CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology refers to solving the research process systematically. The main objective of this chapter is to provide a description of the research design and methodology adopted for the study. It includes research framework, research design, sampling, tools of data collection, content and construct validity, reliability, development and tools of data analysis and the statistical technique used in the study.
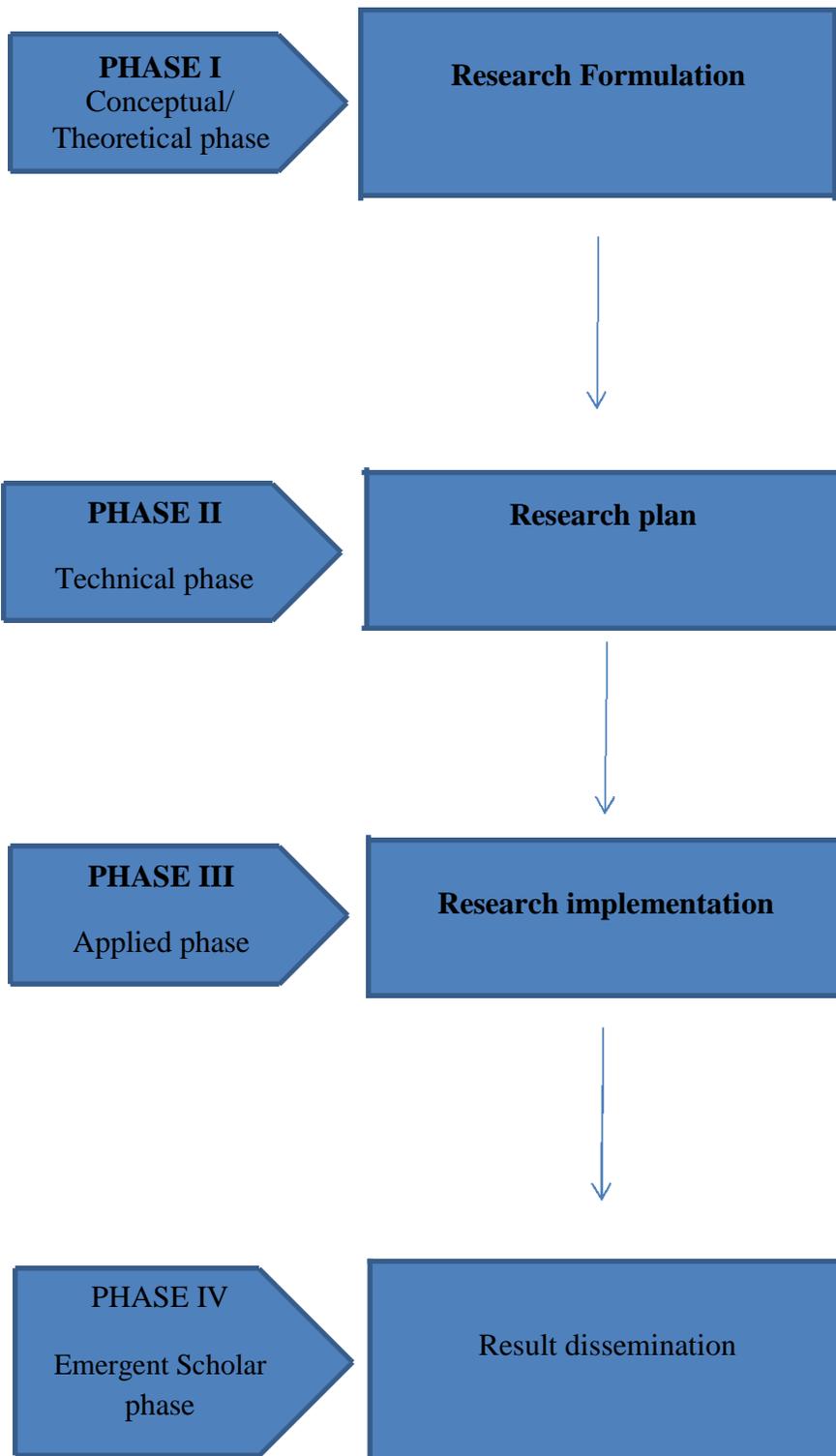
3.2 Research framework

A research framework helps in providing the strategies and directions within which research can be carried out. The researcher has used the research framework enlisted in Fig.2 in the current study.

