## CHAPTER-III
### CONCEPTUAL AND THEORETICAL FRAMEWORK

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3.1 INTRODUCTION

In the present era of changing business environment when organizations are competent to tie together successfully the competency, energy, and motivation of their human resources, they will have a model competitive business edge. The competencies of the workforce sharpened and structured to their full potential will significantly increase the overall worth and competitiveness of the business organization. Consequently, there lies the real value contribution of the HRM professional – building the framework and atmosphere for continuous competency growth and development. Some of the vital HRM managerial responsibilities have now become a function of line supervision and management. What used to be employees’ problems and issues hurled to HRM, are now being handled effectively on the shop floor by the shift supervisors. The most significant role of HRM now, in this case, is training these line supervisors and managers to be better at mentoring and inspiring employees for recital and effectual dispenser of HRM interventions in their areas of conscientiousness. Being competitive means having a human resource that is willing to gain knowledge of novel ways of doing business and being able to employ them. Business endurance is not merely reliant on how high-quality your product and services are, how exceptional is your client service, and how resourceful your business processes are but on how competitive are your human resources who carry out these performances. Innovative knowledge and technology, business strategies, complex processes, and management systems are unproductive without a knowledgeable human resource behind them. HRM professionals can generate genuine worth within their individual organizations when they focus on increasing the competencies and optimistic values of their human resources. Competitive human performance, not unaccompanied machine and systems performance is the core of business performance. The HRD system comprising of HRD structural design, HRD civilization and Employee behavior desires to move focus from what people necessitate to learn (training), to the contribution that they make (performance).

Nowadays there has to be a paradigm shift in HRDs task and function. The business organization is changing rapidly in daily life. In order to be able to catch up the paces, making the best use of the personnel’s abilities became of marvelous significance in the businesses, therefore Human Resource Management needs to be carefully considered and implemented. It should be able to deal with the effects of the changing world of work, which means that people who work in the Human Resources Department have to be aware of the implications of globalization, technology changes, workforce diversity, labor shortages, changing skill
requirements, the contingent workforce, decentralized work sites, and employee involvement etc. Because when either one aspect of above changes in the working process, it could change the whole business operation, therefore, it is important for the Human Resource Department to be prepared and to take control. HRD needs to aspire at regeneration most important to competence of procedures, practices and policies. Constant development has to be a direct function of integrating human resources into business through excellence in communication system. HRD is the heart of an organization with ‘care and concern’ as its life blood. To be effective HRD must be evolutionary in approach and differentiate empathy in its spirit and performance more than any other function. While maintaining its key facilitator role it should endeavor to make direct contribution as an internal mentor in the investigative and transformational process of the organization. Instead of “fixing weaknesses” it desires to focus on “building strengths” approaches to human development.

3.2 HUMAN RESOURCE DEVELOPMENT – AN OVERVIEW

It has been commonplace to argue that the ever-evolving trends in business, trade, industry and commerce of the 21st century, most predominantly in the newly globalized country, have positioned superior emphasis on the necessitate for consistent human resources to become accustomed their skills.¹ The economy is based mainly on knowledge and skills. For a business to remain competitive, it must follow the path of industries ambitious by human skills and knowledge. Recognizing this, companies have begin to redefine the function of human resource development.² The importance of systematically mounting human resources in today’s extremely multifaceted and dynamic organizational environment is increasingly recognized in practice. Human Resource Development (HRD) has undergone numerous changes that reflect the dynamic factors in the corporate world of globalization. It is argued that increased need for improved performance requires that human resource systems in organizations use supplementary competent methods for tasks such as identification, recruitment, measurement of employees’ performance, and improving the training and education of the workforce.³ From now on, the excellence of human resources will be the engine for potential and sustained growth and will be the critical factor in the destiny of a nation. HRD as a promoter of various forms of learning possibilities in the place of work has gained increasing significance in changing work organizations. Thus, it will be vital to raise the capacity of individual employees, and at the same time, to improve the unfashionable systems and practices embedded in a society.⁴
The field of Human Resource Development (HRD) has undergone rapid development and revolutionize in the last few decades. Many researchers have described the role of HRD in both organizational and national economic development. Human resources as capital are regarded as one of the significant factors in organizational growth and success. Effective learning to take place employees require confidence and appropriate learning skills, opportunities to turn their commitment into productive action and a positive learning climate created by the presence of supportive systems and colleagues. Learning by definition lies in the domain of the individual. Hence, most of these supportive interventions will be undertaken by learners and their managers – in environments where the HRD specialist has no straight control. This certainly makes the role of HRD very challenging. At the higher level managerial level, there is a need to possess the cultural skills and system skills for work force management.

HRD facilitator by becoming an out and out people person should help employees to attain above skills through programs, interventions and by providing training opportunities. It should aim at creating organizations that are continuously learning and adapting to the environment. It should try to achieve this aim by: Enhancing organizational capabilities, integrating human resources with business by promoting individual growth and development of employees most important to increase in the level of participation, constant individual growth and development with the view to narrow down the gap between individual and organizational goals, Achieving corporate excellence by facilitating group communication and team building. By emphasizing on emotional and psychological approach to people related issues – hence insights into human behavior are required.

The HRD professionals are predictable to make available interventions, initiatives, activities, and services that help organizations accomplish their strategic business goals and objectives. As such, dedicated and determined professionals spend their energy and efforts helping their organizations build up learning cultures, create performance management systems, and implement change initiatives. A fundamental requirement of HRD is to add value to the organization, that connecting learning and performance interventions and change initiatives to the organizations strategic business goals and objectives is critical to the success of HRD. HRD goals are compatible with and approachable to the organizations strategic goals and objectives, HRDs worth increases. Conversely, when they are not aligned, the value of HRD diminishes.
3.2.1 MEANING OF HUMAN RESOURCE DEVELOPMENT

Human resource development is the process of helping people to acquire expertise. In an organizational context, it is the process by which organizations help their employees in a continuous and planned way in order to:

• acquire or sharpen the abilities required to perform various functions associated with their present or expected future roles;
• develop their general skills & competencies as individuals, discover and utilize their inner potential for their own and/or organizational development purposes;
• develop an organizational culture in which supervisor subordinate relationships, teamwork and collaboration among sub-units are strong and contribute to the professional well-being, motivation, and pride of employees.

The Human resource development process is facilitated by mechanisms (instruments or sub systems) such as performance appraisal, training, organizational development (OD) feedback and counseling, career development, potential development, job rotation and rewards. Employees are helped constantly in order to make them to acquire new skills. This aid is offered through a process of planning, performance, feedback and training. It also includes, assessment of the developmental needs, periodic reviews of performance, and the creation of development opportunities through training, job rotation, responsibility definition and similar other mechanisms.10

3.2.2 CONCEPT OF HUMAN RESOURCE DEVELOPMENT

Human resource development is a people-oriented concept that focuses on developing the skills, knowledge and competencies of people. Human resource development can be applied both at the organizational level as well as the national level. Various authors have not yet been fully successful in conceiving the whole concept of human resource development. They have defined the term from their standpoint due to the fact that it is a recent concept and therefore is still in the conceptualizing stage.11

Work organizations are becoming important partners in this learning society, as they provide more and more opportunities for continuous learning to their employees with the objective to optimize organizational learning as a whole. HRD is extended, at one side, to developing competencies of human resource by enhancing knowledge, building skill, changing attitude and teaching values, and at other side, creation of conditions through
public policy, programs and other interventions to help people to apply these competencies for their own and others’ benefits and making things happen.\textsuperscript{12}

The concept of human resource development was introduced by Nadler (1984) in a conference organized by the American society for training and development. He defines human resource development as "Those learning experiences, which are organized for a specific time and designed to bring about the possibility of behavioral and attitudinal change."\textsuperscript{13}

HRD is a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands.\textsuperscript{14}

HRD is the process of increasing the knowledge, the skills, and the capacities of all the people, in a society. In economic terms, it could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, HRD prepares people for adult participation in the political process, particularly as citizens in a democracy. From the social and cultural points of view, the development of human resources helps to people lead fuller and richer lives, less bound to tradition. In short, the processes of HRD unlock the door to modernization.\textsuperscript{15}

HRD is a series of organized activities conducted within a specified time and designed to produce behavioral change. A set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands.\textsuperscript{16}

The field of HRD has developed side-by-side with the field of human resource management (HRM) from the 1960s. They all share similar roots in the human aspect of organizations. Despite the long roots of this discipline, HRD is seen as a young academic field, which still is looking for its theoretical foundations. Because of this, HRD is seen to be in the shadow of HRM. For instance, in practice, HRD and HRM are not separate functions. Even in the United States (U.S.) where this field is considered mature, there is still not a clear-cut distinction between HRD and HRM. In many countries, HRD is not distinguished from human resource (HR) or personnel, but as a part of the HR functions.\textsuperscript{17} HRD with consideration of academic map deals with human resources. The reason behind the need to define the discipline more thoroughly comes from the realization that people are the primary source of competitive advantage for any type of organizations. In order to survive,
organizations need to take advantage of the strategic potential and competencies of employees for the benefit of the organization.¹⁸

