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Competency Mapping: A Myth to Prosper

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ABSTRACT

Competency mapping is a process through which one assesses and determines one's strengths as an individual works in some cases, as part of an organization. Competency mapping is one of the most accurate means in identifying the behavioral competencies. Competency mapping also requires some thought, time, and analysis, and some people may not want to do the work involved to sufficiently map competencies. The competency mapping process needs strongly integrated with these aspects. This article focus on present status of competency mapping system, problem competency mapping system for Junior Engineers of Suzlon infrastructure services Ltd. Satara.

In this paper the researcher has collected data from 53 Jr. Engineers and their competencies where studied in de bridge the gap of the lacking competency which would help the employees to outshine which would help the organization lead its goal through its objectives.

Key Words: Competency, Competency Mapping.

INTRODUCTION

The basic function of Human Resource Management is the effective utilization of manpower for the achievement of organizational objectives. Every aspect of an organization's activities is determined by the competence. Motivation and general effectiveness of a organization's of all the tasks of management, managing human component is the central and most important task because all it depends upon how well it is done

Every human is having knowledge, skill abilities. These factors decide the competency of a person for any job. Competencies refer to skill or knowledge that leads to superior performance every person has different competencies which are useful to perform the work more effectively and efficiently. The Competency Mapping feature of Wisdom Web will help HR professionals and managers to attract and retain the best talent in the industry. It will help them become proactive and plan for succession planning. It will help your training and development professionals and supervisors to get more out of appraisals and training.

Competency mapping is process of identifying key competencies for a particular position in an organization. If it is not done properly it might lead to improper

recruitment and selection as well as there may be problems for appraisal and training.

Thus organization wants to verify whether competency mapping system for junior engineer carried out or not, So as to identify key competencies employees. For this purpose competency mapping subject is selected for the study.

Review of Literature:

John Flanagan's work (1954) and David McClelland studies (1973) are considered as two landmark originally invented the concept of competency. A seminal article published by John Flanagan in established critical incident technique based on study of US Air Force Pilot performance. His work was strictly about competencies but made a significant contribution by laying the foundation for a new approach to examining what people do. In a later form the critical incident technique would re-emerge to focus on significant behavioural event that distinguish between excellent and fully-successful performers. Flanagan's critical incident technique that sixties later inspired David McClelland to discover and define the term "competency".

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McClelland (1973) conducted a research to identify competency variable which did predict job performance and which were not biased by sex or socioeconomic factors. McClelland attempted to identify characteristics which differed between two samples, generally behavior shown by superior performer and not shown by average performer. The essence of McClelland's radical departure in approach to job analysis is that where traditional job analysis looks at elements of the jobs, competency assessment studies the people who do the job well and define the job in terms of the characteristics and behaviors of these people.

Boyatzis wrote the first empirically based and fully researched book on competency model developments. Boyatzis like Flanagan stressed the importance of systematic analysis in collecting and analyzing examples of the actual performance of individuals doing the work. The method for documenting the actual performance was collected through behavioral event interview an intense face to face interview that involve soliciting critical incident from performers and documenting what the performers think and do during the incidents.

Dreyfus introduced nomenclature for the levels of competence in competency development. The five levels proposed by Dreyfus were

1. Novice: Rule based behavior, strongly limited and inflexible.
2. Experienced Beginner: Incorporate aspects of situation.
3. Practitioner: Acting consciously from long term goals and plans.

4. Knowledgeable Practitioner: Sees the situation as a whole and acts from personal conviction.
5. Expert: Has an intuitive understanding of the situation and zooms in on the central aspects.

Goleman (2002) research on the importance of "Emotional Intelligence" to organization success is starting to identify a number of emotional intelligence competencies. In particular, Daniel Goleman's work describes four categories of emotional intelligence: Self Awareness, Self Management, Social Awareness and Relationship Management.

OBJECTIVES OF THE STUDY

1. To know the present competency mapping system in organization.
2. To identify Gaps in required and existing competencies.
3. To investigate the loopholes in competency mapping system.

Research Methodology

This present research is case study of Suzlon infrastructure services Ltd. Satara.