3.2.1. Phase I- Conceptual/ Theoretical phase

In line with the research framework, the **first phase** of the research is basically the conceptual or the theoretical phase wherein the researcher tries to formulate the following:-

3.2.1.1 Step 1- Determine goal

In the current study, in **Step 1** the researcher's primary goal was to ascertain the impact of Managerial competencies and Organizational Culture on Managerial effectiveness.

| PHASE I
Conceptual/
Theoretical phase | **Research Formulation** | *Components of the Checklist for Data collection, Data Analysis & Data Interpretation* |

PHASE I
Conceptual/
Theoretical phase

Research Formulation

Components of the Checklist for Data collection, Data Analysis & Data Interpretation

1. Method

Participants

Instruments

Procedure

Legitimation

Analysis

PHASE II

Technical phase

Research plan

2. Results

3. Discussion

4. Reference list

5. Appendix

PHASE III

Applied phase

Research implementation

PHASE IV

Emergent Scholar
phase

Result dissemination

Figure 3.1 Research framework

3.2.1.2 Step 2- Formulate research objective

In **Step 2,** she formulated the research objectives. The objectives of the current study are:-

1) To identify the important competencies for middle level managers, across different functional areas in the Indian banking sector.
2) To develop a scale for measuring MC.
3) To understand the Culture archetype in different banks.
4) To understand the relationship between MC and OC.
5) To examine the effect of MC on ME.
6) To analyse the effect of various types of OC on ME.
7) To analyse the joint effect of MC and OC on ME.

3.2.1.3 Step 3- Determine rationale

In **Step 3** the researcher determined the rationale for the research.

It was seen by the researcher that regardless of far reaching application, there are a few published studies of the exact connection between MC and ME, especially in the Indian context. Further, though literature has enough proof saying that the construct of organizational culture is important in affecting employee job satisfaction and organizational commitment which are important drivers of employee performance but it is silent about the direct relationship between OC and effectiveness of the employee. Finally, no study has been conducted which has integrated all the three variables i.e. Managerial competencies, Organisational culture and Managerial effectiveness, under a single umbrella, that too in the banking sector. Therefore, the researcher has undertaken the current study.

3.2.1.4 Step 4- Determine research purpose

In **Step 4,** the purpose of the research was evaluated.

The researcher considered that the current study is significant to three areas of study; Managerial competencies, Organisational Culture and Managerial effectiveness. It provided an opportunity

to add new knowledge to the area of Managerial competencies as it can be utilized to improve Managerial effectiveness. Development of effective managers is very crucial for business success. Also, the way Organizational culture is perceived by the managers is vital for managerial performance. Literature shows that managers may be having the requisite competencies but their performance may not be up to the mark as they perceive the organisational culture to be unfavourable.

The findings of the current study may be beneficial for Organisational Development practitioners who may integrate Managerial competencies with Managerial effectiveness in the design of Managerial development programmes. Also, it may be helpful for HR managers who may use the list of Managerial competencies during the process of recruitment and selection. The study may also provide an insight to the top management to make necessary changes in Organisational culture if it is not in sync with Managerial performance.

3.2.1.5 Step 5- Determine research question

In **Step 5,** the following research questions were framed in order to achieve the objective mentioned in **Step 2:-**

RQ1. Is there a relationship between managerial competencies and managerial effectiveness, which can be empirically tested in the Indian banking sector?

RQ2. Is there a relationship between organizational culture & Managerial effectiveness, which can be empirically tested?

RQ3. What role does organisational culture play in the relationship between Managerial competencies & Managerial effectiveness?

3.2.2 Phase II- Technical phase

Phase II of the study was the technical phase, wherein the researcher had established the research plan. It basically comprised of two steps: selecting the research design and selecting the sampling framework.

3.2.2.1 Step 6. Selecting the research design

According to De Vaus and de Vaus (2001), "a research design refers to the overall strategy that one chooses, to integrate the different components of the study in a logical & coherent way". [109]. It ensures that the researcher effectively addresses the research problem. "It constitutes the blue print for the collection, measurement and analysis of the data". [109]. The current study is both exploratory and descriptive in nature.

A design is said to be exploratory when there are few or no prior examinations to refer to or depend upon to foresee a result. The emphasis is on gaining insights for later examination or is attempted when the exploration issue is in a preliminary phase of examination. It basically addresses research questions of all types (what, why & how). (Malhotra & Dash, 2015). [110]. The study is exploratory because the researcher tried to explore the competencies that are considered to be important for managers who are working in the middle level in the banking sector in the Indian context. Also it was observed that that there were no studies that explored the relationship of MC, OC and ME; that too in the banking industry. Hence, the study is exploratory.

