# Chapter II

## Review of Related Literature

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2.1 INTRODUCTION

In this chapter an attempt is made to critically investigate the different studies conducted in the areas of hotel industry, human resource development competencies and competencies at the national and international level. The critical investigation is done from different thesis, dissertation, research papers, project reports and international associations report. An attempt is made to cover all aspects of competencies and view by different authors in their study.

2.2 REVIEW OF LITERATURE

Over the last decade and half the mad rush to India for business opportunities has intensified and elevated room rates and occupancy levels in India. Even budget hotels are charging USD 250 per day. The successful growth story of 'Hotel Industry in India' seconds only to China in Asia Pacific. Hotels in India have supply of 110,000 rooms. According to the tourism ministry, 4.4 million tourists visited India last year and at current trend, demand will soar to 10 million in 2011-12 to accommodate 350 million domestic travelers. 'Hotels in India' has a shortage of 150,000 rooms fueling hotel room rates across India. With tremendous pull of opportunity, India is a destination for hotel chains looking for growth.

The World Travel and Tourism Council, India, data says, India ranks 18th in business travel and will be among the top 5 in this decade. Sources estimate, demand is going to exceed supply by at least 100% over the next 2 years. Five-star hotels in metro cities allot same room, more than once a day to different guests, receiving almost 24-hour rates from both guests against 6-8 hours usage. With demand-supply disparity, 'Hotel India' room rates are most likely to rise 25% annually and occupancy to rise by 80%, over the next two years. 'Hotel Industry in India' is eroding its competitiveness as a cost effective destination. However, the rating on the 'Indian Hotels' is bullish. 'India Hotel Industry' is adding about 60,000 quality rooms, currently in different stages of planning and development and should be ready by 2013.

MNC Hotel Industry giants are flocking India and forging Joint Ventures to earn their share of pie in the race. Government has approved 300 hotel projects, nearly half of which are in the luxury range. Sources said. The manpower requirements of the hotel industry will increase from 7 million in 2002 to 15 million by 2012, With the USD 23 billion software services sector pushing the Indian economy.
Albert D. and Kaluscha R. (1997) in their research paper they have exposed how known methods of adapting competence-performance structures can also be used in dynamic domains. It remains to be exposed to what extent automation can decrease the efforts essential for maintaining the structures. This positively depends on the speed of change in the tasks. They have argued that it would also depend on the nature of the competencies distinct. Since they have appreciate competencies as being comparatively steady across time and situations, it is anticipation that fundamental competencies would in actuality change much slower and that rather unusual combinations of competencies would be able to determine performance for a person in fairly miscellaneous kinds of situations.¹

Ashworth P. D. & Saxton J. (1990) in their research paper they have explained that competence is recital that is at least effectual, but a better declaration would be that competence is related to successful performance. The authors themselves elucidate the difference between competence and performance when they state. They make a distinction between (linguistic) competence as an innate capability to obtain and imaginatively use the mother tongue, and linguistic performance, on the other hand, which 'communicates the competence', comments the same when he talks concerning the relation between competence and behaviour. The framing competencies as an outcome can ignore the psychological and individual processes that are utilized in rising and exhibiting skills and utilizing knowledge. Some characteristic competencies that can help a individual in being victorious in their job or contributing to the competitiveness of an organization may be unnoticed if the competency model exclusively is used to strategically select only employees that fit this model and do not rely on developmental resources to facilitate achievement of competencies where a gap exists.²

Bach S. A. and Milman A. (1996) in their book they have suggested that need for university hospitality programs to identify the competencies industry leaders are looking for in today’s hospitality management personnel. While industry leaders are inclined to put the responsibility on university hospitality programs, a great transaction debate exists among these identical leaders in terms of agreeing on the description of competency and the necessary competencies individuals should acquire when applying for jobs in the hospitality industry. in spite of, the terms competence and competency, as well as the use of competency methods as the foundation for human resource management has become extensive in the United States and is in advance a foothold in international human resource practice as well.³
Baygi A. Zarafshani K. & Chizari M. (2000) in their research paper they have focused on aspire of identifying and prioritizing instructive requirements and determining the competencies desirable by extension practitioners. The results of their study exposed the five highest ranked educational needs of extension agents as: extension philosophy, instructional technology, innovation and implementation process, adult education, and addition methods. Additionally, respondents of their study uttered that the major support they attractive was accessibility of subject matter specialists to assist them with technical and communication methods⁴

Bell J. C. & Mitchell R. (2001) in their research paper they have states that strongest criticism on the competence concept and its application in competence-based education and training (CBET) can be found in the UK in the first half of the 1990s. The criticism concerns mainly the traditional, behaviourist approach to competence and competence-based education and training. Often the fear is expressed that a competence-based approach will lead to the 'vocationalisation' of general education and will lead, in the opinion of the authors, to an impoverishment of learning. In this respect authors conclude that competency-based education is likely more suitable for vocational education than for other forms of education such as teacher training can be categorized into seven groups.⁵

Bergenhenegouwen G. J. (1996) in his research paper he has argues, that the managerial perspective, those managers must possess both a mixture of personal competencies and task competencies to execute successfully. They must also have the visualization to give confidence the growth of individual and task competencies among subordinates. The argument runs along the lines that such a perspective allows employees to share a universal vision of the organization and permits organizations to link resource necessities to business strategies. However, he argued that competency models do not identify the balance between these two sets of competencies. This represents a imperative disadvantage because it in turn inhibits the potential of place of work learning to correct any inequality between the two sets.⁶

Bernthal P. R. (2004) in his studies on competencies he states that the speedily altering place of work surroundings has also affected HR practice. HR professionals’ roles and competencies are more dangerous than ever because of increasing recital necessities in organizations. HR professionals must be able to facilitate get better human performance in their organizations no matter what philosophical understandings or individual perspectives they have concerning how human recital can and should be enhanced. Based on their particular viewpoints, HR professionals may decide unreliable methods or tools for human
performance development (such as assessment, training, or coaching) but they have little alternative about putting this task at the hub of their work.⁷

**Bhatnagar and Sharma (2005)** in their research paper they have suggested that HRD Competencies should be concerned with the management of employee learning in the long term, but keeping in mind the clear corporate and business strategies. HRD competencies is defined as “all the processes, systems, methods, procedures and programmes an organization employs to develop its human resources in order to furnish its employees to be able to contribute to organizational performance”.⁸

**Birdir K. & Pearson T. E. (2000)** in their research paper they have suggested that competence is a molar idea comparable to the idea of intelligence. Both concepts involve that they are self-possessed of a multifaceted of important interconnected elements. It follows that to talk of competencies as sub-parts of pieces that merge to make up the total is unreasonable in the same style that one may call “intelligences” as pieces of intelligence. Competence may be components consist of skills, judgments, attitudes, values, entry skills, knowledge, ability and capacity.⁹

**Boon J. and Van Der Klink K. (2001)** in their research paper they focus on the business and industry context competence can be a trait of an individual, a group or an organization distinguish between organizational and individual competencies and define organizational competencies as the whole of individual competencies of employees, technical infrastructure, procedures and culture. An interrelated definition speaks of 'core competencies’ and refers to a sole potential of a business organization to deliver products and services, giving it its competitive edge on the market. Add to the organizational and individual competence concepts the use of competencies as a tool to structure and make possible communication between education and the labour market.¹⁰