HRD an organized learning experiences in a given period of time to bring about the possibility of performance change or general growth for the individual and the organization. HRD is the integrative use of training and development, career development, and organization development to improve individual, group and organizational effectiveness. Human resource development as a process of developing and/or unleashing expertise through organization development (OD) and personnel training and development for the purpose of improving performance.¹⁹

3.2.3 DIMENSIONS OF HUMAN RESOURCE DEVELOPMENT

Human resource development is considered the key to higher productivity, better relations and greater profitability for any organization the concept that higher productivity leads to ultimate communal benefits. As far as the dimensions/components/sub-systems of human resource development are concerned, mechanisms of human resource development have been designed in different ways and various thinkers and professionals have offered divergent views.²⁰

Pareek refers to performance appraisal, feedback, counseling, potential appraisal, career advancement, career planning, competencies and training as dimensions of human resource development.²¹

Rao suggests that human resource development sub-systems comprise performance appraisal, potential appraisal, career planning, training, performance coaching, organization development, employee welfare, rewards, competencies, qualities of work life and human resource information system.²²

Varadan traces human resource development mechanism into performance appraisal, role analysis, organization growth, development and quality circles. Though there is multiplicity among these arguments, but one can trace out that on some of the dimensions there is unanimity of opinion among the experts.²³

3.2.4 ARCHITECTURE OF HUMAN RESOURCE DEVELOPMENT

Training & development: Training can achieve many things. It can help people learn the new skills that are necessary to meet new expectations, both formal and informal. Training can help people accept the challenge of their developing jobs. Training can also help to: - build a common understanding of the organizations purpose - show management’s
commitment and loyalty to employees - develop people so they can increase their responsibilities and contribute to the organization in new ways. Training can broadly be divided into three categories a) For efficiency b) For deficiency c) For personal development.

**Career development:** Career planning should become a core area of concentration in managing human resources. Mere confinement to regular responsibilities may not satisfy the career urge of dynamic employees therefore HRD should ensure the provision for learning new technologies though external specialized training programs and providing opportunities for development of qualifications makes sure a qualitative performance. Mentoring as a collaborative and equally beneficial partnership between a person who possesses knowledge, skills and experience and a person who is hungry and thirsty for knowledge should be encouraged in every department.

**Organization development:** It encompasses the entire organization. The aim of OD is to bring about organizational effectiveness by indulging in micro and macro level changes. Some of the micro level changes are team building; conflict resolution and the macro level changes are cultural transformation etc. Amongst these changes, HRD professional should not act as a catalyst of change. It should aim at creating various mechanisms and processes in the organization to continuously expand the competencies of employees so that they can perform their present job well; are equipped to perform their future roles in the changing situation and can contribute to the organizational competence. The synergetic effect of integrated sub systems put together can bring about the desired result of developmental environment in the organization. Exactly what kind of development a given individual might need to expand his or her capabilities depends on both the person and the capabilities needed. However, some of the important and common management capabilities apart from technical competence to be developed are action orientation, quality decisions, and ethical values.

**Collaboration:** the team building efforts helps the employees to recognize themselves to contribute jointly towards the organizational excellence. The common understanding of the organizational mission and a sense of teamwork translates into less departmental conflicts, greater acceptance of change and more productive departmental culture.
Communication: Good communication is the foundation of sound management. The performance of all managerial functions depends on successful communication by the managers at various levels. HRD has to play an important role in ensuring that the communication is clear, correct and controlled wherever possible. Communication is a key to ensure participation of employees. Nothing substantial can be achieved unless people within the organization work towards the shared vision and mission. Communication is generally downwards, formal and restricted to what is considered operationally attractive. HRD should make sure that how we can reach out to people and relate with them in the intelligence of understanding what they want, how they think and what motivates them.

Counseling: it should make available every manager with an opportunity to reveal his real concentration in the welfare and development of every member of the department. In this regard even the individuals with unsatisfactory recital are likely to be grateful for the efforts of their boss to help them get better and succeed in meeting the criteria for efficiency and achievement. The employees need not keep guessing the expectations of their boss from them.

Change Agent: In contact of performance improvement role HRD has to act as a key organizational change agent, to generate a congenial environment in the organization by improving adaptability, capability and ability of the employees. This will be potential when the employees know very well the changes essential for attaining the mission and objectives of the organization. HRD has to maintain analyzing internal HR processes and procedures for congruence with mission and vision of the organization. It should change, adapt, modify and initiate new processes & procedures which meet the altering business scenario and facilitate employees for a better fit between business strategy & HR strategy.

Culture building: culture in an organization is the perception about the developmental environment prevalent in the organization. Organization is said to have our enabling culture when it creates a knowledge environment in which the employees are motivate to take initiative & risk and feel enthused to experiment, innovative and they make things happen. HRD must add in creation of a culture that characterizes openers, trust, famous and all he values close to our organization. Building a robust culture is an significant issue for organizations nowadays and the development is further complex because of the long-term perspective it requires. Re building the corporate culture should be the region of focus for HRD with an aim to have restricted thought, disciplined action and disciplined
speech. In order to find out ways to build companies with strong culture, a thorough understanding of the problems connected with corporate culture must be understood. HRD should initiate and stimulate a culture of learning in the organization.24

3.3 TRAINING AND DEVELOPMENT – AN OVERVIEW

Training and Development Programs whatever the size is has been given by most organizations outright significance in the present business environment. It can range from training the team or employees on how to utilize a new piece of software, complete a form, give good customer service or write a professional letter. What is important is that training is a crucial part of every organization’s management. Virtually speaking, the thought of investing on the employees or on the people within the organization makes high-quality business intelligence. This is why most companies formalize training these people and even allocate budget and resources for the said training. In doing so, it creates an collision on the company whether to acknowledge training and development applicable in terms of earning a profit since it is a given that investing for this does not assurance that it will be a good or an effectual one and may just add up to losses in time, money and effort.

Largely, human resources department has been connected with procuring and hiring the human resources. But, after the newly appointed employees join the organization, it is necessary to impart training to them in order to make them competent for the jobs that they are supposed to handle. In modern engineering environment, necessitate for training of employees is extensively recognized to keep the employees in touch with the new technological advancement and developments. Every company must have a systematic training programme for the growth and development of its employees. It may be noted that term ‘training’ is used in regard to teaching of specific skills, whereas the term ‘development’ denotes overall development of personality of the employees.

3.3.1 TERMINOLOGY OF TRAINING AND DEVELOPMENT

The two terms are quite indistinguishable to each other, but they are not the same in meaning.

Training: Training is a knowledge process that aims to permanently improve the aptitude and behavior of the employees by enabling them to acquire new skill, knowledge and attitude for more competent performance. Training is anxious with imparting developing specific skills for a particular purpose. Training is the act of mounting the skills of an
employee for doing a particular job. Training is the process of learning a sequence of programmed behaviour. This includes:

- Identification of training needs.
- Developing suitable training programmes.
- Providing requisite job skills and knowledge to employees.
- Evaluating the effectiveness of training programmes.

**Development:** Development is the growth or consciousness of a person’s ability, through conscious or unconscious knowledge. Development programs frequently comprise phases of premeditated study and experience, and are usually supported by a coaching or counseling capability. Development occurs when a gain in experience is successfully combined with the conceptual understanding that can illustrate it, giving increased confidence both to act and to perceive how such achievement relates to its context.

**Management Development:** is all those activities and programme when recognized and controlled have considerable influence in changing the capacity of the individual to perform his assignment better and in going so all likely to increase his potential for future assignments. Thus, management development is a combination of a variety of training programme, though some kind of training is essential, it is the overall development of the competency of managerial personnel in the light of the present requirement as well as the future requirement. Development an activity designed to improve the performance of existing managers and to provide for a planned growth of managers to meet future organizational requirements is management development.25

**3.3.2 CONCEPT OF TRAINING AND DEVELOPMENT**

Training and development foster the initiative and creativity of employees and help to prevent manpower obsolescence, which may be due to age, attitude or the inability of a person to adapt him or herself to technological changes.