According to Burns & Grove (2003), a descriptive research is reporting of an event, as it "naturally happens". [111]. It helps the researcher in describing the characteristics of the population and phenomenon that is being examined. In the context of the current study, descriptive research was helpful in examining the three constructs of *Managerial Competencies, Organizational Culture and Managerial Effectiveness* in the banking industry; their inter-relationships and the role of *Managerial Competencies* and *Organizational Culture* in *Managerial Effectiveness*.

3.2.2.2 Step7 Selecting the sampling framework

According to Malhotra & Dash, "A sampling frame is the source from which a sample is drawn". It comprises of every one of those inside a populace who can be examined and may incorporate people, organizations or family units.

In the present study RBI's website (www.rbi.org.in) and All Delhi Bank's directory 2013 were used as the sampling frame. The details are given in the following discussion.
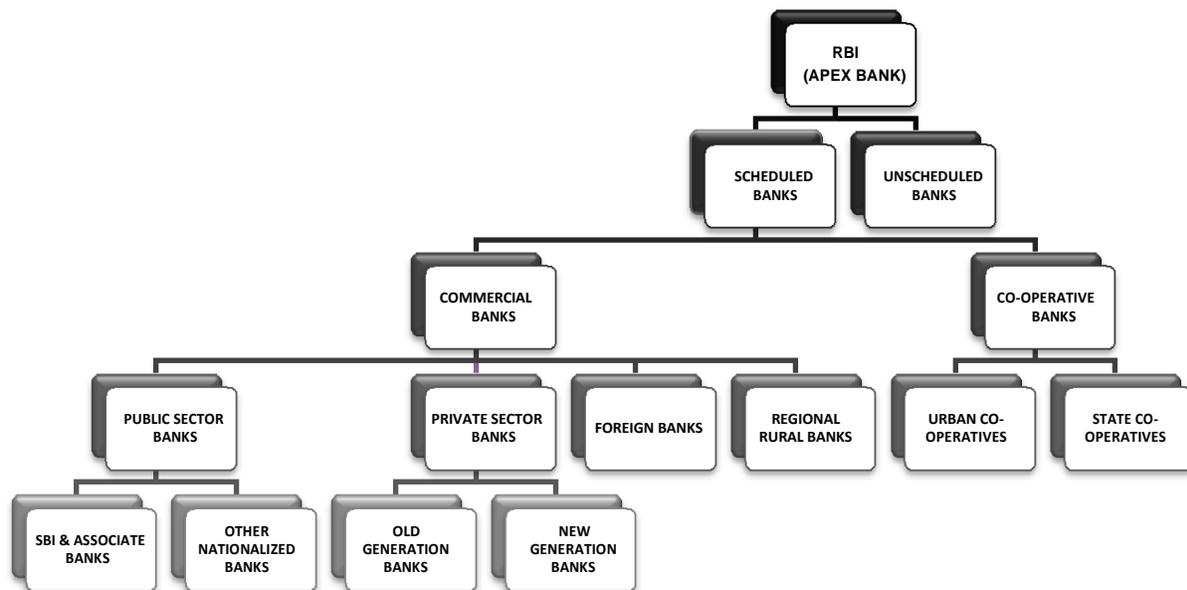
Figure 3.2 Classifications of Banks in India

As can be observed from Figure 3.2, banks in India have been divided into different categories. Each category has its own particular advantages and disadvantages. At the apex level is the RBI which acts as the principal bank of Indian Banking Industry.

Schedules Banks are those banks which are included in the Second schedule of RBI Act of 1934, which includes banks with following characteristics:

    a. The bank should have a paid up capital of at least Rs. 5 lacs, and

    b. It should be a corporation and not a partnership firm.

These Scheduled Banks are further classified into:

1. Commercial Banks
2. Co-operative Banks

Commercial Banks:-

Commercial banks are financial institutions that give services, for example, giving business and personal advances, automobile advances and home loan loaning, and fundamental investment products like savings accounts, certificates of deposit and other term deposits.

In India, *commercial banks* are categorized into:

I.   **Public Sector Banks:**
II. **Private Sector Banks:**
III. **Foreign Banks:**
IV. **Regional Rural Banks:**

Co-operative banks:-

These banks are maintained and controlled by cooperative societies, and appeared for the first time under the Cooperative Societies Act in 1912. They have similar functions like commercial banks, but in addition to that, they provide finances to farmers, salaried individuals and small scale enterprises, etc.

There are two types of cooperative banks:

I. Urban Cooperative Banks
II. State Cooperative Banks

Unscheduled Banks

Unscheduled Banks are those banks which are excluded from the Second schedule of the RBI Act, 1934.

Population:

The managers of various public and private sector banks in Delhi- NCR were selected as the population for the current study. Since the competencies required of managers of foreign banks and co-operative banks will be very much different as compared to the managers of public sector and private sector banks, they were excluded from the study.