Research aims at assessment of present competency mapping system meant for junior engineers and to develop competency map. Data required for this research include conceptual knowledge of competency mapping, various tools and techniques related to competency mapping. Competencies required for junior engineer job profile, opinion of employees about present competency mapping system, existing competencies of employees.

Following table highlight research design

1	Sampling Technique	Census
2	Population	Junior Engineers of Suzlon infrastructure services Ltd. Satara.
3	Type of Population	Finite Population
4	Size of Population	53
5	Parameter of Interest	Existing competency system and competency criterion.
6	Analytical tools used	Likert scale, Percentage, and wt. Avg.
7	Data Collection Instrument	Structured schedule

IMPORTANCE OF THE STUDY

A competency mapping is an effective tool so as to perform various HR functions effectively. It is useful for many HR applications hence the study of competency mapping is having following importance.

1. The study would assist the organization to understand the benefits of present competency mapping system to employees and company.
2. The study is beneficial to acknowledge present competencies existed with workforce.
3. It will help to identify the gaps between existing and required competencies.
4. The study will help to point out lacunas in selection and recruitment as well as competency development needs of employees.
5. It would provide framework for performance management, compensation management and succession planning.
6. It may help to increase effectiveness of training and development programs.
7. The study of competency mapping will aid organization to improve competencies of employees as well as to enhance effectiveness of planning.

LIMITATION OF THE STUDY

Limitations of research are obstacles which researcher has faced while research study. The researcher has come across following difficulties during research work.

1. The competency mapping is restricted to only one job profile that is junior engineer.
2. Some employees were not aware about competency mapping concept.

Results:

1. The role specific framework is most suitable for organization as 70% of employees are having this opinion (Refer Table No.1)

2. Competency map plays significant role in selection and recruitment process according to employees.56% of employees are having this opinion. (Refer Table No.2)
3. Competency mapping is beneficial to improve job satisfaction of employees as this as 34% employees state this. (Refer Table No.3)
4. General competencies which are most required to perform junior engineers' job are adaptability, emotional stability, Behavioral flexibility, communication skill. As it has got top four ranks. (Refer Table No.5)
5. Special competencies are required to perform junior engineers' job as 80% of employees having this opinion. (Refer Table No.6)
6. Competency gap analysis should be done yearly as it is suggested by 52% of employees. (Refer Table No.8)
7. Competency mapping should be done collectively by immediate superiors, department heads and HR department. (Refer Table No.9)
8. Employees prefer both on job and off job training to fill competency gaps, 42% of employees having this opinion. (Refer Table No.10)
9. The Junior Engineers are found most competent in sharing responsibility, team work, commitment, learning, intellectual capacity, visioning, partnering, and maintaining interpersonal relations, persistence and confidence. (Refer Table No.11)
10. Majority of employees are least competent in communicating and responding (Refer Table No.12)
11. Employees are most competent in commitment in learning and least competent in planning and initiation.(Refer Table No.13)
12. Employees are lacking Strategic orientation and cognitive capacity(Refer Table No.14)
13. There is lack of awareness among employees about organisation.(Refer Table No.16)
14. Employees are more competent in maintaining

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interpersonal relation than communication. (Refer Table No. 17)

15. Employees are least competent as far as Behavioral flexibility, Stamina and stress resistance and self - directedness is concern. (Refer Table No. 18)

16. According competency gap analysis almost all employees are enough competent to perform their job efficiently. (Refer Table No.19)

Suggestions

Following are the prescription which would enable to enrich existing competency mapping system

1. The management should also use the competency map for succession planning.
2. HR department, immediate superiors, department heads should be involved in competency mapping
3. Training programs should be designed to develop key competencies.
4. The management should use group feedback method for competency mapping.
5. Competency maps should be used for selection and recruitment process.
6. General and key competencies should be considered in competency mapping.
7. Competency map prepared by researcher would be useful for detail competency mapping.
8. Some key competencies like holding people accountable, communicating and responding , planning and initiation , cognitive capacity , shared visioning, Organizational awareness , Self - directedness should developed through training programs.

CONCLUSION

A competency based HRM system captures the difference worth of individual contributors, facilitates multiple career paths and allows flexibility in reward-related decisions, which are important to address with the changing nature of organization.