**Boyatzis R. E. (1982)** in his book he mentioned that there are differences between high and low performers; the specific factors that account for these differences have been elusive in the research literature. The claim that competencies account for this difference is well known by practitioners and consultants, but except for a few studies. A competency can be defined as “a fundamental characteristic of a person which consequences in successful and or better performance in a job” A job competency represents capability. Individuals set of competencies replicate their skills, capability and behaviors. Practical competencies may be a motive, trait, skill, characteristic of one’s self-image or community role, or a body of knowledge that an individual uses, and the continuation and demonstration of 13 these characteristics may or may not be known to the individual.¹¹
Brewerton M. (2004) in his paper he stated that the idea of ‘key competencies’ offers the type of holistic philosophy well supported by hypothesis and reliable with the recommendations of the Stocktake report. “The report recommends combining skills and attitudes, holding that teachers must consider the use of skills together with the attitudes of inspiration (leaning) and discrimination (purpose). If we are going to go down this way, then we should go the complete way: skills are also knowledge-constitutive and value-laden, so in the end there needs to be a logical position developed on how all four – knowledge, values, attitudes, and skills – are woven into a whole” Furthermore, the concept offers the recommended alignment of the curriculum with the Stocktake Report, being reliable with commencement of learning outcomes as scope of holistic learning combining knowledge, skills and attitudes.12

Byham W.C. & Moyer R. P. (2005) in their book they have states that conventional job descriptions are on paper to recognize activities and may not clearly illustrate outputs required for organizational accomplishment in addition, conventional job descriptions become rapidly outdated in today’s speedily altering, dynamic environment; additional suggested that job descriptions may become unnoticed before they are on paper and thus become obstruction to organizational change. They have described forces or trends facing organizations and how a competency-based move toward can help by moving the center away from jobs and in the direction of individuals and their competencies.13

Carnevale A P. Gainer L. J. and Meltzer (1990) in their book they recommended seven competencies that are essential for those who desire to be employed in every kind of organization. They named them “basic skills” in the sense that employees in any organization, regardless of its size, ownership, or activities, must have them. These competencies are learning how to learn; basic skills (reading writing, computation); communication skills (speaking and listening); adaptability skills (solving problems and thinking creatively); development skills (self-steam, motivation, goal setting, and career development); group effectiveness (interpersonal skills, teamwork, negotiation); influencing skills (understanding organizational culture, leadership).14

Carr M. (2004) in his paper she has explored the competency model as ingredient of a series of position papers contributing to the set of courses project. She highlights the importance of the ‘attitudes’ component of competencies, at the same time as noting that it is difficult to summarise the attitudes (or without a doubt the definition of competency) in a way that retains the complication of the idea. She states obviously “Competencies are more than skills. They comprise the ability to recognise their significance on different occasions,
Chen A. S.(2003) in his thesis mentioned that Taiwan WLP practitioners had a higher expertise in the Interpersonal Competency group, the communication Competency, and in the task as an involvement Implementer. In addition, Taiwan WLP practitioners perceived interpersonal-related competencies and Communication Competency, and the role of involvement Implementer of being the most significant competencies for their careers for both the present and the prospect. Electronic Performance Support Systems and the Technological Competency collection were apparent as the most-needed individual competency and competency group for the present and for the future. The largest differences in perceptions of knowledge level and significance of WLP competencies in the middle of all the disciplines were establish in the Training discipline.16

Chmiel Nik (2011) in his book he mentioned that competencies tie the two aspects together by appropriate those that are required and those that are obtainable. They split competencies into technical competencies that relate to knowledge and skills and behavioral competencies that narrate to character and attitudinal factors. One of the key reasons for the growing emphasis on competencies is the capability to set jobs in their managerial context. Competencies provide a universal language to talk about different jobs and communicate to employees how their work contributes to the organizations goals.17

Choi S. L. & Wan Khairuzzaman (2008) in their research paper they have examined competencies and roles of HR professionals in the manufacturing companies in Malaysia. Based on the study, the top ranking competency factors are: personal communication, legal compliance, successful relationship, and recital management. In Malaysia, extremely modest work appears to have been complete with regards to the competency growth for the HR practitioners. Organizations in segregation employ consultants to undertake assignments in the development of competency frameworks for the various positions in the organizations. The assignments are normally conducted for the “core” (generic) competencies, even though some in segregation may establish the role specific and functional competencies.18

Clardy (2008) in his research paper he focus on roles and competencies has been a hypothetical and research focus for a number of years in the HRD meadow. The primary reason for this is the understandable connection between roles and competency and presentation. In one such study in 2004, the American Society for Training and Development
(ASTD) identified the roles and competencies of training professionals in the so-called “competency model”.

Cockerill T. & Hunt J. (1995) in their research paper they have suggested that these separate perspectives may be labeled “traditionalists”, “inventors” and “scientists”. For traditionalists, the utilization of competencies is based on the behaviour of the majority booming managers or employees in the organization. They view victorious job performance in terms of the speed of career progression. They advocate the use of the characteristics of rapidly promoted individuals as the foundation for the growth of an organization’s competency model.

Compton V. (2004) in his research paper he expressed the threat that the competency ‘Thinking’ encourages an awareness of body-mind dualism counterproductive to a socio-ecological viewpoint. Competencies essential to each of the key competencies and best articulated within necessary learning areas, an argument also practical to ‘thinking’. Such debates comprise thoughts around ‘being’ and ‘moving’, the connection between the physical world and the social world with notions of self, ability and disability, and a re-conceptualization of ‘the person’ around notions of personified consciousness. Compton suggests “the centrality of the core competencies should be based around what it means to be human and ‘thinking, moving, feeling’ are the key components that all other competencies give out.”

Dare and Leach (1998) they have considered using McLagan’s models for practice establish that all competencies and roles based on those models were still significant to the training profession, additional, respondents emphasized that some of the “business competencies” in the form of strong management, economic or organization base needed to be given more concentration.

Deiters W. (2000) in the book he states that skills management or competency management has been recommended as a way to more efficiently utilize employee skills in the place of work. The concept originated from Human Resource (HR) Management as a way to align HR processes (like selection, appraisal and development) to job necessities and organizational tactic. Moreover, it has been recommended that in Knowledge Management (KM) approaches defining competencies can maintain knowledge management processes like goal setting and evaluation or the assignment of teams in knowledge-based organizations.

Delamare Le Deist F. & Winterton J. (2005) in the book they have mentioned that competencies are not objective; rather they are based on faulty or interpretable assumptions
about behaviors that represent maturity, flexibility, cooperation, autonomy, and independence, among others. Competencies are that meet professional standards are needed. Identified the foundational competencies might contain reading, writing, computation, listening, questioning, speaking, cognitive, individual accountability and self-esteem, resources (time, money, people, and information), interpersonal, and information and technological. The higher level competencies might contain systems philosophy, individual mastery or enthusiasm to learn, psychological modeling, shared visioning, team learning, self-knowledge, short- and long-term recollection, subject matter knowledge, pleasure of knowledge and employment, suppleness, perseverance and self-assurance, sense of importance, truthfulness, giving deference to other, and initiative. Four different dimensions of competency are defined within the model: cognitive-, social practical and meta-competencies. According to the typology, knowledge and understanding is captured by cognitive competency, skills are captured by practical competency and behavioural and attitudinal competencies are captured by social competency. Met competency is concerned with facilitating the acquisition of the other substantive competencies.²⁴