Sample:

As per Polit *et al*. "a sample is a proportion of a population". [112]. In the present study, middle level managers (Scale II and Scale III employees) each of two reputed public and private sector banks i.e. SBI and PNB and ICICI and HDFC respectively were chosen as the final sample. The sampling region was confined to Delhi NCR.

Sampling criteria:-

In order to have a logical conclusion, it was decided by the researcher to establish certain criteria for selecting the samples from both the categories of banks. The three criteria that were chosen to include any employee in the sample from both the banks were:

- *Designation*- It was important for the respondents to be designated as Managers and Executives.
- *Qualification*-It was important for the respondents to be either Graduates or Post Graduates.
- *Work experience*- It was important for the respondents to have at least one year of experience.

Sampling method:

Multistage sampling method i.e. combination of both probability and non-probability sampling technique such as judgemental sampling and random sampling was used to select the sample. First, from the RBI's website, a list of public and private sector banks was generated. It was seen that there were 26 public sector banks and 20 private sector banks in India. (Refer to appendix). Next, on the basis of criteria like profitability and market share, two high performing banks from public sector i.e. SBI and PNB, and two high performing banks from private sector i.e. ICICI and

HDFC were chosen. (Refer to appendix C). In the next step, from the All Delhi Bank's directory, 2013, 15 branches each, of 4 banks were randomly chosen. These branches were chosen from various regions of Delhi NCR. Thus the researcher ensured that the sample has completely represented the population. The Branch managers of the concerned banks and branches were briefed about the research objectives, and the requirements to be complied by the participants. After seeking permission from the branch manager, the researcher interacted with the concerned participants and data was collected. The participants were convinced that their identity will be kept confidential.

Sample size:

Out of the 600 questionnaires distributed, 506 were considered to be usable for the analysis. Distribution of different types of respondents is given in Table 3.1.

Table 3.1 Sample category

Sample category	No. of respondents
SBI	132
PNB	123
ICICI	121
HDFC	130

3.2.3. Phase III- Applied phase

Phase III of the study was the applied phase, wherein the researcher had actually implemented the plan which was established in phase II. This phase comprises of four steps: data collection, data analysis, data legitimation and data interpretation.

3.2.3.1 Step8- Data collection

"Data collection is the way of collecting and estimating data on factors of interest, in a built up way, with the goal that one can answer expressed research questions; test hypotheses framed, and assess results".[110]. In the current study, primary as well as secondary data have been used. "Primary data refers to the data originated by the researcher for a specific purpose in order to address the research problem whereas secondary data refers to data collected for some other problems apart from the problem at hand". [110]. In the current research, primary data has been collected in the form of survey, and secondary data has been collected in the form of research papers, articles and RBI bulletin. The process of data collection was initiated between February 2014 and August 2014.

Tools of data collection

The researcher has used a structured questionnaire to collect the data. The entire questionnaire has been divided into four parts: namely Part A, Part B, Part C & Part D.

The opening part of the questionnaire explained in brief the purpose of the study.

Part A comprised of the *demographic details* namely age, gender, qualification, and work experience, sector in which the employee is currently working and the current designation of the employee. Part B, C & D of the questionnaire catered to the constructs of Managerial competencies, Organizational Culture and Managerial effectiveness respectively.

Part B - Managerial Competencies: To measure Managerial Competencies, 32 item- scale comprising of five dimensions, developed by the researcher in this study was used. Responses were obtained on a 5-point Likert scale, ranging from 1: Never to 5: Always depending on how frequently the employees demonstrated that competency.

The chapter further elaborates the construction of the Managerial Competency scale.

Part C - Organizational Culture: To measure Organizational culture, 16 item- scale based on the work of Deshpande and Farley and Webster (1993) was used. Four content dimensions served as the basis for the scale. These dimensions were "dominant characteristics of the organization, the leadership style that permeates the organization, the glue that holds the organization together and the strategic emphases of the organization". [36]. Each dimension comprised of 4 statements that catered to the four sectors of the CVF, namely, "*hierarchy, market, clan and adhocracy*

cultures".[36]. The respondents were requested to respond on a five point Likert-type scale, ranging from 1 to 5, wherein 1 refers to *strongly disagree* 2 refers to *disagree,* 3 refers to *neutral*, 4 refers to *agree* and 5 refers to *strongly agree.*

Part D- Managerial effectiveness: - ME was measured by a 13 item scale based on the work of Pablo Hernandez Marrero (2006) [2]. Here, the respondents were asked to compare themselves to an ideal manager of their choice in the banking industry and rate themselves in a five-point Likert-type scale where 1 indicates not very well, 2 indicates slightly well, 3 indicates moderately well, 4 indicates very well and 5 indicates extremely well.