The competency gap analysis done by researcher will help the organization to bridge the competency gaps.

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Annexure

Table No. 1: Choice of competency framework.

Sr.no	Particulars	No of respondents	%
1.	Core framework	8	16
2.	Role specific	35	70
3.	Menu style	4	8
4.	Customized framework	3	6
	Total	50	100

(Source - Primary data)

Table No.2: Use of Competency Map for HR functions.

Sr.No	Particulars	No. of respondents	%
1.	Selection & recruitment	28	56
2.	Job analysis	10	20
3.	Job rotation	7	14
4.	Training & development	3	6
5.	Succession planning	2	4
	Total	50	100

(Source - Primary data)

Table No. 3: Benefits of Competency Mapping.

Sr.no	Particulars	No of respondents	%
1.	Job satisfaction	17	34
2.	Optimum use of skill	8	16
3.	Proper utilization of knowledge	13	26
4.	Improved performance	12	24
	Total	50	100

(Source - Primary data)

Table No. 4: Present competency mapping system.

Sr.No.	Particulars	Opinion	No of respondents	Rank
1.	Opinion of employees about present competency mapping system	Excellent	16	2
		Good	29	1
		Fair	3	3
		Not much good	2	4

(Source - Primary data)

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Table No.5: General Competencies

Sr.No	Particulars	No. of responses	Rank
1.	Adaptability	40	1
2.	Leadership	23	3
3.	Independence	20	5
4.	Commitment	17	6
5.	Creativity	9	8
6.	Foresight	8	9
7.	Stress resistance	20	5
8.	Behavioral flexibility	11	7
9.	Emotional stability	31	2
10.	Communication skill	21	4
	Total	200	

(Source – Primary data)

Table No. 6: Need of special competencies

Sr.no	Need of special competencies	No. of respondents	% of response
1.	Yes	40	80
2.	No	7	14
3.	Can't say	3	6
	Total	50	100

(Source – Primary data)

Table No.7: Methods of gap assessment

Sr.no	Particulars	No. of respondents	%
1.	Performance Appraisal	22	44
2.	Training need analysis	13	26
3.	Interview	10	20
4.	Observation	3	6
5.	Feedback	2	4
	Total	50	100

(Source – Primary data)

Table No.8: Frequency of gap analysis.

Sr.no	Particulars	No. of respondents	%
1.	Monthly	2	4
2.	Quarterly	12	24
3.	Half yearly	10	20
4.	Yearly	26	52
	Total	50	100

(Source – Primary data)

Table No.9: Authority for competency mapping

Sr.no	Particulars	No. of respondents	%
1.	Immediate superiors	3	6
2.	Department head	7	14
3.	HR department	12	24
4.	All of above	28	56
	Total	50	100

(Source - Primary data)

Table No.10: Methods used to fill competency gaps.

Sr.no	Particulars	No. of respondents	%
1.	On job training	17	34
2.	Off job training	12	24
3.	Both	21	42
	Total	50	100

(Source - Primary data)

Table No.11: Leadership Competencies

Sr.no	Leadership Competencies	Most competent					Least competent					Total	Scale value	Rank
		V	IV	III	II	I	V	IV	III	II	I			
a	Leadership	6	19	17	5	3	50	170	4					
b	Sharing Responsibility	9	26	12	2	1	50	190	1					
c	Holding People Accountable	7	23	14	4	2	50	179	3					
d	Team Leadership	10	23	14	2	1	50	189	2					

(Source - Primary data)

Table No. 12: Interpersonal Influencing Competencies

Sr.no	Interpersonal Influencing Competencies	Most competent					Least competent					Total	Scale value	Rank
		V	VI	III	II	I	V	VI	III	II	I			
a	Impacting & Influencing	3	10	19	17	1	50	164	3					
b	Communicating & Responding	1	22	18	7	2	50	163	4					
c	Networking	8	21	13	6	2	50	177	2					
d	Teamwork	5	30	11	1	3	50	183	1					

(Source - Primary data)

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Table No.13: Performance effectiveness Competencies