**Devisch M. (1998)** in his research paper he argues that the idea of core competencies refer to the means by which employees alter to the business culture of the organization. Such competencies are measured non-transferable and be at variance from one organization to another. Practical competencies are connected to profession roles and the way in which they work together with other roles. They are measured necessary to performance and can be in cooperation technical and organizational in nature. The competencies may be transferable if an individual accepts a like job in another organization but are generally not consideration to be moveable to other unlike work. Many competency frameworks are motionless, mechanistic, and look for to prescribe an unchanging list of attractive competencies.²⁵

**Draganidis F. and Mentzas G. (2006)** in their research paper they states a competency model as “a list of competencies which are resulting from observing satisfactory or outstanding member of staff recital for a specific profession. It provides recognition of the competencies employees require to expand in order to get better recital in existing job or to get ready for other jobs.” A competency framework can still be more powerful, as it can be defined as the incorporated set of competencies necessary for excellent performance. During the past three decades competencies has flourished extremely in research and practice. Competency frameworks and competency management have become standard practice in human resource management and development. The main reasons for using competency frameworks are following. First, competency frameworks can give identification of the
skills, knowledge, behaviours and capabilities desirable to meet current and future personnel selection requirements, in alignment with the differentiations in strategies and organization priorities. Second, competency frameworks can center the individual and group development plans to eradicate the gap between the competencies requested by a project, job role, or enterprise strategy and those accessible. These processes within the organization are necessary in realizing maximum results. This underlines the necessity of a well validated competency framework.  

Dreyfus H. and Dreyfus S. (1986) in the book they have stated that competencies are also context-specific and some competencies are more significant or necessary than others for a position. The degree or level to which they are required or established may differ depending on the job or task necessary of the position. There are different levels of proficiency for the various behavioral descriptors incorporated in a competency model. Describe levels of competence that include beginner, knowledgeable beginner, practitioner, knowledgeable practitioner, expert, prodigy, and genius.  

Durand T. (2000) in the book he states the vital need created by active market commotion has lead many researchers to the conclusion that organizations must take on a competence-based approach in order to stay alive impending changes. Developing competencies is truly a important dilemma, even for the largest of organizations. Organisational competency, however, cannot be tacit in the nonappearance of individual competence as showed that individual competency impacts the competency level of the broader organization. As such, Durand developed a simple integrated model that could be applied to both individual and organizational competency.  

Foster Wheeler Intranet (2012) states that the system has a set of leadership competencies. The leadership competencies encompass setting direction, enhancing relationships, engaging and motivating, developing people and delivering consequences. Setting direction means thinking strategically, planning and leading revolutionize. Enhancing relationships means communicating, building collaboration and influencing others to assist and achieve goals. Engaging and motivating means empowering people, leading by example and acknowledging and rewarding good performance. Developing people means identifying and selecting people with capacity and competences needed, managing and enhancing performance and building effectual teams.  

Galanou E. (2011) “MRN” was a study conducted by Ekaterini Galanou on Management Research Review in 2011. The rationale of the study was to generate a list of
competencies that relate to the efficiency of a manager and find out how organizations can determine the performance of their middle managers in a competitive environment. The sources for identifying the competencies desirable were the case company’s strategy and vision, information from the Human Resource department and appropriate research studies on the subject. In the study, significant job necessities were identified as 21 applicable characteristics or competences. The 21 competences were grouped into five categories: competences orientated to management efficiency, which includes for example tactical thinking and modernism, competences oriented to truthfulness such as development open communication, competences oriented to individual effectiveness, incorporated knowing the organization and business, establishing plans and managing their implementation and driving for results, competences orientated to people comprise fostering teamwork, rewarding attainment and attracting talent, and competences orientated to specialized knowledge which means focusing on excellence and customer requirements. These competencies are realistic and can be used efficiently in personnel’s work.

**Gangani N. & McLean G. N. (1994)** in their research paper they argue that firm and task oriented competencies are altering speedily, causing a pointed decline in the life-span of many competencies. Competencies that may have been significant in the past are becoming out-of-date by good quality of technological and market changes. as a result, employees must ensure that they invest in competencies that are in tune with existing business and technological trends.

**Ganter B. and Wille R. (1999)** in their book they have provided an alternative way of formalization for documents and competencies. They have used FCA for mapping knowledge flows in an organization. In universal FCA seems particularly well suitable for knowledge mapping purposes that is making available competencies noticeable within the company. This corresponds to the second kind of tool we imagine as an area of application for our work. Further developments are essential and are currently being undertaken in an attempt to expand applicability of the approach whereas at the same time taking into deliberation different necessities of development planning and competency mapping.

**Gomes-Mejia L. R. Balkin D. B. & Cardy R. L. (2010)** States that competency-based performance appraisal is also used as a trait appraisal tool that is based on workers’ distinctiveness which are reliable and a behavioral appraisal instrument that is based on workers’ behavior. The Royal Canadian Mounted Police use a behavior-based appraisal system that is not based on a definite job but on a set of core competences. The competencies were recognized by a job analysis of different positions. Now, The Royal
Canadian Mounted Police use the core competencies of leadership, service direction and delivery, thinking skills, personal effectiveness and flexibility, organization and planning, interpersonal relations, communication and inspiration and their description for the appraisal of their whole personnel regardless of the position. There are BARS for assessing the performance in each competency and each officer level.\textsuperscript{33}

\textbf{Gonzalez I. M. (1982)} in Ph.D thesis the Study was carried out to identify the occupational competences of extension facilitators. The researcher identified 144 competencies needed by extension facilitators in Pennsylvania. Of these competencies, 26 were identified as appropriate for development before entering the job, 6 during a graduate program and the remaining 113 through in-service education.\textsuperscript{34}

\textbf{Goodge (2006)} in the book he has focused on foundational competencies refer to relevant behaviours for training and development professionals. These competencies include interpersonal, business and personal competencies.\textsuperscript{35}

\textbf{Green P. C. (1999)} in his book a manual top-down driven approach is described. It starts out on the organizational level where core competencies of an organizational unit are distinguished from competencies of individual employees. In order to make sure that employee competencies are managed in line with the prospect requirements of the organization, the Skills Management plan starts by looking at prospect developments of the market and the requirements of the customer and from these goes on to define the core competencies of the organizational unit. He gives an account of how to connect definitions of individual skills with a company’s objectives and core competencies.\textsuperscript{36}

\textbf{Grit R. (2006)} in the book he states there are two different approaches to the competences concept; the analytical and the holistic approach. In an analytical approach to competence, the focal point is on the input of an action. It is also called the input-based approach, since of the focus on content of training and learning experiences that lead to competent recital. When someone is knowledgeable it gives him the opportunity to act in a certain way. In this approach the competences are the modest parts that are provisional for the completion of a sure task. In this analytical approach, competences can be split up in knowledge, skills, attitudes, insights and motivations. The analytical approach can be compared to the behavioural approach that is entrenched in the American tradition of writing about competences. The American tradition of competence explanation begins with observing a successful and effectual employee to find out what differ him from less winning employees.\textsuperscript{37}
Hager P. and Gonczi A. (1994) in their research paper the classification of competence conceptions by distinguishing three basic conceptions of competence: behaviourist, generic and integrated/holistic. In the behaviourist or specific tasks approach competence is consideration of as (the completion of) a simple series of separate tasks. The approach implies a large number of specific competencies and a list that grows longer as the complication of work increases. This leads to atomized tasks without any synergy, the complete is here not greater than the parts. Also, the broader aspects of knowledgeable performance, such as planning or reacting to contingencies, are left out of the picture. In the attribute or generic skills approach general attributes are taken as predictor of future performance describes this approach as follows: “Such an approach concentrates on the underlying attributes, e.g. knowledge or critical thinking capability, which provide the foundation for transferable or more exact attributes. In this model, competencies are thought of as universal attributes, ignoring the context in which they might be applied”. Criticisms of the 'generic' approach include: lack of confirmation that such 'generic' competencies exist; misgivings about the feasibility of 'transferability'; the decontextualising of competence; and its abstraction from concrete situations in which skills are actually performed. 