3.2.3.2 Step9. Data analysis

Step 9 of the research framework details the data analysis process.

SPSS version 21 was used to analyze the data. In this study, three variables were investigated simultaneously. Table 3.2 lists the details of the variables investigated.

Table 3.2 List of variables used in the study

Dependent variable

    Managerial effectiveness

Independent variables

    Managerial competencies
    Organizational culture

Control variables

    Demographic
     -Gender
     -Age
     -Educational qualification

Procedure for data analysis

Following analyses were performed to analyse the data.

➢ Development of MC scale using EFA and CFA

➢ Comparison of the organizational culture and cultural dimensions between public and private sector banks using Independent sample t-tests.

➢ Analysis of the influence of demographic variables i.e. age, gender and educational qualification on the constructs of MC, OC and ME using Independent sample t-tests, Analysis of Variance (ANOVA), Post Hoc Tukey test and Games Howell test.

➢ Relationship between OC and MC using Pearson's correlation.

➢ Hierarchical regression analysis to analyse the impact of MC& OC on ME.

3.2.3.3 Step 10 Legitimate data

With a specific end goal to check the legitimacy of the data, reliability and validity analysis were done. Face and content validity was established with the help of experts, who were the branch managers of the various public and private sector banks, and staff members of the training centre of few banks. Suggestions from two senior faculties of a reputed university were also taken. Construct validity was established with EFA & CFA. Reliability was established by checking the alpha coefficient of the three scales. It was observed that the alpha value for the three scales i.e. MC, OC and ME were 0.80, 0.878 and 0.894. These values were above the 0.7 value suggested by Nunnally. [113]. Thus the reliability and validity of the instrument was established.

3.2.3.4 Step 11 Data interpretation

After collecting the data and doing the analysis, data was finally interpreted in the light of the objectives formulated in Step 2 of phase 1. The particulars of data interpretation and findings are discussed in Chapter 4.

3.2.4. Phase IV- Emergent scholar phase

The concluding phase i.e. phase IV is the emergent scholar phase wherein the results of the study are disseminated and scope for future research is laid down. The details of this phase are discussed in Chapter 5 & Chapter 6.

3.3 Scale development and identification

One of the important tasks involved in the study was to identify and develop the scales. The rationale and detailed procedure used for identifying and developing the scale is given in the following discussion.

3.3.1 Scale identification-organizational culture

In this study, OC was measured by a scale developed by Deshpande, Farley and Webster (1993). Four dimensions serve as the foundation for this scale. They are:- "dominant characteristics of the organisation, the leadership style and approach that permeates the organisation, the organisational glue or bonding that holds the organization together and the strategic emphases that define what areas of emphasis drive the organisation's strategy" [36]. These four dimensions, comprising of four statements each, cater to the four quarters of the CVF, namely the "hierarchy, market, clan and adhocracy cultures". [2011]. A brief description of the four culture profile is given below:-

Clan: an organization that primarily focuses on inner support with adaptability, concern and sensitivity for individuals. Such culture underlines cohesiveness, interest and cooperation. Employee commitment is accomplished mostly through support. Individual satisfaction is more important compared to money related objectives.

Adhocracy: Focuses on adaptability and independence. It emphasizes enterprise, innovation and flexibility. Achievement implies increasing novel and new items or services.

Hierarchy: Focusses on inside support with a requirement for stability and control. It values order and controls. The leadership style is regulatory. Follow up and control are stressed with respect to clearly expressed objectives. Employee management is worried about secure employment and consistency.

Market: Concentrates on outer support with a requirement for soundness and control. It focusses on aggressiveness and objective accomplishment. Emphasis is on efficiency and responsiveness to the market. It centres on taking care of business. Individuals are hard-working, determined, makers, tough and demanding.

In order to finalize the above scale of Deshpande, Farley & Webster, to be used for the current study, the researcher undertook the following steps:-

First step:-

After doing a thorough literature review, she observed that the following scales have been used by other researchers in the past to measure Organisational culture

1) Organizational Culture Inventory, 1987

2) CVF developed by Quinn & Freeman, 1991

3) Scale developed by Deshpande, Farley & Webster, 1993

4) QIIS scale developed by Shortell et al.2000

5) OCTAPACE , Udai Pareek, 2010

Second step:-

Further, to identify that out of the six scales used in various studies, which scale will be appropriate for the current study, interviews were conducted with the panel of experts (n=25). These panels of experts were branch managers of various public & private sector banks, and faculty members of staff training Centre of various public & private sector banks. Open ended question was asked to these experts like

Q. "Do you think organisational culture affects Managerial effectiveness? If yes, how?

Through interviews, the researcher obtained positive responses from all the experts. Further, content analysis of the responses revealed that the experts mainly came out with two dimensions-*"leadership style of the branch manager and strategy adopted by the bank"* plays an important role in the effectiveness of the managers.