Training and development enables employees to develop and rise within the organization and increase their market value, earning power and job security. Training helps to mould employees’ attitudes and help them to contribute meaningfully to the organization. The organization benefits because of enhanced performance of employees. He further states that a well trained employee would make a better and economic use of materials and equipment which would go a long way to minimize wastages.26
Training and development is a process through which the skills, talent and knowledge of an employee is enhanced and increased. He argues that training should take place only when the need and objectives for such training have been identified.\textsuperscript{27} The concepts of training and development are used interchangeably. However, it can be differentiated from the other. Training is for specific job purpose while development goes beyond specifics development covers not only those activities which improve job performance, but also those which bring about growth of personality. In training, you using one stone to kill one bird while in development you use one stone to kill two birds.\textsuperscript{28}

Training is a short-term process, utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose. Development on the other hand is a long term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose.\textsuperscript{29} Training refers only to instruction in technical and mechanical operations while development refers to philosophical and theoretical educational concept. Training is designed for non-managers while development involves managerial personnel. Training courses are typically designed for a short term, stated purpose, such as the operation of some piece (s) of machinery while development involves a broader education for long-term purpose. Training is for short-term while development is for long-term. Training is for specific job related purpose while development is for general purpose.\textsuperscript{30}

3.3.3 IMPORTANCE OF TRAINING AND DEVELOPMENT FOR COMPETENCY DEVELOPMENT

Training and development is a significant part as well as the key function of Human Resource Management and Development; it is the crucial path of motivating employees and increasing productivity in the business.\textsuperscript{31}

Training could be extremely demanding and should be in-depth; lack of training or poor training brings out high employee turnover and the delivery of substandard products and services.\textsuperscript{32}

Training and development is the key task to help everyone in the company to be more united. An enterprise could hire experienced employees or train employees to be skilled. When the company trains their own staff, by providing and forming a pleasant-sounding atmosphere, precise work specification and the passion of work, team spirit will be
built between employees and management team within the process. Training of work tasks is one of the most important aspects of staff training, including principles at work, professional knowledge and skills, by contribution employees these essentials, staff training helps personal abilities competition with business requirements.\textsuperscript{33}

With the development of the technologies and the entire business environment, employees are requested to be more skilled and qualified, even if you are a good employee today, you could be out of the line some other day if you do not keep studying. A company needs organized staff training if wants to be competitive among others.\textsuperscript{34}

\textbf{3.3.4 TYPES OF EMPLOYEE TRAINING FOR COMPETENCY IMPROVEMENT}

\textbf{1. Sort by Training Objects:} Training is differed by different groups, one is the apex management group, the second group is managerial management, and the third group is front line employees who contribute in operations and providing services. As for the top management group, including general manager, directors, managers and assistant managers of every department, they take care of making decisions. The training should be about building proper economic views, marketing, forming sales strategy, budgeting and cost controlling etc. Supervisory management group is the helpful team in the organization, such as supervisors, team leaders etc. they should be trained about management concept and ability, professional knowledge, customer services and how to deal with guests requests and complaints etc. practical information. Front line staff helps hotels actual operation; training for them should be focused on professional knowledge, technical competencies and working attitudes to get better their abilities.

\textbf{2. Sort by Training Location:} According to the location that trainings take place; trainings are alienated into in-house training, on-the-job training and external training. In-house training is organized by the Human Resource department, using hotel facilities such as the training room, staff canteen. On-the-job training is frequently held by every department; supervisors, team leaders and trainers are accountable for this kind of training, experienced worker or trainer trains the employee. External training refers to training which is held outside the hotel. Trainees attend seminars and conferences, participate in training program organized outside the hotel, or go in a foreign country to other sister hotels for training.

\textbf{3. Sort by Training Contents:} Trainings are held for different purposes, some are organized to help fresh employees to get to know the hotel and some are for humanizing employees professional skills, therefore, the trainings can be divided by their contents:
Apprentice training: In this training introduction about the hotel general information and basic skills desirable at work to fresh workers. This training helps building up excellent relationships between employees themselves and as well as between employees and management team. Moreover, it helps employees to set up the right attitude towards work.

Certification training: After this kind of training, employee get professional certificate on practical or theoretical tests. It aims to get better employee’s skills and motivates them when they clear the tests.

Cross training: To ensure the communication between departments and increase the capability of adjusting to distinguished environments, cross training is used to help employees to obtain knowledge and skills from other departments.

Hotel services and administration training: This training is more focused on a definite subject according to the demand of humanizing administration and services, including telephone techniques, guest relations, sales skills, public relations general information and application, safety and first-aid etc.

Language training: Hotel employees are necessary to be talented to talk one or two foreign languages, for different departments, diverse work categories or different positions, language necessities also differ. English as an international used language, every staff required to be familiar with. Another language is required or to be taught depending on the location of the hotel.

On-the-job training: Employees professional excellence is the key of hotel services, the rules and principles of work are trained in this kind of training, besides, courteousness, protocol and techniques of conduct interpersonal relations are educated as well. This kind of training aims to train employees to learn the most excellent way to do the work in the most speedily and effectual way.

Simulation training: Realistic training is held with the help of Human Resource Department, aiming to get better methods of functioning and increase work effectiveness by simulating the actual place of work. This training is in survival in everyday work, therefore it is long-term. In order to have good results from this training, department heads play very vital roles by using appropriate training skills.
3.3.5 BENEFITS OF TRAINING

Employee training enhances the capabilities of employees and strengthens their competitive advantage. Effectual training will get better the individual characters and professional abilities. Not only employees, management and organization would benefit from employee training, customers and guests benefit as well, since of the acknowledged excellence products and services.

1. BENEFITS OF TRAINING TO EMPLOYEE

Allows the employee to become dynamic more quickly: By training, employees get familiar with their work tasks, advanced knowledge and techniques which improve their capabilities, increases productivity.

Career growth and Development: The managers can enlarge their skills to take up higher challenges and work in newer job dimensions. Such an exercise leads to the career development of the employees, who can move up the corporate hierarchy earlier.

Encourages self-development and self-assurance: After systemized training, employees will understand what important role their jobs required to play, and with the information, knowledge and experiences obtained during the training, they will be more confident with their work. so that better services will be provided.

Helps the employee become an efficient problem solver: The practical experience can be trained and guided in the training for employees. Employees will learn the methods of solving problem or complaints during training.

Higher Earnings: Higher earnings are a result of career development. A highly trained employee can command high salary in the job market and feel more contended.

Increases safety and security: Trained workers handle the machines safely. They also know the use of various safely devices in the factory, thus, they are less prone to accidents.

Increases job satisfaction and appreciation: During the training, employees will be introduced what is the work is about, how to do, what kind of responsibility does the job play in the entire business, it helps them to realize their work better and also love what they do by understanding the work.

Increasing Confidence: Training creates a feeling of confidence in the minds of employees, who experience comfortable while handling newer challenges. It gives a feeling of safety and security to them at the work place.
Moves employee closer to personal goals: Employees gained not only professional knowledge and skills during training, training also broads their choices on setting career targets. They can get the opportunity to get to know other positions, increases the possibilities of promotions in the meantime.

Innovative Skills: Training develops skills, which serves as a valuable personal asset of a worker. It remains permanently with the worker himself.

Resilience to revolutionize: In the fast changing times of today, training develops flexibility among workers. The employees experience motivated to work under newer circumstances and they do not believe threatened or oppose any change. Such adaptability is crucial for survival and growth of an organization in the present times.

2. BENEFITS OF TRAINING TO EMPLOYERS

Economy of operations: Trained personnel will be able to make better and economical use of the materials and the equipment and diminish wastage. Also, the trained employees decrease the rate of accidents and break to machinery and equipment. Such reductions can add to increased cost savings and overall economy of operations.

Quicker learning of new skills: Training helps the employers to decrease the learning time of their employees and attain higher standards of performance. The employees need not waste time in learning by observing others. If a formal training programme exists in the organization, the competent instructors will help the new employees to obtain the skills and knowledge to do particular jobs speedily.

Higher morale: The morale of employees is increased if they are given proper training. A good training programme moulds employees’ attitudes towards organizational activities and generates better cooperation and greater loyalty. With the help of training, dissatisfactions, complaints, absenteeism and turnover can also be reduced among the employees. Thus, training helps in building an efficient and co-operative work force.

Increased productivity and efficiency: Training increases the skill of the new employee in while performing a particular job. An enlarged skill level usually helps in increasing both quantity and quality of productivity. Training can be of great help even to the obtainable employees.

Lesser need for supervision: As a generalization, it can be stated safely that trained employees need lesser supervision. Training does not eliminate the need for supervision, but
it reduces the need for detailed and constant supervision. A well-trained employee can be self-reliant in his/her work because s/he knows what to do and how to do.

**Executive Development:** The top management can identify the talent, who can be groomed for handling positions of accountability in the organizations. Newer talent increases the productivity of the organizations. By providing opportunity for self-development, employees put in their best effort to contribute to the growth of the organization.

**Standardization of procedures:** Training can help the standardization of operating procedures, which can be learnt by the employees. Standardization of work procedures makes high levels of recital rule rather than exception. Employees work intelligently and make smaller amount mistakes when they possess the requisite know-how and skills.