Hargrove R. & Doyle J. S. (1999) in the research paper findings of the study identify numerous sole competencies which were not empirically identified in earlier studies. Competencies related to a coaching approach, such as trust in human ability and potential, belief in coaching as reciprocally beneficial, respect for diversity, and commitment to development and enabling employees, refer to fundamental assumptions and beliefs of a manager. These aspects of competencies have been largely discussed in normative books and articles. They declare that having a coaching mindset is a fundamental competency for effective coaching. Thus, this finding suggests that being an effective manager as a coach needs not only explicit skills such as criticism and questioning, but also internal characteristics such as trust in people’s abilities and potential.

Hoffman T. (1999) in the research paper he has given attention in measuring and predicting performance in the place of work has grown-up massively, the term “competency” appears to encompass turn out to be a fastener part of an HR practitioner’s language. While it is among the most repeatedly used terms among the HR practitioners, it is also one of the slightest understood. The concept of “competency” was first brought about by Mc Clelland (1973) thereafter used the term to exemplify the most important explanation factor to influence individual learning. The term “competency” has been defined in the academic literature from several different points of view. It was popularized in the
management field from beginning to end the work. Human resource managers’ view the idea as a technical instrument to put into practice strategic path through the strategy of recruitment, placement, training, assessment, promotion, rewards, and personnel planning.  

Hofstede G. (1993) in his book he States that different countries in Europe have dissimilar cultural values that can be compared using the dimensions of competencies. For example a country is studied with a high degree of individualism, the competence profile should probably not include the core task international collaboration and the core task communication would be not be mentioned frequently either. And when a country with a high power distance was under study for example, the competences adaptableness, knowledge of people and persuasive skills were almost certainly less mentioned, because these competences are not very useful in a hierarchical culture. Every employee knows who is the leader and listens to his leader without complaining in cultures with a high power distance, like China.  

Holmes L. (2001) in his research paper he states that knowledge, skills and attitudes are often used in competence definitions to explain what makes a person capable to perform. Skills seem to have the strongest relation to competence, since both skill and competence are directly connected to accomplishment and recital. However, knowledge is also concerned in an incorporated way, whereby the importance has shifted from being knowledgeable to being able to apply knowledge. The role of knowledge in competence-based education, in some definitions competence is equated with a set of knowledge, skills and attitudes. An essential aspect of competence is also the capability to choose the right 'attributes' at the right time. This capability to monitor, reflect and direct the application of knowledge and skills is a cognitive activity and could, therefore, be named 'meta-cognition'.  

Houtzagers G. (1999) in his research paper competency-based human resource management became accepted in the 90s, mainly since it obtainable employers a new method of defining and assessing persons hard-to-measure personality, or "soft skills", that so often make the dissimilarity among better performers and the rest of the mass in the form, idea, flexibility, drive for achievement, etc. Competencies in addition provided fundamental building blocks for ensuring so as to all of the "people" processes in the business may possibly be fully incorporated. No longer would there be one set of criteria for selection, another set for recital management, and yet a third set for knowledge and development. "Competencies" were proclaimed as the one universal set of principles to be used for all HR processes.
Hyland T. (1995) in his book the rise of behaviorism in education in the early decades of the twentieth century is seen by many authors as the beginning of thinking about competence and competence-based education. Behaviorism provided the possibility to talk about behaviour as the performance of a task and about trainable traits of people in order to improve this performance. Although the roots of competence-based education (CBE) can be traced back to the 1920s, the first competence-based curricula appeared in the 1960s in the USA as "competency-based education and training" (CBET) in teacher education CBET was presented as the answer on to insist for greater accountability, a greater effectiveness and more community-involvement in decision making. The strong behaviorist approach was facilitated by the publications of on the formulation of behavioural objectives in education. One important claim was that in CBE of teachers and through certification based on competence standards there would be a direct relation between teacher competence and pupil learning. However, further research at that time did not show such a relation and also failed to prove the superiority of CBE over other forms of education.44

Iversen O. I. (2000) States that the changing environment of organizations demands flexibility, employability and the appearance of knowledge as a production factor. This puts a different demand on workforce and the concept of competency is viewed as a response to this demand. Compared the generic competency models of Boyatzis, Spencer and Spencer, Schroder and Dulewicz and concluded that five clusters of competencies are significant in all competency models. These five clusters are 1. Intellectual/Information handling: how information is handled; 2. Achievement-/Result-orientation: how result-oriented an employee is; 3. Managing and leadership: how projects are leaded and managed; 4. Motivational/Interpersonal: what the motivation of the team is; 5. Intrapersonal: what the personality of an individual is. This competency model focuses on superior managerial recital. Even though the authors use a different definition of the concept of competency it is potential to recognize managerial competencies with the help of this model. It can be used for recruitment, because the competency model focuses on the identification of competencies.45

James E. H. & Wooten L. P. (2005) States crisis leadership does need leaders to accept a multifaceted set of competencies (including but not limited to communicating effectively) to truly lead an organization through the various crisis phases and into a successful revival additionally, when these competencies are enacted, the likelihood that the firm will be flexible following the crisis is greatly enhanced. In summary, crisis leadership demands an incorporation of skills, abilities, and traits that allow a leader to plan for,
respond to, and learn from crisis events while under public scrutiny. In its most ambitious form, crisis leadership is also about handling a crisis in such a way that the firm is better off after a crisis than it was before.\textsuperscript{46}

\textbf{Jarvall (2002)} recognizes the significance of the competency approach as it supports the strategic and incorporated approach to developing strategic leadership. Even though there are numerous ways of defining competencies, the approach of defining it as “an underlying attribute of an employee which results in successful and/or superior performance in a job” is broadly established. He stresses the significance of a competency framework or a model that provides measurement tool by which competencies can be expressed and assessed.\textsuperscript{47}

\textbf{Junaidah K. (2007)} in his research paper he carried out an empirical study on the type and level of competencies possessed by the human resource managers from the top management viewpoint in Malaysia. This study was based on the Human Resource Competency Model developed by Ulrich, Brockbank, Yeung, and Lake (1995). The competency domains studied comprise: business mastery, human resource mastery, change mastery, organizational culture mastery, and personal trustworthiness.\textsuperscript{48}

\textbf{Kakabadse A. (1991)} he suggests that greater performance frequently happen in hard-working collaborative environments. Consequently, a significant question in the context of place of work knowledge is whether the competency bundle which allows individuals to accomplish superior recital levels in one organization can be simulated when they transfer to other organizations. The answer to this question depends on whether one espouses that competencies are detailed to a particular organization or whether they can be resulting from acquired knowledge, skills or attitudes. It raises questions as to what extent, if any, an organization’s culture and outside environment moderates the growth of competencies.\textsuperscript{49}

