of the team to others.

4.6.8 Building Partnerships

Building Partnerships means identifying opportunities and taking action to build strategic relationships between one’s area and other areas, teams, departments, or organisations to help achieve business goals. Behavioural indicators must be to build effective working relationship with other departments,
to establish relationships and work effectively with others outside the organizations, to support and encourage good working relationships between departments, to share information, ideas, and effective approaches to issues with other regions and departments, to work collaboratively with other leaders to meet organisational goals; to build effective relationships with key internal partners to enhance collaboration and understanding, to provide support to other areas as needed to achieve organisational goals, to check with others regularly to discuss partnership problems and issues, to build good relationships with other organisation clients and to establish network with individuals from other organisations or groups in order to share ideas and collect information.

4.6.9 Building Trust

Building Trust refers to interacting with others in a way that gives them confidence in one’s intentions and those of the organisations. Behavioural indicators would includew organisation’s policies, to accurately communicate the strengths and limitations of a product and service and of the organizations, to handle confidential personnel records appropriately and do not share confidential information, to process confidential correspondence, to treat individuals fairly and equally, to invite all employees to meetings and share permissible information freely, to maintain an open-door policy and listen to other’s comments, suggestions, and complaints, to keep promises and commitments, to show genuine interest in the success of others, and promote and showcase their abilities and finally to allow people to learn.

4.6.10 Coaching

Providing timely guidance and feedback to help others strengthen specific knowledge / skill areas needed to accomplish a task or solve a problem is all about
coaching. The following behaviours would indicate the component of coaching in the concept of competency:

1. Instruct others and closely guide activities.
2. Work with others to strengthen their performance and improve their skills in a particular areas.
3. Divide complicated tasks into activities that others can perform easily.
4. Teach people to complete new tasks/procedures successfully.
5. Determine how much guidance in individual needs to complete a task successfully.
6. Help people look for new ways to solve old problems.
7. Listen to other’s concerns about their ability to improve.
8. Provide feedback about performance on a task or activity that is specific and objective.
9. Give others clear and concise instructions on how to complete a task or process.
10. Diagnose problems and share solutions to create learning experiences.
11. Involve others in solutions with a goal of improving processes so that they can solve future problems independently.
12. Demonstrate effective problem-solving approaches;
13. Provide suggestions to others on how to serve customers better.

4.6.11 Delegation

Though delegation has definitions from different perspective, it means allocating decision-making authority and / or task responsibility to others to maximize the organisation’s and individual’s effectiveness, from competency
concept point of view. Behavioural indicators would include the following: To share appropriate responsibilities; to delegate assignments to the appropriate individuals based on their skill, roles and interests; to provide support without removing responsibilities; to define parameters of the delegated responsibilities, decision-making authority and any required actions, constraints or deadlines; and to respect areas of decision making that have been delegated.

4.6.12 Ethics and Integrity

Ethics and Integrity are defined as degree of trustworthiness and ethical behaviour of an individual with consideration for the knowledge one has of the impact and consequences when making a decision or taking action. An executive who has ethics and integrity would treat others fairly and with respect; take responsibility for own work, including problems and issues; use applicable professional standards and established procedures and policies when taking action and making decision; identify ethical dilemmas and conflict of interest situations and take action to avoid and prevent them and anticipate and prevent breaches in confidentiality and/or security.

4.6.13 Interpersonal Skills

Extent to which an individual gets along and interacts positively with co-workers, degree and style of understanding and relating to others are basically called interpersonal skills. The behavioural indicators of interpersonal skills are as follows:

i. Understand the interests and important concerns of others
ii. Notice and accurately interpret what others are feeling, based on their choice of words, tone of voice, expressions, and other non-verbal behaviour

iii. Anticipate how others will react to a situation

iv. Listen attentively to people’s ideas and concerns

v. Understand both the strengths and weaknesses of others

vi. Understand the unspoken meaning in a situation

vii. Find non-threatening ways to approach others about sensitive issues

viii. Make others feel comfortable by responding in ways that convey interest in what they have to say.

4.6.14 Strategic Decision Making

Strategic decision making is a process which activates obtaining information and identifying key issues and relationships relevant to achieving a long-range goal or vision; committing to a course of action to accomplish a long-range goal or vision after developing alternatives based on logical assumptions, facts, available resources, constraints and organisational values. It calls for translating organisational goals into practical goals and a strategy for own department and translating major new directives into individual performance expectations and ensuring that organisational systems are in place to support the accomplishment of major new directives.