3. **BENEFITS OF TRAINING TO MANAGEMENT**

**Aids in evaluating employee recital:** People who are accountable for training will find out those employees during training, who are fast learners, who have better knowledge and skills, so that different methods of training can be selected, therefore, better results will be acquired.

**Aids in sustaining systems and standards:** Within the training, employees will be introduced to the principles and standards of the hotel, together with the policies and procedures; hence hotel can maintain its standards and system with the aid of training.

**Helps recognize employees for promotions or transfers:** During the training, employee’s abilities and personalities will be easily recognized by knowledgeable trainers, or some employees are more appropriate for other positions, hotels can adjust and make best use of employee’s knowledge and abilities.

4. **BENEFITS OF TRAINING TO ORGANIZATION**

**Aids in organizational development:** Hotels need to develop their technologies and method of working in order to be competitive, and staff training assures the competitiveness, because training will carry good quality, effectiveness and loyal customers to the hotels.

**Leads to enhanced productivity and profitability:** Owing to the growth of productivity and improved services after training, it is more promised for the hotel to have more profits in return.

**Reduces accidents and safety violations:** Without organized training and guidance, especially employees who work with dangerous facilities, accidents are easily occurred, training can help organizations to prevent accidents.
Reduces wastage and valuable employee turnover: The wastage and damages in different departments are frequently found in hotel operation. With the help of staff training; unnecessary wastage and damages can be avoided. Regular trainings can decrease work pressures and employee turnover, as a result, less labor cost will be spent and better service can be achieved.  

3.3.6 TRAINING AND COMPETENCY DEVELOPMENT PROCESS

1. TRAINING PROCESS

In the training process the prime factor is to analyze whether the training is required for the employees. Once the need analysis is made the content of the training is required to be identified by the trainers and also trainees should be mentally prepared for the training. As per the required by the organization the criteria of the instructional program should be finalized in order to smooth functioning of the training activities. The training should be given for the specific time period. Once the training is provided for the trainees about the new processes the evaluation should be done for the conducted training. The evaluation criteria are required to find out the level of understanding of process for the trainees and feedback should be given by the trainers about the performance given. The following figure indicates the detailed training process.
2. COMPETENCY DEVELOPMENT PROCESS

In the competency development process there are three stages. The first stage is the formational of the organizational objectives and the strategies. The second stage deals with the provision of training to the manpower in order to improve the competencies of employees and the third stage is the appraisal of training programme for the fulfillment of the objectives. The detailed development process is discussed in the following figure.

Figure No. 3.2 Competency Development Process
3.3.7 ANALYSIS OF TRAINING NEED

There are four major ways of analyzing training needs.
- Analysis of jobs
- Performance appraisal
- Conducting training surveys
- Business and human resource analysis gives a diagrammatical analysis of training needs. Training should be analyzed first for the organization as a whole-first for corporate needs, second, for department, teams, functions or occupations within the organization-group needs, and third, for individual employees-individual needs.

The incapability of organizations to recognize training needs is one of the major tragedies in organizations training practice. Employee performance appraisal outcome
should expose strengths and weakness. The weakness revealed should form training needs. Whenever there is a gap or vacuum between what employee is doing and what he should do, there is a training need.

Armstrong (1995) presents a clearer understanding of what is meant by training needs. He writes that the gap between what people know and can do and what people should know and be able to do is called training need. Therefore when an organization observes that there is a gap between what is happening and what should happen, there is a training need.

Figure No. 3.3 Training Need Analysis-Areas and Methods

3.3.8 THE PROCESS OF PLANNED TRAINING

Planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance. Planned training consists of the following steps:

- Identify and define training needs.
- Define the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed.
- Define the objectives of the training.
- Plan training programs to meet the needs and objectives by using right combination for training techniques and locations.
- Decide who provides the training.
- Evaluate training.
- Amend and extend training as necessary.\(^{40}\)

**Figure No. 3.4 The Process of Planned Training**

![Process of Planned Training Diagram](image)


### 3.3.9 THE TRAINING CYCLE

Training Cycle involves identifying deficiencies, designing inputs, outputs and identifying learning strategies which should be evaluated to produce feedback which can be used to improve subsequent training. Systematic training cycle would include the following:
identifying training needs, planning the training, carrying out the training and evaluating the training to know whether the training program is worthwhile.  

**Figure No. 3.5 The Training Cycle**


### 3.4 TRAINING EFFECTIVENESS – AN OVERVIEW

Training effectiveness is the degree to which trainees are able to learn and apply the knowledge and skills acquired during the programme. The attitudes, interests, values and expectations of the trainees and the training environment influence it. A training programme is likely to be more effective when the trainees are involved in their jobs and have career
plans. Contents of training programme and the capability of trainers also decide training effectiveness to a certain extent.

3.4.1 TRAINING EVALUATION MODEL

There have been many attempts to relate training interventions to organizational results. Over the last decades, many levels of effectiveness have been presented by many scholars. Perhaps the most accepted framework that attempts to speak about training efforts to organizational results is the four level framework of Donald Kirkpatrick, consisting of the following four levels: reaction, learning, behaviour and results.42

Research on training evaluation models that have been proposed since Kirkpatrick’s framework was first introduced, show that many use the four levels as a basis for their philosophy. The models of Hamblin and Philips are largely similar to Kirkpatrick, but they add a fifth level to separate out the assessment of monetary benefits of the training compared to its costs. Furthermore the model also included some additions to the other levels, such as the inclusion of needs assessment and planning in the evaluation, an examination of the preferred or predictable results, and a review of the availability and quality of resources. Whether the additions mentioned are relevant, depends on the objectives of a training intervention and the organization as a whole. The model of Kirkpatrick is used, as this one is widely known in the HRD field and provides a basic structure to distinguish the multiple levels of effect in this research.43

3.4.2 MEASURING EFFECTIVENESS OF TRAINING FOR COMPETENCY DEVELOPMENT

Different ways in measuring effectiveness can be distinguished, which can be described by means of different orders of effectiveness. For first order effectiveness, the effect is measured on a single level. For second order effectiveness, the effect is measured on two levels. For third order of effectiveness, effect is measured on three levels.

It has been mentioned by many scholars that HRD practitioners should not be satisfied with measuring the effectiveness of their training on just level one of Kirkpatrick. These evaluations are often referred to as happy sheets. Advocates like Phillips argue that HRD practitioners should measure the effectiveness of training on all levels. Stoel adds another dimension to the discussion. He disagrees with Phillips and states that the relation between the measures is more significant than the measures on a single level. One level validates the other level, where the higher the correlation is the higher the level of validity.

As Stoel proposes, one level of training effectiveness validates the other level. The
validation of competency frameworks it is often proposed that competencies should speak about to performance on the job. These propositions are all based on the subject of criterion validity. Criterion validity asks whether the measure really predicts the dependent variable it is hypothetical to forecast. Criterion validity is relevant for training effectiveness as the different levels of effect are expected to relate to each other. So it is predictable 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.\textsuperscript{44}

As Spencer proposes, a competency which does not forecast measurable performance is no competency. A method to validate a competency framework for HRD purposes is presented. Therefore, second order effectiveness analysis was performed in which level two and three as described by Kirkpatrick are included. The competency framework can be indicated as valid as it significantly predicts critical behaviour. Critical behaviour is defined as the key behaviour that significantly influences the results. Furthermore training was for HRD purposes only that competencies that can be developed during training are applicable. Because of the considerations, the competency framework was validated by means of mediation between training and critical behaviour. Furthermore, to optimize the competency framework and to be sure that single competency that do not significantly predict critical behaviour are excluded. Therefore, the mediation of single competencies was examined as this indicates the contribution of single competencies to critical behaviour as a result of training. This results in the identification of a robust and valid competency framework, in which only competencies which make a significant difference are included. By investing in the development of these competencies, high results are expected. This indicates a high return on investment (ROI).\textsuperscript{45}

**Figure No. 3.6 The Mediating Role of Competencies Between Training and Critical Behaviour.**


\begin{figure}[h]
\centering
\begin{tikzpicture}
  \node (start) at (0,0) {Training};
  \node (mediator) at (3,0) {Competencies};
  \node (end) at (6,0) {Critical Behaviour};
  \draw[->] (start) -- (mediator);
  \draw[->] (mediator) -- (end);
\end{tikzpicture}
\caption{The Mediating Role of Competencies Between Training and Critical Behaviour.}
\end{figure}

### 3.4.3 TRAINING EFFECTIVENESS AND RETURN ON INVESTMENT

For organizations, and therefore also for HRD departments, it is significant to compare the costs to the benefits for investments that need to be done. In this light, cost-effectiveness is an important concept. Cost-effectiveness is defined as the relative
expenditure compared to the outcomes, thus comparing the costs to the effects. Cost-effectiveness analysis for training situations. He describes that it is useful in training situations as the costs can often be particular but the training outcomes, although identifiable, do not have an understandable monetary value.\textsuperscript{46}

The appraisal is done on the level of competencies and behaviour as mentioned by Kirkpatrick. Optimal decisions connected to the costs and the benefits of an investment. This model describes the two variables “possibility of learning” and “importance” for different type of competencies. The possibility of learning can be described as to what level a competency is easy to educate or develop. The variable importance indicates to what level a competency determines how a person acts in explicit situation.\textsuperscript{47}

Bergenhenegouwen shows an opposite proportional connection between the variables of possibility of learning and importance. It suggests that all competencies that are important in predicting behaviour on the place of work are hard to learn to someone. Furthermore, all competencies that are simple to learn are not vital in predicting behaviour in the place of work. In practice, it is more likely that variations of these extremes are found, as the significance of a competency depends on the specific circumstances or job.