\textbf{Karami E. & Rezaei-Moghaddam K. (1998)} in their research paper they illustrated a qualitative proportional case study socio-economic individuality and environmental circumstances of the farm have lead to the comparative impoverishment of Iranian farmers. Smallholder farmers in unfavorable socioeconomic and environmental circumstances are comparatively poorer. Their findings also illustrated that poverty is a major reason of indefensible agriculture. Poor farmers’ insufficient management competencies lead to higher soil erosion, over-fertilization, inadequate request of manure, lack of fallow, overgrazing, burning of crop residue, and over-use of pesticides.\textsuperscript{50}
Klink M. V. & Boon J. (2002) in the book they States the HRD practitioners’ actions and competence as experts in adult knowledge as well as in the administration of human resources will have an important collision on the overall effectiveness of the HRD function in Korean organizations, particularly in the private sector. The emphasis in competency studies on “industry specified an outcome raises a quantity of questions concerning the connection between industry and education, as well as between industry competency values and education and training condition”. Even though the establishment of competency lists is a very rational and reasonable way to equate educational productivity with the demand for HRD experts in Korea, some problems remain to be solved.51

Korossy K. (1999) in his book he focuses on the competence level, employees illustrate on action potentials (knowledge, skills and abilities) which in a known circumstances create performance outcomes on the behavioural level. The beginning is based on the competence performance approach by which uses mathematical structures to institute requirement relations on the competence and the performance level. This framework, a methodology for assessing competencies in active work domains is residential which utilizes documents employees have formed to review the competencies they have been acquiring. By means of a case study, show how the methodology and the resulting structures can be validated in an organizational setting. From the resulting structures, employee competency profiles can be resulting and development planning can be supported. The structures also offer the means for making inferences within the competency evaluation process which in revolve facilitates continuous updating of competency profiles and maintenance of the structures.52

Krogh G. & Roos J. (1995) in their research paper they states that other components such as work values and attitudes, people and mental skills are easier to move presumptuous that they are in the suitable relationship to meet the necessities of the job, role or profession. But competence is supposed to be conceptualized as “the quality or state of being functionally sufficient or of having sufficient knowledge, judgment, skill or strength for a particular duty. This viewpoint on competence emphasizes particular knowledge and exact tasks. Reinforce this view and suggest that one may only talk about competence where a particular fit or agreement between the knowledge and task exist. This would show the way to the conclusion that competence is professed as both knowledge-specific and task-specific and evolves from end to end a relationship between both implementation and knowledge achievement.53
Lei & Hitt (1996) in their research paper literature on HRD more and more focuses on how best to choose and expand successful performing employees. Such preoccupations are in direct reply to demands for superior efficiency, enlarged suppleness and lesser costs by organizations. Increasingly, organizations seek, during the execution of complicated human resource development and place of work knowledge strategies, to develop competencies to facilitate employees to react quickly and flexibly to business needs. The need for greater flexibility has resulted in a more extensive use of competency approaches as a basis for workplace learning condition.54

Lindner J. R. (2001) in his research paper he states that because of the low level of competencies obtained through external recruitment, many businesses and organizations, including extension, are identifying and training internal candidates for all of their vacancies, particularly managerial positions. The basic tenet is that successful employees are successful because they acquired competencies in one or more occupational fields and excelled at applying that competencies.55

Lles (2001) in his research paper he has mentioned that It would be fair to say that even among experts; there is a lack of consensus about the precise definition of the term competency. Competencies refer to behaviors or actions, for others to underlying abilities or characteristics, and for still others to the outcomes of actions. Furthermore, some recent definitions have extended the traditional narrower focus on individuals.56

Lucia A. D. & Lepsinger R. (1999) in their book they have stated that competency models are helpful for the HRD meadow in numerous ways: They provide a tool for determining what skills are needed to meet today’s needs as well as the company’s prospective skill needs. They can be used to assess the relationship between the company’s existing training programs and present needs. They recognize behaviors required for successful job performance. These models make sure that feedback given to employees as part of an enlargement program relate particularly to individual and organizational success. They help to establish what skills are desirable at different profession points. They give a structure for continuing instruction and feedback to develop employees for current and potential roles. By comparing their current personal competencies to those required for a job, employees can identify competencies that require enlargement and decide actions to develop individual’s competencies.57

Maddy D. J. (2002) in the report he states that the requirement of position’s most important duties and responsibilities is the key step of identifying technical competencies for
any positions. Model of questions that might be used in the procedure of identifying technical competencies comprise: What are the farm duties for an individual employee in this position? To what consequences is an employee held responsible? What behaviors must be established in order for an employee to be victorious in this position? For creating a competency model, organization require to combine organization’s core with technical competencies. Taken mutually, the core and technical competencies for a job give details the skills, abilities, and 18 behaviors that have to be again and again demonstrated in order for an employee to be booming in the job.58

Mansfield B. and Mitchell L. (1996) Explain a dynamic job-competency model that describes competencies in terms of the implementation (and not only knowledge) of labour acts or job roles (and not only specific skills and task) in an authentic work context. They explain occupational competencies that exist of certain skills: • Task skills: standard skills that are used within evidently described tasks and that have a exact result or profit; • Task management skills: skills that are used to deal with numerous task or that are essential for supplementary responsibilities that have influence on routine activities; • eventuality management skills: skills that give an answer to indiscretion and turbulence in activities, procedures and work phases; • Environment management skills: skills which reproduce that the professional in less or more extent of his or her social environment. In this competency model the competencies are not only connected to what a manager should be intelligent to do, but it also deals with the changes in the future. Therefore, it can be used for recruitment or development.59

Mansfield. B. (2004) in his research paper he highlighted on three different usages of competence: outcomes (vocational principles describing what people require to be to do in employment); tasks that people do (describing what at present happens); and personal traits or (uniqueness describing what people are like).60

Markowitsch J. & Plaimauer C. (2009) States that typically, the methods to explain skills and competences are built-up by psychologists and are used, for example, in human resource development and education. The purposes for competence portfolios are to carry onward an individual’s skills and competences and then to create specific profiles. The first question to facilitate has to be asked when structuring a list of competencies is: “What does competency mean?” For example, the competencies listed on the European CV contain the following personal skills and competencies: mother tongue and other language skills, social, organizational, computer, and artistic skills and competencies.61
Marquardt M. J. and Engel D. W. (1993) in their book they have identified 16 competencies that HR practitioners need to be successful in cross-cultural settings. These incorporated broadly, esteem for other cultures, broadmindedness of uncertainty, obligation to HR principles and practices, initiative, and a sense of humor. They further argued that even among domestic HR practitioners many are ignorant about their own firm’s commercial cultures- their histories, rituals, structures, strategies, communication processes, and symbols.62

Maynard T. and Furlong J. (1995) In their paper describe competency-based method of training that uses mentoring to instruct teaching students. In this instructional situation, competency models are used as a direct for methodical training or realistic teaching. Decided upon behaviors are modeled and coached, mentors offer criticism throughout the training development, and behavioral assessments take place from side to side surveillance. Knowledge and skills necessary of teachers is set by national and regional accreditation bodies such as Distance Education and Training Council, Council for Higher Education Accreditation, Inter- Regional Accrediting Committee, Northwest Commission on Colleges and Universities, and National Council for Accreditation of Teacher Education.63

Mc Daniel D. L. (1998) Suggests that competency models /frameworks can be used for the subsequent reasons: rising personality development strategy; developing instruction curriculum; sustaining in staffing decisions such as hiring, transfers, and promotions; carrying out progression planning; conducting recital appraisals; and developing job imagery. New models are essential because the business world is altering at an extraordinary rate. State the difference between domain specific competencies and universal job competencies is comparable to the differentiation of “technical knowledge and job skills” and “performance skills and competencies” that have been introduced. In realistic applications, a difference is made between “core competencies” or “business competencies”.64