4.6.15 Attitude

Attitude is an individual's tendency to act in predictable ways. Richard Pettinger (2002) defines attitude as, “the mental and ethical dispositions adopted by individuals to others and situations in which they find themselves”. Attitude highly influences the behaviour of individuals. Attitude also determine how people
approach others or particular events. Zig Ziglar once said that attitude will determine altitude. Shiv Khera (1998)\(^\text{17}\) in his book, “You Can Win” says that people with positive attitudes contain personality traits that are easy to recognized. They are caring, confident, and humble. On the contrary people with negative attitude behave with pessimistic views, find fault with other people things, systems and raises number of unwanted questions to do / not to do a particular activity. Eventually they would prove be a failure to organisations.

An attitude is a hypothetical construct that represents an individual’s degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, thing or event.

Attitudes have three main components according to Fazio, R., Williams. C (1986)\(^\text{18}\). They are cognitive, (which is about one’s own beliefs), effective, (which is about one’s own feelings) and behavioural (which is about how an individual acts towards the attitude object).

4.6.16 Value

Value guides and underpins the behaviour of human beings. Value is concerned with matters of human preference and results from choices between conflicting interests. Values are the worth or importance we attach to different factors in our lives. Barry Z Posner and Michael Nunson define value as “any object, activity or frame of mind a person considers to be very important to his or her life”.


\[18\] Fazio, R., Williams, C. (1986).
4.6.17 Self Concept

Self Concept refers to the way we view ourselves. Lowell H. Lamberton and Lesli Minor (1995) say that “Self Concept is the way we conceive of ourselves. Most of what we do is controlled by our self-concept, the way we picture ourselves to be” Behaviour of individuals to a great deal depends upon the way we view ourselves. If we view that we are important in the organisation and the organisation success depends mainly on our performance, we do the job effectively. On the contrary, if we view that we are unimportant in the organisation and our performance has no significant impact in the success of the organisation, our contribution to the organisation will be at the minimum level.

4.6.18 Traits and Talents

Trait is called as an attribute or a distinguishing quality. Dilim Jirasinghe and Geoffrey Lyons (1996) define trait as, “Any enduring characteristics of a person that can serve an explanatory role in accounting for the observed regularities and consistencies in the behaviours”. Talent refers to special natural ability or aptitude. Trevor T. Bentley (1996) says that “Talents are those particular abilities which transcend competency and become much more exciting and creative. Talents, when they are known about and appreciated, can be harnessed for work-based performance in a surprisingly effective and valuable way”.

4.6.19 Motive

Motive is the inner accelerating force or self drive that spontaneously spurs one to perform exceedingly well. In general, in any role the characteristics that are important for outstanding, rather than merely competent, performance lie at a deeper level than skills or qualification. Outstanding performers have the skills and
subject knowledge, but it their attitudes, behaviours, values and characteristics that make the difference says Dyson and Russel Hobby (2002)\(^{22}\).

Having perused the concept and various components of competency as above, it is vivid that competency is the guide to lead people to achieve the desired result for any organisation. This is possible provided the people in the organisation have competency. Human Resource Processes can definitely support for development of competency of people, for which the human resource process itself has to be competency based. In nutshell, competency based human resource process could promote competency oriented personnel resulting in competency based organisation. Ultimately, a competency culture in the organisation would eventually emerge as the way of life.

4.6.20 Analytical thinking

Analytical thinking means approaching a problem by using a logical, systematic, sequential approach. It makes a systematic comparison of two or more alternatives and makes connections and patterns among systems and data issues. It notices discrepancies and inconsistencies in available information and identifies a set of features, parameters or considerations to take into account in analyzing a situation or making a decision. It also identifies many possible causes for a problem. The most important element of this component is that it approaches a complex task or problem by breaking it down into its component parts and considering each part in detail.

4.6.21 Communication

Communication is the process of clearly conveying information and ideas through a variety of media to individuals or groups in a manner that engages the
audience and helps them understand and retain the message. It supports an individual to exchange clear instructions or information to peers / team members / others orally or through other methods of communication.