**Figure No. 3.7 Human Competency ‘ICEBERG’**

To compare the model of Bergenhenegouwen to ROI, it is assumed that a competency that has a high possibility of learning, needs less training investment (in terms of attention or money) compared to a competency that has a low possibility of learning. When a competency has a high possibility of learning and a high significance, a low investment with a high consequence is predictable. Therefore, it is expected that the ROI of a
Competency can be indicated by the product of its possibility of learning and its importance.\textsuperscript{48}

**Figure No. 3.8 The ROI of a Competency Indicated by its Possibility of Learning and its Importance**

\begin{center}
\includegraphics[width=0.5\textwidth]{figure3.8.png}
\end{center}

### 3.5 COMPETENCIES – AN OVERVIEW

In the past decade, countless organizations all over the world have documented the significance of competencies. Often, these businesses spend a year or more conducting competency studies – identifying “clusters” of knowledge, attitudes, and skills required to execute a variety of jobs. The competencies recognized by these studies in turn become the foundation for decisions about hiring, training, promotions, and other human resources functions. Underlying the current enlarged concentration in mounting human resources in work organizations and the explicit interest in HRD roles and professional competencies is a development of technological and societal revolutionize in effective life that has been going on throughout this decade.

In order to get ready for the altering world of the 21st century and the uncertainty which it engenders, fostering and developing competence and incessant learning at all levels of an organization has gradually been predictable as a sound investment. Competencies have served as the center of training and development efforts with the arrival of performance-based enlightening techniques. And because the quantity of knowledge work to labor-intensive work is growing in knowledge-based societies, the worth of people's decision, inventiveness, and thinking abilities has enlarged and continues to rise as technology takes
over more and more routine and dangerous tasks. Decisions involving knowledge work are therefore significant ones, and “if we’re going to base them on some set of competencies identified, it be supposed to be pretty clear that these competencies are valid and useful” because “a clumsy study may produce an irrelevant list of competencies, which in turn will spawn dumb HR decisions”.

### 3.5.1 CONCEPT OF COMPETENCIES

A competency is a fundamental trait of an individual/organization which enables to deliver performance in a specified profession, responsibility or circumstances. Thus the performance of an organization or an individual will depend on the appropriate competencies they possess and higher the level of competencies, superior will be the performance. Competencies allow focus process—“How things are done?” not simply on outcomes. Although competencies have been considered increasingly significant in HR and KM approaches, it is consequently far an unresolved issue of what exactly competencies are. Conventionally, HR approaches have been most concerned with advancing theoretical understanding about the nature of competencies.49

Competencies are the capacities that survive within a person and which forecast superior performance. They are frequently seen to encompass a person’s knowledge, skills, attitudes and behaviours which predict competent performance in a specific profession. Differentiate competencies as aptitudes, personal characteristics, skills and knowledge from the real behaviours that people necessitate to execute at the place of work. The difference between competencies as fundamental human qualities on the one hand and recognizable performance outcomes on the other has a long tradition in psychology.50

### 3.5.2 DEFINITIONS OF COMPETENCIES

Competencies in terms of the sets of behaviors that a person must display in order to be competent, while others refer to an underlying characteristic of a person that might be a motive, trait, skill, aspect of one’s self-image or social role, or a body of knowledge.51

The American Society for Training and Development (ASTD) has defined competencies as groups of similar behaviors that are definable, observable, and verifiable (Barnhart, Unknown). Barnhart noted that competencies are a way of grouping the myriad of specific tasks required in a specific job into a manageable number of core skills; each is given a label or title, definition, and list of sample tasks that fall under that grouping. It appears that ASTD views competencies as practical and measurable factors in a job position.52
The International Board of Standards for Training, Performance and Instruction (IBSTPI) defines a competency as “a knowledge, skill, or attitude that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment”\(^5\)

A wealth of literature describes competencies as encompassing knowledge, skills, and abilities (KSAs). In a 2002 report, the New York State Governor’s Office of Employee Relations defined competency as a characteristic of an employee that contributes to successful job performance and the achievement of organizational results. For them, competency includes knowledge, skills, and abilities plus other characteristics that bear on job performance such as values, motivation, initiative, and self-control.\(^5\)

“A descriptive tool that identifies the skills, knowledge, personal characteristics, and behaviors needed to effectively perform a role in the organization and help the business meet its strategic objectives”.\(^5\)

Competencies simply as the things people have to be, known and do, to achieve the outputs required in their job. competency based HR processes are based on the belief that it is possible to identify and isolate the behaviors exhibited more consistently by excellent performing employees than average performing employees.\(^5\)

Competencies should be the common language of the human resource system. They also stated that competencies provide the dimension against which people should be assessed for readiness or potential to move into jobs against which they should be appraised and upon which they should be developed.\(^5\)

### 3.5.3 FUNDAMENTAL COMPONENTS AND CHARACTERISTICS OF COMPETENCIES

The key components of competencies are understood to be knowledge, skills, and behaviors that contribute to achievement in a job. Cogill (Unknown) identified two major characteristics of competencies. He maintained that competencies should intimately support and facilitate business strategy and success through improved performance and competitive advantage.\(^5\)

As quoted by Nalbandian and Nalbandian, documented four characteristics to the idea of competence: (1) competence always has a context; (2) competence is rooted in a knowledge base and in analytical skills; (3) competence and values are inevitably interdependent; and (4) competence involves the whole person.\(^5\)
Metcalf, Wilson, and Joham propose that “value, rarity and appropriability” are “the characteristics of competencies which direct to the formation of a competitive advantage” and maintain that advantage after its formation. They argue that “the competency must be of worth to the task being exceptional, in that others do not possess it”, and “be appropriable, meaning that the resources essential to attain it do not eat up the benefit of having it”. They further suggested that the characteristics of competencies concerning to sustaining a competitive advantage are durability, limitability, substitutability, and tradability.  

Biemans derived “six common characteristics of competencies: 1) competencies are context-bound; 2) they are indivisible (knowledge, skills, and attitudes are integrated); 3) they are subject to change; 4) they are connected to activities and tasks; 5) competencies require learning and development processes; and 6) they are interrelated”. According to Berge, the competencies recognized by the previous studies have not altered in quantity but have enlarged in extent. They emphasize personal traits such as skills, knowledge, attitudes, and abilities in T&D competencies for new industrial environments. They state, what is significant to note is that the skills, knowledge, attitudes, and abilities that comprise each cluster have enlarged in scope.

Spencer & Spencer illustrate competencies as essential characteristics of populace representative their ways of behaving or thinking, generalizing across situations, and enduring for a realistically long period of time. They suggest five characteristics of competency: motives, traits, self-concept, knowledge and skill.

Sydanmaanlakka renowned that the fundamental characteristics of competencies can be a motive, trait, skill, aspect of one’s self-image, social role, or a body of knowledge.

3.5.4 THE PURPOSES OF COMPETENCIES

The main purpose of identifying competencies is to characterize standards of behavior necessary by an organization to execute the tasks assigned to an individual. Competencies may also be reflected in the graduation requirements of academic institutes or cycles of training dedicated to preparing future professionals for their employment.