Merriam S. B. and Simpson E. L. (1984) in their research the study of IT competencies among clerical workers, there is a little research and not much understanding about how acquisition of competencies occurs. To enlarge this sympathetic, the meaning of IT competencies at work have to be interpreted within the circumstance of the difficulty of the organization, tasks which need the unique point of view provided by qualitative methodology. In addition, qualitative research makes intelligence when the purpose is to develop new or to refine accessible theory.65
Meyer M. (2007) in his book he mentioned HRD competencies as a crucial factor to improve competitiveness and overall performance. HRD competencies should therefore not only be anxious with developing people but also play a key leadership role in sustaining initiatives to improve competitiveness and organizational performance and transformation.66

Mitrani A. Dalziel, M and Fitt, D (1992) they stated that about requires for competency and forecast that organization of the prospect will be built around people. They add that there will be less stress on jobs as the building blocks of the organization: instead better attention will be focused on employee competency.67

NAPA- National Academy of Public Administration (1996) the concept of HRM continues to be debated in the intellectual literature. The concept was originally coined in the USA in 1960s and 1970s and in view of the fact that, it has been modified increasingly around the world. In the struggle to think of new approaches to HRM, many private businesses and government entities are moving towards competencies and competency-based systems as the reply to meeting organizational requirements. Competencies can be used to make easy change in human resource. There is gratitude that the role of HRM is moving from an importance on rules to focus on results and deliverables. To help smooth the progress of the model shift, both public and private organizations are familiar with the importance of identifying new competencies.68

Nelson A. and Dopson L. (2001) research have been conducted to recognize the generic competencies necessary for a variety of business and industry positions, where it is assumed that individuals increase their technical competence during education or on the job. In addition to these studies, there have been a number of studies specific to hospitality management competencies however the hospitality industry is no different in terms of trying to identify the most significant technical and generic competencies necessary to manage effectively in the industry. The skills, which tourism and hospitality have traditionally in demand, are those within the technical domain (for job areas such as chefs and airline pilots) or in what might be called socio-emotional areas, mainly concerned with the release of quality service. From an educational perspective, tourism and hospitality traditions lie in practical and craft-based training.69

Nielsen P. A. (2001) states: "An essential distinction [between competence and competency] is between aspects of the job at which the person is capable, and aspects of the person which facilitate him or her to be competent. Competencies deal with the behaviours people require to exhibit in order to do the job effectively (e.g. sensitivity) and not with the job itself (e.g. staff management)". This view is linking the US-UK difference between
competency and competence to the concepts used in this study where competence is seen as the 'state of being competent' and is the compilation or set of competencies desirable for a 'competent performance'. Further talks about the constituent parts of which, it is hypothesized, competence consists and relates this to 'inputs', thus unreservedly meaning 'competencies'. That an area of competence can be conceived as a cluster of 'elements of competence', named 'competencies'. Sees an activity relate competence as characterized by several specialized competencies. The beginning of competencies as learned contrasts with one in which competencies are measured innate, inborn characteristics. This does, however, not imply that competencies are also teachable.

Noe R. A. (2008) The ASTD defined roles as”groupings of targeted competencies” (www.astd.org), they are not job titles but a set of skills needed to empower the individual. An individual’s job may encompass one or more roles, similar to different “hats” we might have to”wear”. At the top of the model, the ASTD study identified four unique roles for the HRD practitioner. Also wrote that competency models may help human resource professionals improve the skills portfolio and the efficiency level of their workforce to match changing market demands, in order to respond to competitive business challenges.

Nordhaug O. (1998) in his research paper he is follower for more healthy classificatory structure of professional competencies. This structure is different from previous typologies in that it utilizes three levels of psychoanalysis: task-specific, firm-specific and industry-specific. His contribution to the debate is significant since it considers non-firm or industry specific competencies. He suggests three categories here. He uses the word “meta-competence” to include a broad range of knowledge, skills and aptitudes such as investigative capabilities, creativity, knowledge of culture and ability to accept and master uncertainty. His supplementary categories here include intra-organizational competencies which comprise knowledge about organizational culture, casual networks, the political dynamics of the organization and general industry competencies such as knowledge about industry and the ability to analyses the activities of competitors.

O’Brien G. and Thompson J.E. (1999) in their research paper the use of competencies serves to enhance an organization’s performance and therefore yields a competitive advantage. Business case studies have demonstrated many benefits associated with competency usage including increased employee productivity, reduced training costs and reduced staff turnover. Indeed for some, competency approach has made a revolutionary contribution In terms of individual competencies; the literature identifies a wide range of factors that are generally important for staff and management success in organizations.
Onderwijsraad (2003) in his research he states the literature on the consequences for education of the developments in science, society and economy points to the necessitate for learning environments that encourage the development of extensive, generic competencies and a closer link between (academic) education and the world of work. The report of the Dutch Education Council emphasizes extra-mural, informal learning that has as advantages the problem- and competence-based character, the connecting of learning to authentic contexts, the use of wide packages of resources and supportive learning. Such activities are best described with the constructivist paradigm. Essential is a balance between learning activities in- and outside school and between disciplinary content knowledge (and skills) and broad competencies.74

Ongondo W. N. (1984) in his Ph.D thesis the research in Kenya conducted and recognized a number of competencies deficient in the target group. Therefore, concluded that for a majority of the extension agents, competencies should be developed before entering the job; nevertheless they can be developed through in-service education.75

Onstenk J. (2004) in his book he states all the initiatives to generate competence profiles for different sorts of vocations, find their foundations in international research on competence directed learning and education. He describes professional and methodological competences, task specific competences, organizational and strategic competences, learning and creating competences and finally social and normative cultural competences. He also states mentioning social competences, commercial competences, management competences, cognitive competences, computer competences, physical/technical competences, learning competences, and career competences. People can develop or inherit all of these competences by studying or experience. So it’s up to the learner to gain all these competences.76

Palethorpe M. (2006) States that technical ability is not sufficient. The significance of including social and emotional intelligence competencies in management education has been predictable for over two decades However, in technical education EI and SI competencies have only a moment ago been a focus of study. In R&D and professional jobs where employees are recruited on the basis of their technical talent, equal emphasis should be placed on hiring criteria related to potential for people management skills.77

Peerapornvitoon M. (1999) in his Ph.D thesis Three assumptions were stated in study: (a) the respondents understood the WLP concepts and all items in the questionnaire, (b) the participants responded to each questionnaire personally, and (c) the 1997 economic recession in Thailand did not affect the respondents’ perceptions of the importance of
competencies and roles of WLP. Areas for future investigations were as follow: the selection of more individuals in Training disciplines and at the different levels, and the replication of this study in other nations in order to examine findings between countries.  

Preble J. (1997) States there has been little research to methodically identify crisis leadership competencies that are essential in crisis management. Previous research has focused largely on framing crisis management activities. A key aspect of the framing development is to gain better clearness or understanding about the circumstances, particularly the need to understand the 4Cs of crisis management: (a) cause, (b) consequences, (c) cautionary measures for prevention, and (d) coping mechanisms for responding. Obviously absent from this list are a set of leadership competencies that can help organizations effectively and efficiently determine the crisis and achieve a resiliency in its strategy, human capital, and other resources. We believe that this gap is outstanding in part to crisis research being housed in the communication domain.  