Third step:-

In the next step, the researcher decided the rationale to select the scale for the current study.

It was observed that the dimensions of the content analysis matched with the dimensions of the scale developed by Deshpande, Farley and Webster, 1993**.** Also, it was observed that the scale was **s**imple to use & easy to comprehend and it has been used by various researchers to assess OC and to establish relationship between OC and other constructs like job satisfaction, organisational commitment & organisational performance.

In total, the scale comprised of 16 items. All the items in the scale required the managers to respond on a five point Likert-type scale, where (1) indicates strongly disagree and (5) indicates strongly agree.

3.3.2 Scale identification- Managerial effectiveness

ME is defined as "the degree to which a manager perceives that he or she fulfils or exceeds work role expectations". [117]. In the current study, Managerial effectiveness was measured by an adapted 13-item scale developed by Marrero, Pablo Hernandez (2006) [2]. The scale is a self-rating scale and assesses the extent to which managers perceive themselves to be effective by comparing their effectiveness with their "ideal managers" in the work-place. The "ideal manager" refers to the perceptual benchmark or gold standard for each outcome. All the items were rated on a five-point Likert-type scale, ranging from 1 (not very well) to 5 (extremely well). In each item, managers were asked to specify how they compared themselves to an "ideal manager" who performed extremely well.

In order to finalize the above scale of Pablo Hernandez Marrero, to be used for the current study, the researcher undertook similar steps which was followed earlier

First step:-

After doing a thorough literature review, she observed that the following scales have been used by other researchers in the past to measure Managerial effectiveness

1) Managerial effectiveness questionnaire developed by Mott
2) Managerial effectiveness questionnaire developed by Seeta Gupta

3) Managerial effectiveness scale developed by Dhar, Dhar and Jain

4) Managerial effectiveness scale developed by Pablo Hernanadez Marrero

Second step:-

In order to identify that out of the six scales used in various studies, which scale will be appropriate for the current study, interviews were conducted with the same panel of experts (n=25) who were branch managers of various public & private sector banks, and faculty members of staff training Centre of various public & private sector banks. Open ended question was asked to these experts like

"What is the criterion on the basis of which an employee is considered to be effective?"

Content analysis of the responses revealed mainly two dimensions- *"Achievement of targets" and "customer satisfaction"*

Third step:-

In the next step, the researcher decided the rationale to select the scale for the current study.

It was seen that the scale developed by Marrero, Pablo Hernandez (2006) had items through which the managers were measuring the multiple management requisites expected in their work [2]. It provided both an overall assessment of managerial effectiveness, and specific and generalized effectiveness criteria dependent on what managers are expected to do in the banking sector. Also it was observed that the scale is recent & has been used by the researcher to establish the relationship between managerial competency and managerial effectiveness. Further observations lead to the fact that the items of the other scale overlapped with the items of the Managerial competency scale.

Therefore, the researcher thought that it is justified to use the above scale.

3.3.3 Development of Managerial Competency scale
Through in depth literature review it was observed that the researchers and the practitioners worldwide are using generic competency models to measure competencies. Moreover, there was no specific scale to measure competencies for the banking sector employees. Therefore she

thought of developing a scale of her own. The following steps were undertaken to develop the scale.

On the basis of literature review, a list of 53 competencies which was important for managers across various sectors, was extracted (Chapter 2). This list of competencies was administered to fifty two panel of experts in which they were asked to rate the importance of the competencies, for middle level managers in the banking sector, on a five point Likert- type scale, wherein 1=not at all important, 2=slightly important, 3=moderately important, 4= important and 5=essentially important. This panel of experts were branch managers of various public & private sector banks, and faculty members of staff training centres of various public & private sector banks. Having collected the data, an aggregate score was used to determine the competencies that are essentially important for managers who are working in the middle level in the banking sector. Table 3.3 reflects the essentially important competencies whose mean score was above 4 and standard deviation less than 1.