Competencies are a vital instrument in personnel and succession planning. At a minimum, they are a means to; 1) Identify capabilities, attitudes, and attributes desirable to meet present and future staffing requirements as organizational priorities and strategies shift; and 2) focal point employee development efforts on eliminating the gap between capabilities desirable and that obtainable.
Competencies provide a universal cultural thread, a language for achievement, and a framework for thinking about superiority. Using competencies, organizations can easily decide whether employees are ready to move to superior levels of professional recital, which employees are ready to be promoted within the organization and which ones might move laterally to another functional area. If employees are not prepared, competencies can help recognize the training and development activities required to prepare them. Competency standards were used for the following purposes: 1) to identify major content in current curriculum that should be deleted, 2) to identify content to be included; and/or 3) to estimate any gap between the level of attainment of units of competency attainable by college attendance and what had been specified in the standards.66

Competency studies provide a way of linking individual personnel to organizational performance that is extremely acceptable in a comprehensive business environment with extremely competitive markets, since they focus on excellence and are not attached to specific groups of people. Development Dimensions International (DDI) and the Society for Human Resource Management (SHRM) researched best practices for integrated performance management systems. Summarized purposes for the use of competencies as seen below:

- Competency data are used for employee development; pay, promotion, and training decisions,
- Competencies are used most often for determining salary increases,
- Competencies are factored into annual salary adjustments,
- Competencies are used with other factors in job evaluation,
- Competencies drive structure, position, and movement; and
- Competency-based compensation tends to be the last application to be developed.

Further pointed out that the reason why competencies have been included as “a key element in proposed performance management systems is that competencies are the only common denominator that can be used across human resource systems consistently”.67

3.5.5 THE BENEFIT OF USING COMPETENCIES

Maintaining high-performing organizations requires high-performing employees to meet tough challenges due to rapid technological changes and strong competition many organizations have determined that rising human resources is a key to producing a sustainable competitive advantage in a speedily changing business environment, normally using competency modeling in the endeavor and “The Competency models can help ensure organizational survival, productivity, and competitiveness”.

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Diminishing job security has necessary that employees bear superior responsibilities for their own careers during recent decades, which means that they require a clear insight into their competencies and into the potential of maintaining or improving their professional competencies.

- Assisting employers in hiring individuals with rare or unique competencies that are difficult and costly to develop.
- Assisting organizations in ranking competencies for compensation and performance management.
- Better promotion selection and reduced perception of unfairness.
- Clear linkages of competencies with performance evaluations.
- Developing competencies profiles for specific positions or roles, matching the correct individuals to task sets and responsibilities.
- Directly linking individual competencies to organizational strategies and goals.
- Enabling continual monitoring and refinement of competency profiles.
- Enhanced training effectiveness by focusing on the right skills at the right times.
- Facilitating employee selection, evaluation, training, and development.
- Greater employee support and trust for an integrated human resource management system that delivers the same messages and reinforces the same values. Valid and reliable competency models can produce a number of positive.
- Improved productivity stemming from the identification of key competencies that drive the organization.
- Improved retention of qualified people through increased developmental opportunities and more flexible work design.\textsuperscript{68}

3.5.6 CLASSIFICATION OF COMPETENCIES

Competencies can be generally classified into three categories specifically organizational competencies, job related competencies and personal competencies.

**Core Competencies** A core competency is defined as an internal capability that is critical to the success of business. These are organizational competencies that all individuals are expected to possess. These competencies define what the organization values the most in people. Core Competencies are not seen as being fixed. Core Competencies should change in response to changes in the company's environment. They are flexible and evolve over time. As a business evolves and adapts to new circumstances and opportunities, so its Core Competencies will have to adapt and change.

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**Job related competencies** are those competencies which are requisite for performing an explicit profession. These are the competencies someone must reveal to be effective in his profession/responsibility, task or duty. Thus these competencies are job or role precise and differ from job to job. A competency model can be used to develop specific job interrelated competencies and come out with a competency dictionary. These competencies are organization specific as roles and responsibilities may vary from organization to organization even though the job title may be the same. Profession associated competencies may become the criteria for most of the HR functions like selection, Training and development, performance appraisal, compensation etc.

**Organizational competencies** are sole factors that make an organization competitive. Organizations require to focal point their efforts in the area of their competencies and strengthen them and outsource the other activities. This is extremely significant as these competencies are essential to the success of the organization.

**Personal competencies** are aspects of a personality they include the abilities of individuals to execute the activities within a profession or function to the standard predictable in employment. It includes the different behavioural competencies apart from the knowledge and skill level of an individual. These competencies include a. Personal competencies like developing oneself, taking initiative, delivering results, showing dedication, and adaptability.  

### 3.5.7 CLUSTER OF COMPETENCIES BY THE NIELSON GROUP AND ASTD (USA) MCLEGAN STUDY

**A) PERSONAL COMPETENCIES**

1. **Accountability and Evaluating for Others**: being responsible for the consequences of the actions of those whom you manage.
2. **Accurate Listening to Others**: openness to people and a willingness to hear what others are saying and not what you think they should say, or are going to say.
3. **Attitude towards Honesty**: a person’s view of honesty, and of structure and other in society; the level of self-esteem available to accept the consequences of their own actions, and towards reporting the dishonesty of others.
4. **Balance Decision Making**: the ability to be objective and to fairly evaluate the different aspects of a situation, and to make an ethical decision that takes into account all aspects and components, the ability to maintain balance between the needs of oneself, others, and the company at the same time.
5. **Commitment to the Job**: motivation from within oneself to stay focused and committed to a task.

6. **Consistency and Reliability in Job**: the capacity to feel an internal motivation to be conscientious in personal or professional efforts, the need to be consistent and reliable in life roles.

7. **Correcting and Developing Others**: the ability to confront controversial or difficult issues in an objective manner the ability to have non-emotion discussions about disciplinary matters.

8. **Creativity In Task Performance**: the ability to adopt traditional methods, concepts, models, designs, technologies or systems to new applications or the ability to devise new approaches to make improvements or solve problems.

9. **Emotional Control at Workplace**: the ability to maintain a rational and objective demeanor when faced with stressful or emotional situations, a measure of self-composure in a difficult situation and the ability to act objectively, rather than impulsively or emotionally.

10. **Empathic Outlook Towards Tasks**: the ability to perceive and understand the feelings and attitudes of others the ability to place oneself “in the shoes” of another and to view a situation from their perspective.

11. **Following Directions of Superiors**: the ability to effectively hear, understand and follow directions or instructions the willingness to postpone making personal decisions, or taking action, until you have openly listened to what you are being asked to do.

12. **Handling Rejection at Workplace**: the ability to handle rejection on a personal level, based solely on your self-esteem, the ability to see yourself as valuable, separate and apart from your role or position in life.

13. **Handling Stress at Workplace**: the ability to balance and defuse inner tensions and stresses, the ability to appropriately separate yourself from stressful situations and maintain your own sense of inner peace.

14. **Initiative for Any Responsibility**: the ability to direct one’s energies toward the completion of a goal, without an external catalyst, the ability to initiate actions based on one’s own interpretation or understanding of a situation.

15. **Flexibility in Jobs**: the ability to readily modify, respond to, and integrate change with minimal personal resistance.

16. **Freedom From Prejudice**: the ability to not allow unfair implications of prejudged information to enter into an effect an interpersonal relationship, not allowing a person’s
class, race, sex, ethnicity or personal philosophy to cause you to prejudge the actions, potential intentions or attitudes of others.

17. **Job Ethic**: the personal commitment an individual makes to execute a specific task.

18. **Long Term Planning**: the ability to identify long-range goals and design realistic plans to attain them, the ability to see the big picture and then determine what direction to take and how to use resources to attain future goals.

19. **Meeting Standards**: the ability to see and understand the stated requirements established for a job, and a person’s commitment to meeting them.

20. **People Reading**: the ability to read between the lines in such things as the body language, reticence, stress and emotions of others.

21. **Practical Thinking**: the ability to make practical, common sense decisions, to see and understand what is happening in a common sense way.

22. **Problem Management**: the ability to keep critical issues in context so that you can understand what is happening and effectively use one’s knowledge to solve problems.

23. **Quality Orientation**: a person’s affinity for seeing details, grading them against a pre-set standard, and identifying flaws.

24. **Realistic Expectations**: the ability to have expectations of other people that can realistically be met, either in quality of production or quality of performance.

25. **Respect for Rules and Regulation**: the ability to see and appreciate the values of conducting business affairs according to the intent of company policies and standards.

26. **Self Improvement and Management**: the motivation that a person has based on the importance of improving oneself, the motivation to obtain training and educational growth opportunities. The ability to prioritize and complete takes in order to deliver desired outcome within allotted time frames.

27. **Sense of Belonging**: how motivated a person is by feeling like part of a team or a member of a group.

28. **Understanding Attitude**: the ability to read between the lines in understanding such things as body language, reticence, stress and emotions.

29. **Sensitivity to Others**: the ability to be sensitive and aware of the feelings of others, but not allow this awareness to get in the way of making objective decisions.

30. **Understanding Motivational Needs**: the ability to understand the needs and desires of employees enough that this knowledge may be used to motivate them to succeed, the ability to encourage a self-starting, active pursuit of goals and objectives.
B) BUSINESS COMPETENCIES

1. Understanding of Business: Knowing how the functions of a business work and relate to each other; knowing the economic impact of business decisions. Example: What is the economic impact of a decision to conduct training?