Ramllall S. J. (2006) in his research paper a study on HR competencies and it was establish that the most significant competencies for the HR professionals were knowledge of business, HR delivery, and planned contribution. Emphasize that in the study conducted by Hong Kong Institute of Human Resource Management and the University of Michigan’s Business School in 1998, the competency “change agent” was the main challenge faced by the HR professionals. The study, also, observes that, as HRM responsibilities alter from a function leaning to a process – leaning culture; HR managers require beginning and coordinating business development or subsystems in order to offer services that add to organizational and business successes. The study view that technical competencies which include knowledge and delivery of traditional HRM are still very important and relevant competencies in organizations.  

Rao (1990) in his book he developed a checklist of HR competencies grouped under three categories, viz., professional knowledge, professional skills, and personal attitudes and values which are helpful to identify the employee’s potentials.  

Reid M. A. & Barrington H. (1994) in their book they stated that where competency frameworks are connected to promotional opportunities and organizational profession development paths. It is significance pointing out however, that the competency progress has, in a HRD perspective, served the needs of subordinate level employees as well as those at managerial level and in this sense does not strengthen status differences in the place of work. They suggest that, in authenticity, competency notions support a more serviceable performer attitude challenge this line of argument. This philosophical place
advocates that the "rational" management of employees will guide to the final aim of increased spirited benefit. This position is characterized by stretched management control, close direction and recommendation of required competencies as well as advocating the concept of "Fit" between strategic objectives and competencies possessed by employees. This latter perspective is the more ordinary one espoused in the managerial and human resource management literature.\(^{82}\)

Rothwell W. & Wellins R. (2004) in their research paper they states that competency models can be used to direct individual professional growth, as well as help educators and trainers in rising curriculum that meets the requirements of employers. The ETA Competency Model Clearinghouse’s Resources Web page provides various competency-based materials that can be used by stakeholders in the public personnel investment system to ensure the personnel possesses the competencies essential to be winning on the job and help employers meet their organizational goals.\(^{83}\)

Rychen S. (2003) in his research paper a competence is defined as the ability to successfully meet complex demands in a particular context through the mobilization of knowledge, cognitive skills but also practical skills, as well as social and behaviour components such as attitudes, emotions, and values and motivations”.\(^{84}\)

Rychen D. S. & Salganik L. (2000) in their research paper the US versus UK approach or "competency versus competence, competencies versus competences, input versus output, behavioural versus vocational competence". A focal point on personal characteristics emphasizes the capability; competency is seen as a quality, characteristic or attribute of a person or as an 'input'. A task oriented approach focuses on the standard of performance required and is output-oriented. Further they states 'output' perspective of competence where often functional analysis, describes the roles and tasks that are performed by practitioners in the workplace. Competence is seen as ability to perform these roles and tasks to a defined standard (often at entry point of the profession) and emphasizes the output of the education and training process.”\(^{85}\)

Sacht J. (2002) in his research he pointed out that the motive why competencies have been incorporated as “a key element planned recital management system is that competencies are the solitary frequent denominator that can be used transversely human resource systems again and again”. He states further that: This assists equally line managers and human resource professionals to determine and manage jobs and performance in an incorporated way. What this means in practice is that a set of competencies used to describe any (specific) job would be functional again and again to all persons in that detailed job or
job category for all human resource applications such as performance management, training, selection, remuneration and so on. This makes comparisons and measurements of individual (performance) consistent, dependable, and officially authorized. Competencies always have an understandable explanation and a list of key actions and behaviors to generate reliability for the purposes of dimension and incorporation across people management systems.  

Shim M. (2006) in the Ph.D thesis the present study on the growth of a competency profile for extension instructors integrated an analysis of the experiences and perceptions of the target group of the extension instructors, i.e. the farmers. This is particularly applicable for evaluating the question as to whether the competency profile should be differentiated according to the heterogeneity in the needs of the target group, or whether it might be sufficient to utilize one comprehensive competency profile.

Shippman (2000) in the book a competency model is an evocative tool that identifies the competencies desirable to function in a detailed role surrounded by a number of job, occupation, organization, or industry. Basically stated, a competency model is a behavioral job explanation that must be defined by every work-related function and each job. Depending on the work and organizational surroundings, a group of 7 to 9 total competencies are frequently necessary of a particular job and depicted in a competency model.

SHRM (2003) indicated that competencies have become integral in the field of HRM and a new competency model is necessary because the business world is changing at an unprecedented rate. These changes require HR professionals to add significant value and to do so quickly. Moreover, since HRM activities directly impact the company’s ability to compete, competency models need to be continuously researched and updated.

Sparrow P. (1994) suggests that competencies fall into three categories, behavioural, managerial and core competencies. Behavioural competencies are defined as behavioural repertoires which employees bring to and input on the job. The level of psychoanalysis used is the individual and the job and there is a clear requirement that these competencies are what employees needs to get to the responsibility/job to execute to the necessary level. Managerial competencies are inclined to be defined as knowledge, skills and attitude and a small number of individual behaviours. The unit of analysis is the organization and it is assumed that such competencies are general; are externally transferable and there is an entry threshold standard. This contrasts with the concept of a behavioural competency where the performance decisive factor is based on characteristics of excellent individual performance.
Spencer L.M. and Spencer S.M. (1993) states competences are task – oriented focusing on a job’s tasks, roles and responsibilities- while for others, they are work oriented focusing on the underlying skills and attributes required by successful performers. In response to this the current research adopted a broad definition of a competency as measurable individual characteristic that differentiates superior from average performance, or effective from ineffective performance. Within this definition, competencies can therefore include, inter alia, motives, traits, self- concepts, knowledge and skills.91

Stoel. D. (2009) in preceding research on the validation of competency frameworks it is frequently projected that competencies should communicate to performance on the job. These propositions are all based on the subject of decisive factor validity. Criterion validity asks whether determine actually predicts the dependent variable it is supposed to forecast. Decisive factor validity is relevant for training effectiveness as the different levels of consequence are expected to relate to each other. So it is expected that competencies on level two are connected to behaviour on level three. When an increase in competencies does not result in an increase in behaviour, no valuable effect was realized. As proposes, a competency which does not forecast measurable performance is no competency.92

Stoof A. (2002) in his book there are boundaries that determine what competence is and what not. The 'area' of the definition (what it covers) is, in the model determined by forces from within, called 'dimensions', and forces from the outside formed by 'terms related to the competence concept'. The conscious choice for, or emphasis on positive dimensions and terms expands or restricts the competence concept, and leads to the most feasible definition. The different 'dimensions' and 'terms' provide a comprehensive list of various aspects of the competence concept. These aspects make possible the explanation of the competence model that will be presented.93

Stuart, R., & Lindsay, P. (1997) in the research paper competencies have been criticized for producing idealized lists of qualities, which include almost everything. There also have been questions raised relating to attempts to disaggregate lists of competencies that might have worldwide relevance. In addition, reported that studies point out some most important problems with competency based trainings which have not achieved stated objectives of growing skill levels. In spite of criticisms of competence practices, the employ of a competency model as the foundation for human resource practices has develop into extensive in the United States.94

Suonsivu K. (2011) States using competencies can improve well-being at work. If the employee has been selected for the position based on competencies, she/he is in the right
position for individual skills and capabilities. When an employee is using individual strengths and skills at work and feels confident in their possess abilities, he/she manages the work enhanced. Competencies that everybody requirements at work are management and leadership skills to administer their own work, time-management and prioritizing skills. Competencies require stable updating because professional growth is a continuing process and employers wait for additional and broader competencies from their employees.95