Table 3.3 Essentially important competencies

No.	Competencies	Mean	SD
Essentially important Competencies			
No.	Competencies	Mean	SD
1	Listening skills	4.68	0.55
2	Team building	4.64	0.56
3	Customer relations knowledge	4.6	0.64
4	Maintaining professional & ethical standards	4.52	0.58
5	Delegating effectively	4.48	0.58
6	Managing knowledge & talent	4.48	0.87
7	Communication skills	4.44	0.58
8	Motivating others	4.44	0.65
9	Understanding self & others	4.4	0.50
10	Relationship management	4.4	0.57
11	Problem solving	4.4	0.64
12	Time management ability	4.4	0.64
13	Taking initiative	4.36	0.70
14	Integrity and trust	4.32	0.74
15	Developing subordinates	4.32	0.69
16	Shows approachability	4.28	0.61
17	Self-development	4.24	0.52
18	Co-operation	4.24	0.66
19	Patience	4.24	0.66
20	Quality focused	4.24	0.72
21	Crisis management	4.2	0.70
22	Portraying enthusiasm & passion	4.2	0.76
23	Drive for results	4.2	0.71
24	Following processes & procedures	4.2	0.86
25	Negotiation	4.08	0.86

Item development:-

In the next stage, items were developed based on the research objectives. Items were developed competency wise and provided examples of ways in which employees demonstrated a particular behaviour at workplace. By reviewing the extant literature on what constituted the types of behaviours that represented managerial competencies, as well as in consultation with the branch managers of various banks, a preliminary set of 48 items was developed. All the items were original. Table 4.4 shows the list of essentially important competencies, behavioural indicators and the initial list of 48 items developed for each competency. These items were jumbled up. Finally a comprehensive questionnaire comprising of 48 items was prepared and administered to a separate sample of 11 banking professionals for qualitative analysis. On the basis of feedback received by these experts, some of the items were eliminated as they were found to be confusing and repetitive. Based on this analysis, a set of 32 items was retained in the final questionnaire.

Table 3.4 Item development

Sl. no.	Competency name Behavioural indicators	Items
1	**Communication skills** Guarantees that important issues are addressed to and that imperative data is shared rapidly and successfully up, down, and over the division	1)I ensure that important information is shared quickly and effectively, up, down & across the department. 2) I put across my point of view clearly and persuasively
2	**Co-operation** Really thinks about individuals; is worried about their work and non-work issues; is accessible and prepared to help; is thoughtful to the situation of others; shows genuine compassion with the delights and sorrows of others.	1) I extend full support when my colleagues face any difficulty in their work & non- work related problems.
3	**Crisis management** Is cool under strain; does not end up when challenges are out of hand; is mature; can be depended on to hold things together amidst extreme occasions; can deal with pressure; doesn't show disappointment when opposed or blocked;	1) I lose my cool when customers come to me with an unexpected problem 2) I get stressed during tough times.
4	**Customer relations knowledge** Is devoted to meeting the desires and prerequisites of internal and external clients; gets direct client data and utilizes it for enhancements in products and services; acts in view of clients; sets up and keeps up warm associations with clients and gains	1) I am aware of the products and services available to the customers 2) I fail to meet the expectations & requirements of my customers.

		3) I use the information given by the customers to improve products & services in the bank.
5	**Delegating effectively** Unmistakably and serenely appoints both normal and imperative assignments and choices; extensively shares both duty and responsibility; tends to confide in individuals to perform; lets the subordinates complete their own work	1) My subordinates are aware of their job responsibilities. 2) I let my subordinates finish their own work.
6	**Developing subordinates** Gives testing and challenging tasks and assignments; holds frequent dialogs; knows about each subordinate's career aspirations; builds convincing development plans and executes them;	1)I help my subordinates in their career development plans 2) I set challenging goals for my subordinates & push them to achieve it.
7	**Drive for results** Can be depended on to surpass objectives effectively; is continually and reliably one of the best performers; propels self as well as others for results	1) I am counted on by my seniors because I exceed goals successfully. 2) I consistently deliver high quality results
8	**Following processes & procedures** Great at making sense of the procedures that are important to complete things; knows how to arrange individuals and exercises; sees how to be	1)I fail to comply with the established rules & regulations framed by the bank