2. Strategic Thinking Approach: The ability to analyze the organization's competitive position by considering market and industry trends, existing and potential customers (internal and external), and strengths and weaknesses as compared to competitors.

3. Entrepreneurial Orientation: The ability to look for and seize profitable business opportunities; willingness to take calculated risks to achieve business goals.

4. Effective Delegation of Authority: ability to control and command the human resource of the organization and fulfilling the given responsibility, in effective manner.

5. Forward Thinking Attitude: ability to have forecaster what is going to happen in future.

6. Take Management: performing the given role and responsibility in the given time span with effective manner.

7. Record Management: ability to maintain the each and every transactional recode in the systematic manner which will act as evidence in future for prosperity of business.

8. Goal Oriented: ability to operate the business activities with the intension of achievement of goal and objectives of the business.

C) INTERPERSONAL COMPETENCIES

1. Coaching to Others: ability to guide the subordinates and support for the getting the accurate knowledge of work.

2. Feedback for Other: ability to provide positive as well as negative options for the improvement in performance.

3. Group Process: ability to work among the groups and teams to achieve the goals.

4. Negotiations: ability to negotiate among the subordinates and management for the better prospect of business.

5. Open Dialogues: ability to have open dialogues related to the business activities.

6. Relationship Building: ability to build the good relationship among the subordinates.

7. Respect for Others: ability to respect the others views, opinions and suggestions.

8. Team Management: ability to organize the teams and work with team for the smooth functioning of the activities.

D) BEHAVIOURAL COMPETENCIES
1. **Frequent Changes in Work:** The job requires a comfort level with “juggling many balls in the air at the same times” it will be asked to leave several tasks unfinished and easily move on to new tasks with little or no notice.

2. **Competitiveness:** The job exists within a demanding environment where consistently winning is critical. The job demands tenacity, boldness assertiveness and a “will to win” in dealing with high competitive situations.

3. **Customer Oriented:** The job demands a positive and constructive view of working with others. There will be a high percentage of time spent in listening to understanding and successfully working with a wide range of people from diverse backgrounds to achieve win-win outcomes.

4. **Analysis of Data and Situation:** The job deals with a large number of details. It requires that details data and facts are analyzed and challenged prior to making decisions and that important decision-making data is maintained accurately for repeated examination as required.

5. **Frequent Interaction to Others:** The jobs requires a strong “people orientation’ versus a task orientation. The job will comfortably deal with multiple interruptions on a continual basis, always maintaining a friendly interface with others.

6. **Versatility Can Do:** The job calls for high level of optimism and can do orientation. It will require multiple talents and a willingness to adapt them to changing assignments as required.

7. **Urgency for Job:** The job requires decisiveness quick response, fast action. It will often be involved in critical situations demanding that on-the-spot decisions be made with good judgment. The job will repeated face important deadlines that must be met on time.

8. **Organized Activities at Workplace:** The job’s success depends on systems and procedures; its successful performance is tied to careful organization of activities, tasks and projects that require accuracy. Record keeping and planning are essential components of the job.

E) **TECHNICAL COMPETENCIES**

1. **Innovation and Inventions in Tasks:** ability to think innovations and inventions in the performing tasks and responsibilities at the place of work.

2. **Subject Matter Understanding:** Understanding what actually to be done and what not to be done at the different operations in work profile.
3. **Continuous Learning Attitude**: ability to learn the different way of performing the task and responsibilities constantly.

4. **Career Development Understanding**: Ability to think future prospect of the job and performing the duties with the intension of career development.

5. **Computer Handing**: having the knowledge of handing the electronic gadgets and different electronic systems at the place of work.

6. **Competency Identification**: ability to identify the strengths and weaknesses of the individual and accordingly perform the tasks and responsibilities.

7. **Objective Preparation**: ability to identify the goals and objectives of the individuals to be achieved while performing the duties.

8. **Electronic System Handling**: ability to handle all the electronic systems which are introduced at the work place for the employees.

**F) INTELLECTUAL COMPETENCIES**

1. **Data and Task Reduction**: ability to minimize the work and perform the work in effective manner and accurately within the time span.

2. **Observing Tasks**: Recognizing objectively what is happening in or across situations. (Being objective is the hard part.) Example: Realizing that the fidgeting of classroom participants during an exercise may indicate that a concept is not understood and more explanation is needed.

3. **Questioning for Queries**: ability to raise the questions for the queries realized at the place of work.

4. **Model Building for Activities**: ability to think strategically for performing the group activities and building the effective model for performing the activities.

5. **Self Knowledge Visioning**: identifying the self knowledge for the specific tasks to be performed and visualizing the knowledge continuously.

6. **Intellectual Versatility in Jobs**: Recognizing, exploring, and using a broad range of ideas and practices; thinking logically and creatively without undue influence from personal biases. Example: Reading a book or magazine article on a new training technique or technology. How up-to-date are you on new ideas and theories such as performance consulting accelerated learning, self-directed learning, and developing a learning organization.

7. **Task Information Search**: Gathering information from printed and other recorded sources; identifying and using information specialists and reference services and aids.
Example: How can we effectively use SMEs? This competency is critical to developing case studies and examples, and in curriculum development.

8. Collective Task Achieving Attitude: ability to achieve the collective task with the consideration of all the colleagues.70

3.5.8 CLUSTER OF COMPETENCIES AT DIFFERENT LEVELS OF MANAGEMENTS

The competencies are organized in three levels to show a development pattern for HRD practitioners: entry level, or "contributor" to solutions; mid-level, or "integrator" of solutions; and senior level, or "strategist" of solutions. At each level, the competencies listed in the technical and leadership/managerial categories are those that the HRD practitioner should master when at that level. It is assumed that HRD professionals will be working to develop all the competencies throughout their career.

Figure No. 3.9 Competencies at Different Levels of Managements

<table>
<thead>
<tr>
<th>Levels</th>
<th>Technical</th>
<th>Leadership/Managerial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Level Strategist</td>
<td>Strategic HR Practices &lt;br&gt; HR Systems &lt;br&gt; Succession Planning &lt;br&gt; Organizational Performance &lt;br&gt; Outcome Measures</td>
<td>Vision &lt;br&gt; Federal Legislative Process &lt;br&gt; Financial Management &lt;br&gt; Budget &lt;br&gt; Business Process &lt;br&gt; Reengineering &lt;br&gt; Leveraging Resources &lt;br&gt; External Awareness</td>
</tr>
<tr>
<td>Mid-Level Integrator</td>
<td>Organizational Development &lt;br&gt; Diagnosis &lt;br&gt; Performance Intervention &lt;br&gt; Group Facilitation &lt;br&gt; Coaching and Mentoring &lt;br&gt; Team Performance &lt;br&gt; Instructional Technology &lt;br&gt; Contracting/Purchasing &lt;br&gt; Cost Benefit Analysis</td>
<td>Marketing &lt;br&gt; Program Evaluation &lt;br&gt; Strategic Planning &lt;br&gt; Systems Thinking &lt;br&gt; Program/Project &lt;br&gt; Management &lt;br&gt; Change Management &lt;br&gt; Negotiating &lt;br&gt; Priority Management</td>
</tr>
<tr>
<td>Entry Level Contributor</td>
<td>Performance Analysis &lt;br&gt; Learning Systems &lt;br&gt; Career Development Concepts &lt;br&gt; Instructional Systems &lt;br&gt; Development &lt;br&gt; HRD Rules and Regulations &lt;br&gt; Presentation Platform Skills</td>
<td>Organizational Knowledge &lt;br&gt; Customer Orientation &lt;br&gt; Ethics &lt;br&gt; Teamwork &lt;br&gt; Communication &lt;br&gt; Creative Thinking &lt;br&gt; Problem Solving &lt;br&gt; Self-Development &lt;br&gt; Information Technology</td>
</tr>
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List of Competencies according to the levels, which can be better developed through means other than training programmes.
EXECUTIVE – LEVEL COMPETENCIES

1) Planning & Organizing/ Self Management: Identifies and prioritizes resources, anticipates constraints, work scheduling and mobilizes resources so as to achieve the targets/goals, is personally organized and systematic.

2) Problem Solving/Analytical Skills: Overcomes problems and obstacles through systematic analysis and balanced decision-making. Seeks all relevant information and finds the optimal solution.

3) Interpersonal Skills/Team Working/Conflict Resolution (Interpersonal Skills): Is an effective and committed team member? Understands other people and relates effectively to them. Shares information and ideas and seeks to resolve conflicts.

4) Self Empowerment (Action Orientation): Confident, decisive and action-oriented, Assumes ownership and responsibility for his job. Is committed and energetic and has a clear sense of what needs to be done.