Swanson, R .A. (1995) in his research paper states in an age of confusion and with the force of frequent changes under the globalizing business surroundings the development of people, revolution of knowledge, and alteration of the directorial organization is a difficult issue and rarely, if ever, moves at the same speed and in the same direction. The most excellent standard competencies and roles might not able to survive endlessly. Even if we have an influential competency model on our hands, there are understandable reasons why HRD professionals and major Human Resource societies such as ASTD are paying cautious thoughtfulness to the HRD competency study. Today’s competency models may be unfashionable tomorrow, and might require to be replaced by entirely diverse models of competencies and roles.96

Teece D. J. (1998) in his research paper states that the altering environment of organizations causes the demands of an organization, so it cannot be separated from competencies. In this sense, competencies are viewed as organizational properties. He also states that an organization have to make sure that it is prepared for the demands of the prospect and therefore, has to gain the right competencies today. The competencies that an organization has today, determines the achievement of the products or services of tomorrow. No longer do market positions decide how long an organization will stay alive, but the ability to generate, guarantee and use sole knowledge as a contribution for services or products determined.97

Teodorescu T. (2006) stated that competency models can be the first step in developing profession profiles and in evaluation an employee’s level of competency against a model or profile. He also added that an organization can make use of this information to execute managerial appraisal and may be intelligent to get better its HR programs, including aptitude achievement practices, performance management system, training and development tools, employee maintenance practices, and organization development strategies.98

Townley B. (1994) in his research the competences will be written from a constructivism viewpoint, which means that competences as a complete will be learned in a
certain background in which prior knowledge will be combined with the new learned competences. A more holistic approach will fit better to this research, because the holistic approach does not split competences into different kinds of skills and knowledge, but it combines the knowledge and skills that are desirable to perform at a certain level in education. For course (second chance) education, also a document is written with the competences at the highest level of floral education. This document is an explanation of work processes and competences of an all-round Dutch flower arranger (ARDFA). The competences needed are: knowledge of flowers and plants, vocational knowledge about floristry, selling, buying, working with tools and materials, presenting, knowledge of rules and regulations, control, enterprising, advising and giving service, dealing and cooperating with personnel. One can see that there is a lot of extend beyond between the competences learned in preliminary senior secondary professional education and in course education.99

Verma S. (2009) States that motivating force behind introducing a competency model is the increasing requirement for HRD professionals to interpret business imperatives into new learning and performance necessities much more rapidly and to help their organizations face growing market challenges.100

Walsh J. (1995) in his book leadership can be conceptualized as a combined occurrence where different individuals contribute to the organization. Leadership competencies, in turn, refer to the knowledge, skills, or abilities that make easy one’s ability to execute a task. Researcher noted that leadership is viewed as an energetic process in which roles develop over time, and leadership’s pressure can enlarge beyond the focal organization’s boundaries. In a crisis circumstances, leadership is collective and dynamic, and it requires awareness and sense-making skills by leaders in order for them to establish suitable courses of accomplishment Therefore, we might expect crisis leadership competencies to contain activities such as decision making, communication, creating organizational capabilities, sustaining a successful organizational culture, managing multiple constituencies, and developing human capital.101

Weatherly L.A. (2005) the objective of a competency-based approach is to “recognize the competencies necessary of sky-scraping performers in key positions throughout the organization; struggle to eradicate any competency gaps that survive through successful selection and/or training and development; and ensure that commendable performance is documented and pleased”. Described competency models as a crucial point for planning, organizing, integrating, and improving all aspects of HR management systems, a concept called parallel alignment. Renowned that “competencies help make forward-
looking HR decisions by illustrative the knowledge, skills, and behaviors desirable in the future and by plateful as a establishment upon which to build employee selection, training, professional development, performance appraisal, and succession planning”.  

**Weinert F. W. (2001)** in the book the German psychologist has produced a comprehensive report on conceptions of competence as part of the DeSeCo project. DeSeCo (acronym for Definition and Selection of Competencies) is an OECD (Organisation for Economic Co-operation and Development) project aimed at: "...identifying a set of competencies that are needed by both children and adults to lead accountable and victorious lives in a modern, democratic society and for society to face the challenges of the present and the future. The program also seeks to advance the development of a common, overarching theoretical framework for the recognition of key competencies that can provide a basis for more precise and appropriate measurement of competencies and interpretation of empirical results". Lists nine different ways in which competencies has been defined or interpreted: generally cognitive ability, specialized cognitive skill, competencies-performance model; modified competence-performance model; objective and subjective self-concept; motivated action tendencies; action competencies; Meta competencies.  

**Wolf A. (1989)** According to wolf there is no divergence between competence and education. "There is no contradiction between adopting a competency-led approach and teaching generalisable and higher-order skills". Thus, in general education the generic cognitive competencies only get substance through (vocational) contexts and in vocational education competencies connected to the profession cannot be developed without a substantial (general) knowledge support. An integrative, holistic view of professional education will, therefore, comprise aspects of general and of vocational education. "Though experts views differ as regards the composition of knowledge most desirable for coping with future challenges from the world of work (some note a continuous need for specialized knowledge), some advocate a shift towards universal education, some point out the increasing role of interdisciplinary knowledge), views converge that higher education cannot confine its educational role to the transmission of knowledge, but rather should opt for a more holistic approach".  

**Wols (2003)** Argue that the specific approach that is used to recognize and structure competencies within a exacting organization should be residential on the basis of the actual modeling purpose and the setting within the organization. For the Know-Center, principle and setting derive from existing challenges they were facing: After two years of process and fast growth, the Know-Center was confronted with the necessitate to consider available
competencies, plan a logical strategy and bring into line projects and processes to this strategy. One purpose of the study was to give an input for this strategy formulation process, namely to elucidate what kind of knowledge and skills project managers had acquired in the projects conducted thus distant.\textsuperscript{105}

\textbf{Yoo J. P (1999)} In P.hD Thesis he focuses on concerning the competencies desired by HRD practitioners in Korea. on the other hand, these studies did not center of attention on the competencies presently given potential HRD practitioners by graduate programs in Korea and the gap between realistic necessities and existing academic curricula. They did not explore the “contours of an academic discipline whose parameters have on no account been expressed using a marketing perception that appears to have growing significance to that regulation”.\textsuperscript{106}

\textbf{Yusko K. & Goldstein H. (1997)} in their research paper they stated learning and development is at the root of what we consider to be crisis leadership. Crisis leadership competencies are mainly applicable in managing the operational, strategic, and human resource functions and outcomes when crises happen. Thus, we argue that leaders must take direct responsibility for orchestrating a work environment that infuses a competency-based approach to crisis management. This involves the identification of the critical tasks and activities needed during a crisis situation; the competencies (knowledge, skills, or abilities) required to successfully complete these activities, and a sympathetic of the context for executing the crisis management strategy.\textsuperscript{107}

\textbf{2.3 CONCLUSION}

In this chapter the researcher as made an attempt to cover all the literature related to the study. The 107 review was taken, the review of different thesis, dissertation, projects, reports, research papers and published text in the form of book was considered. The review related to different sectors of the economy like service, telecommunication, informational technology, higher education etc. was taken. It was found that from the Indian prospective competencies related studies are not done in service sector. The major research on competencies is carried out at the international level that is from ASTD and SHRM USA. From the Indian prospect few research papers are published in the area of HRD competencies.
2.4 REFERENCES