4.6.22 Interpersonal skills

It is a skill to measure the extent to which an individual gets along and interacts positively with peers. It makes an individual to understand the interests and important concerns of others, anticipates how others will react to a situation, listens attentively to people’s ideas and concerns and understands the strengths and weakness of others.

4.6.23 Innovation

Innovation refers to generating new and pragmatic solutions in work situation; trying different and novel ways to deal with work problems and opportunities. It looks beyond tried-and-true methods of solving problems and seeks ongoing improvements to organisation’s processes and procedures.

4.6.24 Leading the vision and values

The quality of keeping the organisation’s vision and values at the forefront of decision-making process and action is termed as leading the vision and values. It significantly ensures that individual’s goals and performance are aligned with organisation’s vision and values. It highlights the organisation’s purpose and future direction to all staff so that they can do their jobs more effectively.

4.6.25 Strategic decision making

It is an art of dealing effectively with others in an antagonistic situation; using appropriate interpersonal styles and methods to reduce tension or conflict
between two or more people. It is required to settle disputes between employees, groups and departments. It also ensures to keep working relationship smooth even during stressful times.

4.6.26 Planning and organizing

This component of competency establishes courses of action for self and others to ensure that work is completed effectively in given time. It helps to schedule one’s own work so that the most important works get done without delay. It develops timetables or milestones charts for projects, tasks, assignments and new ventures.

4.6.27 Tenacity

It is defined as the capacity of an individual to stay with a position or plan of action until the desired objectives is obtained or is no longer reasonably attainable. It will help an individual keep trying to achieve goals despite obstacles.

4.6.28 Work standard

Work standard refers to setting high standards of performance for self and others; assuming responsibility and accountability for successfully completing assignments or tasks; self imposing standards of excellence rather than having standards imposed. It will serve to be a critique for own performance as a means of self-improvement. It will enable an individual to set high standards of work performance for self, team, group and others.

4.6.29 Competency Matrix

It aims for fulfilling the following objectives:
- Create a culture that inspires and empowers every individual to contribute his best in building business and organisation through self development.
- Review current work performance and plan for the future improvements.
- Provide an opportunity for post-appraisal discussions and guidance to promote self development.
- Provide an objective basis to recognize and reward meritorious and outstanding performance.
- Provide an objective basis to identify substandard performance and reasons for it.
- Meet the need of each person to know how well he is performing.
- Support coaching, mentoring, training and development activities.
- Support internal mobility like growth paths, transfers, job rotation etc.
- Chalk out career plan and career growth as suited to each individual's existing and potential strength profile.
- Provide a basis for recruitment and selection of persons from external or internal candidates by identifying the best qualified person for a particular job or position.
4.7 COMPETENCIES IN AN ORGANISATION: ITS PURPOSE

In order to carry out an organisation's business in a superior manner, it needs to identify the competencies its managers and all other employees should possess, and further improve and practice to improve their job performance towards achieving its goals.

Competency is a combination of an underlying capability, a characteristic or an ability with knowledge and skills that results in an effective performance. If competencies are improved, they will give still more effective or superior performance.

An organisation should develop an inventory of all the competencies it will need from its people in order to run its business effectively and efficiently as per its vision, mission, objectives and strategies.

4.8 COMPETENCY MAPPING

Having created competency matrix for every job / position, the job incumbent's current competencies are evaluated against the desired competencies and their level of proficiency. This is mapping the competencies of a job holder against the desired competency matrix for that job. The gaps in desired and actual competencies are identified. This entire process can be done collaboratively by the job holder himself and his superior(s).

Once the gaps in competencies and proficiency levels are known, the gap analysis is carried out. The analysis focuses on the further development of the job holder rather than trying to pin him down for his lacunae in competencies.
Therefore, the reasons for the gaps are found out objectively and further course of action to remove these gaps is decided and implemented.

4.9 VALUE ADDITION OF COMPETENCY

The ultimate purpose of competency process by using appropriate competency models depends squarely on the value it can add. Extent of value derived by the usage of competency process is decided by the user or the customer.

5. CONCLUSION

From the various concepts and components of competency, it is understood that competency deals with the descriptions of an individual’s behaviour. Competency refers to the intellectual, managerial, social and emotional competency. The ability based on behaviour tends to be referred to as a competency. In the global competitive environment which organisations face, the competency based approach and the capabilities that individuals need to acquire and develop must be the major focus.
REFERENCES