5) Creativity/Flexibility: Is open and adaptable. Looks at situations creatively and finds new solutions.

SENIOR MANAGEMENT – LEVEL COMPETENCIES

1) Influencing: Is able to impact upon, gain the acceptance of, and effect behaviour changes in individuals, groups and large audiences either through directly presentational skills or leasing, networking and indirect influence.

2) Resource Optimization/Work Process Orientation: Plans effectively to make the best possible use of the existing resources. Optimizes the workflow and ensures effective integration and alignment with other related processes. Sets goals and objectives, monitors progress and responds rapidly when required.

3) Stress Management (People Management): Shows genuine concern for staff and takes responsibility for their welfare and development. Seeks to improve and optimize management processes and the working environment.

4) Multi-functionality: Has a complete overview of the operation and business area. Understands the specific operational components and diverse functional responsibilities and ensures their smooth integration

5) Leadership in adversity (Leadership by Example): Motivates, inspires, influences and pushes people to attain organizational and project goals. Leads by example and delegates effectively.
6) Learning Facilitation/ People Process Orientation (Organization Development Orientation): Initiates and supports a continuous process of increasing the skill base and systems and process improvement, Makes optimal utilization of various people management techniques for effective recruitment, reward and development.

7) Integrity: Fully internalizes the organizations philosophy of doing business and acts as a role model and example. Does whatever he/she believes to be right in spite of pressures to the contrary.

MIDDLE MANAGEMENT – LEVEL COMPETENCIES

1) Listening/ Summarizing (Networking): Collects, interprets and shares information effectively. Interacts, leases and builds relationships with a diverse range of parties both internal and external to the organization.

2) Motivation/Caring: Creates an urge in an employee to achieve specific objectives. Shows genuine concern and respect and are sensitive to employees' needs, Is committed to supporting and protecting staff.

3) Empowering/ Development of Subordinates: Creates an environment where people have the confidence to assume responsibility and ownership of the job. Supports ongoing feedback and development and helps staff to realize their full potential through appropriate interventions.

4) Improvement Orientation: Keeps own skill set up to date and is proactive in ensuring the implementation of new and better ways of achieving desired objectives. Ensures that learning is shared and that quality is maintained and improved upon.

5) Integrity/Drive: Fully internalizes the organizations philosophy of doing business and acts as a role model and example. Is committed to the job and works hard for the long term good of the organization. Takes on responsibility and accepts challenges.

6) Specialist Knowledge: Has a good grasp of a wide range of operational issues and demonstrates good technical project skills. Keeps updated on new developments, theories and methods and continuously expands his knowledge base, Capable of conducting research in a specialist area.

7) Influencing & Persuading: Makes an impact and puts his/her ideas and views across clearly. Establishes credibility, gains acceptance and converts resistance to acceptance.
SUPERVISOR- LEVEL COMPETENCIES

1) **Positive Attitude:** Is positive in his outlook towards work and the environment in general. Enthusiastic in accepting new initiatives / challenges and demonstrates a feeling of optimism and energy.

2) **Functional Knowledge:** Has a good grasp of his job and related processes. Can evaluate job related information for its practical application.

3) **Interpersonal Skills:** Involves others, interacts effectively and is a committed team member. Understands others and is able to deal with them effectively. Shares information and ideas and seeks to resolve conflicts.

4) **Self Empowerment:** Is confident, decisive and action-oriented. Assumes ownership and responsibility for the job, Is committed, resilient and energetic and has a clear sense of what needs to be done.

5) **Analytical Ability:** Is able to identify and diagnose key issues, seek relevant information, draw accurate conclusions / inferences in order to find the appropriate solution.

6) **Adaptability:** Is open and adapts to different situations quickly, Accepts change willingly.

7) **Improvement Orientation:** Seeks, suggests and implements new ideas for continuous improvements. Can think, think, think of innovative (think out of box), multiple options.

3.5.9 STEPS INVOLVED IN COMPETENCY MANAGEMENT APPROACH

Figure No. 3.10 Steps Involved in Competency Managements

- Analyzing, Setting and Purpose
- Defining Competencies
- Assessing Competencies
- Evaluating Models
- Using Models
1. Analyzing, Setting and Purpose of Competency Management: this step is concerned with asking which purpose competency management approach has for particular organization where it is employed. Example: relating to the development of HR professionals closer to real job needs.

2. Defining Competencies for the Organization: this is concerned with providing the model of which competencies should be measured and how they related to organizational performance. Example: analyzing the main task of HR professionals and deriving competencies needed for performing the tasks.

3. Assessing Available Competencies of the Workforce: at this point measurement process takes place which assess the competencies defined in certain group of people. Example: defining the scale on which competencies defined for HR professionals can be measured and performing an assessment of those working in particular role.

4. Evaluating the Organizational Model and the Measurement: the model that has been defined in and the measurement performed in, both constitute hypothesis about the affairs within the specific organization under consideration. The question remains whether this hypothesis corresponds to the true affairs.

5. Using the models within Organizational Practices: this last step leads back to the purpose in and make the collected data available for the practice defined there. Example: determining which employees need further training in which of the competencies, and what kind of training can be provided.72

3.5.10 COMPETENCY MODELS

Since the 1990s, competencies have become the code words for the human resources and strategic management practices of recruiting, selecting, placing, leading, and training employees and evaluating employee performance. Competency models also have been used to categorize jobs in both the private and public sectors. When engaging in succession planning, competency models are used by business to get ready and advance competent incumbent workers to vacant positions of leadership. When a competency model has been developed for every position within an organization, the human resources, training, management and employee are working in unison to meet the goals of the organization. A competency model is a descriptive tool that identifies the competencies needed to operate in a specific role within a job, occupation, organization, or industry. Simply stated, a competency model is a behavioral job description that must be defined by each occupational
function and each job. Depending on the work and organizational environment, a group of 7 to 9 total competencies are usually required of a particular job and depicted in a competency model.

To realize competency necessities of a job responsibility, they are often represented pictorially and competencies are mapped, with competencies obtainable on a hierarchy. This also is true of the competency models that the ETA has recently developed with industry representatives for 3 of the 14 targeted industry sectors identified as part of the President’s High Growth Job Training Initiative and can be found in the ETA Competency Model Clearinghouse. Each of the three industry models are based on the general competency model framework described on the ETA Competency Model Clearinghouse.

The essentials of the competency models developed by ETA and industries are reliable with the literature that describes competency models. The model explains that there are core competencies that are necessary for all workers. This would comprise knowledge, skills and abilities as well as soft skills or behaviors. The core competencies or skills are similar across occupations and are necessary of many occupations. 73

**Figure No. 3.11 ETA Competency Model Clearinghouse’s General Competency Model Framework**
COMPETENCY ICEBERG MODEL

It can be helpful to think of competencies in terms of an iceberg. Technical competencies are at the tip - the portion above the waterline that is clearly visible (and therefore easier to assess). Behavioral competencies are below the waterline - they are more difficult to assess, and often harder to develop. Behavioral competencies can be understood as manifestations of how a person views him or herself (self-image), how he or she typically behaves (traits), or motives him or her (motives).
**Skill:** - A person's ability to do something well. For example, is great at using Microsoft Word.

**Knowledge:** - Information that a person uses in a particular area. For example, this might differentiate the outstanding waiter or waitress who speaks many languages from his or her average counterpart in a restaurant with an international clientele.

**Self-image:** - A person's view of him or herself, identity, personality and worth. For example: seeing oneself as a leader, or as a developer of people.

**Trait:** - A typical aspect of a person's behavior. For example, being a good listener.

**Motive:** - What drives someone's behavior in a particular area (an underlying need for achievement, affiliation or power).

3.6 CONCLUSION

Today’s societies place challenging anxiety on individuals, who are tackling with difficulty in many parts of their work life. What do these demands involve for key competencies that persons require to acquire? Defining such competencies can improve assessments of how well prepared young people and adults are for life’s challenges, as well as identify overarching goals for education systems and lifelong learning.
A competency is more than just knowledge and skills. It involves the capability to meet multifaceted demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular circumstance. For example, the ability to communicate successfully is a competency that may draw on an individual’s knowledge of verbal communication, practical IT skills and attitudes towards those with whom he or she is communicating. Globalization and modernization are creating a more and more varied and interconnected world. To make sense of and function well in this world, individuals need to master altering technologies and to make sense of large amounts of available information. An individual has to create the place in the world market with extra-ordinary skills (competencies) for the sustainable growth and development.

3.7 REFERENCES


71. The HRD competencies were prepared by a special HRD Council task force—comprised of Marjorie L. Budd (Department of Defense), David Amaral (Department of the Navy), Randy Bergquist (Department of Transportation), and Paul Longanbach (Office of Personnel Management)—based on extensive review of models used in the public and private sectors, and the combined experience of task force members.