	independent and joins assignments into proficient work process;	2) I am able to simplify complex processes
9	**Integrity & trust** Is broadly trusted; is viewed as immediate, honest individual; can introduce the unvarnished truth in a proper and accommodating way; admits mistakes; keeps confidence; concedes botches; doesn't distort self for individual gains	1)Customers talk to me openly because they know that I will not disclose their account details 2) My seniors confide in me for discussing important issues of the bank
10	**Listening** Effectively takes care of and passes on the understanding of the remarks and inquiries of others; listens well in a gathering	1)I become restless when people speak to me 2)I let others finish their point before I comment
11	**Maintains professional & ethical standards** Adheres to a proper standard for the setting and powerful arrangement of core values and beliefs, amid both great and awful occasions; acts in accordance with those qualities; rewards the correct qualities and objects to others;	1)I keep confidentiality of the account details of the customers 2) I help customers within the specified guidelines of the bank
12	**Managing knowledge & talent** Clearly assigns duty regarding tasks and decisions; sets clear goals and measures; screens process, progress and results; plans giving feedback and ensures that the feedback is worked upon.	1)While assigning responsibilities to my subordinates, I clarify the results I desire 2) I monitor the progress of my subordinates & provide specific

		feedback to them.
13	**Motivating others** Urges and enables others to accomplish; sets up challenging performance standards; shows eagerness and a desire to exceed expectations	1)I focus on my own job rather than wasting time in motivating & counselling subordinates 2) I encourage and empower my subordinates to achieve
14	**Negotiation** Can negotiate skilfully in intense circumstances with both inside and outside gatherings; can settle Differences with least commotion; can win concessions without harming connections; picks up trust rapidly of different gatherings to the transactions; has a decent sense of timing	1) I settle differences with my customers with minimum noise.
15	**Patience** Is tolerant with individuals and procedures; tunes in and checks before acting;	1) I fail to understand the people and the data before making judgements.
16	**Portraying enthusiasm & passion** Seeks after everything with vitality, drive, and a need to complete; Seldom surrenders before wrapping up.	1) I do not enjoy shifting from one functional area to another. 2) I derive pleasure in handling complex operational problems.
17	**Problem solving** Ability to assess options & implications in order to identify a solution	1)In order to solve a problem , I generate various options and its implications. 2) I fail to mobilize resources for a task, when I find that they are scarce

18	**Quality focused** Stresses the need to convey quality items as well as services; characterizes principles for quality and assesses products, process and services against those guidelines; oversees quality.	1) I define standards for quality in my bank. 2) I evaluate the products & services of my bank against the standards set by me.
19	**Relationship management** Identifies with individuals in an open, amicable, and tolerating way; demonstrates earnest enthusiasm for others and their concerns; starts and creates relationship with others as a key priority.	1) I maintain good relations with the outsiders who are important for my bank 2) My peers and subordinates hesitate to talk to me about their problems
20	**Self- development** Is actually dedicated to and effectively attempts to continuously enhance himself/herself; comprehends that distinctive circumstances and levels may call for various abilities and methodologies; looks for criticism and invites spontaneous input; alters conduct in light of criticism	1) Apart from the task assigned by the bank manager, I hardly devote any time to improve myself. 2) I seek feedback and modify my behaviour in light of feedback.
21	**Shows approachability** Is easy to approach and converse with; takes extra effort to comfort others; can be warm, wonderful, and charitable; builds rapport quickly; is a decent audience; is an early knower, gets inadequate data in time so as to do something about it.	1) Customers prefer talking to me instead of going anywhere else to get suggestions/ opinion on any matter 2) My subordinates find it difficult to approach and talk to me.

22	**Taking initiative** Recognizes the needs of the organization and takes action without being prompted by others; is proactive; is ready to act on opportunities; pursues goals beyond what's required.	1)I take initiative in improving services and process of the bank to increase the customer base 2) I like new tasks and am quite at home in new settings and with new people.
23	**Team building** Work cooperatively & productively with others to achieve results	1) I encourage open discussions with my peers while taking any decision. 2) I am at ease with others and enjoy close working relationships.
24	**Time management ability** Utilizes his/her time successfully and proficiently; values time;	1)I ensure timely completion of my assignments 2) I concentrate my efforts on the more important priorities
25	**Understanding self & others** Knows individual qualities and shortcomings, opportunities and limits; looks for input; learns from mistakes; is available to feedback; isn't defensive; is open to discussing deficiencies;	1) I hate to talk about my shortcomings. 2) I can predict what my team members will do across different situations.

In order to develop the Managerial Competencies Scale, data analysis was done in three steps-Exploratory Factor Analysis (EFA) was performed on initially developed 32-item questionnaire (Phase 1). The purpose of EFA was to purify the measurement scale. After scale purification, Confirmatory Factor Analysis was conducted (Phase 2) followed by scale validation with the help of convergent and discriminant validity (Phase 3).

Conclusion:-

In this chapter, research design has been discussed in detail. Sampling, tools of data collection and sample have also been presented. The chapter also entailed the data analysis techniques. Multiple hierarchical regressions are used to test the hypotheses of the study.

In the following chapter, results of the study and discussion are demonstrated in detail.