Sr. no	Performance effectiveness Competencies	Most competent					Least competent					Total	Scale value	Rank
		V	IV	III	II	I	V	IV	III	II	I			
A	Result Orientation	11	20	10	7	2	50	181	3					
B	Concern For Environmental Changes	9	22	12	6	1	50	182	2					
C	Planning And Initiation	7	27	9	2	5	50	179	4					
D	Commitment To Learning	8	25	13	1	3	50	183	1					

(Source - Primary data)

Table No.14: Problem Solving Competencies

Sr. no	Problem Solving Competencies	Most competent					Least competent					Total	Scale value	Rank
		V	IV	III	II	I	V	IV	III	II	I			
a	Strategic Orientation	7	12	20	7	4	50	161	5					
b	Innovative Thinking	5	20	13	11	1	50	167	3					
c	Conceptual Thinking	1	22	19	5	3	50	163	4					
d	Decision Making	6	21	12	9	2	50	170	2					
e	Intellectual Competencies	11	30	5	3	1	50	197	1					
f	Cognitive Capacity	6	19	11	12	2	50	145	6					

(Source - Primary data)

Table No.15: Future-Building Competencies

Sr. no	Future-Building Competencies	Most competent					Least competent					Total	Scale value	Rank
		V	IV	III	II	I	V	IV	III	II	I			
a	Visioning	1	5	22	12	20	50	170	1					
b	Shared visioning	3	3	25	10	9	50	169	2					

(Source - Primary data)

Table No.16: Management Competencies

Sr. no	Management Competencies	Most competent			Least competent		Total	Scale value	Rank
		V	IV	III	II	I			
a	Action Management	9	12	20	5	4	50	167	3
b	Organizational Awareness	4	17	18	9	2	50	162	4
c	Partnering	2	28	10	7	3	50	169	2
d	Time management	5	25	12	6	2	50	175	1

(Source - Primary data)

Table No. 17: Relationship Competencies.

Sr.no	Relationship Competencies	Most competent			Least competent		Total	Scale value	Rank
		V	IV	III	II	I			
a	Interpersonal Relations	9	17	12	10	2	50	171	1
B	Communication	7	13	15	14	1	50	161	2

(Source - Primary data)

Table No.18: Personal Competencies

Sr.no	Personal Competencies	Most competent			Least competent		Total	Scale value	Rank
		V	VI	III	II	I			
A	Stamina /Stress Resistance	14	22	9	4	1	50	179	5
B	Ethics and Values	12	20	11	5	2	50	185	3
C	Behavioral Flexibility	7	25	12	3	3	50	180	4
D	Self-Confidence	11	24	8	6	1	50	188	2
E	Self-directedness	13	21	10	4	2	50	169	6
F	Persistence and confidence	14	19	14	2	1	50	193	1

(Source - Primary data)

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Table no19: Competency gap analysis

Sl. No	Leadership Competencies	Interpersonal Competencies	Performance effectiveness Competencies	Problem Solving Competencies	Management Competencies	Relationship Competencies	Relationship Competencies	Personal Competencies	Total Score	Percentage	Remark
1.	11	11	11	13	11	11	11	11	111	63.13	P
2.	16	13	14	19	6	16	6	21	101	70	P
3.	15	14	13	17	5	13	6	25	108	67.5	P
4.	14	14	14	21	8	15	5	22	113	70.63	P
5.	14	10	14	18	6	14	9	26	111	69.38	P
6.	14	15	13	16	6	14	9	22	109	68.13	P
7.	12	15	9	18	7	12	5	22	100	62.5	P
8.	17	15	17	22	7	15	9	27	129	80.63	HP
9.	14	15	15	17	9	15	8	25	118	73.75	P
10.	15	13	12	18	4	11	6	22	107	66.88	P
11.	17	12	16	21	8	10	8	22	114	71.25	P
12.	11	13	10	21	8	14	9	27	113	70.63	P
13.	12	13	19	22	9	14	8	23	120	75	P
14.	18	13	19	23	3	12	7	25	120	75	P
15.	14	12	14	19	7	13	7	23	109	68.13	P
16.	12	14	19	17	7	13	9	20	111	69.38	P
17.	17	8	12	17	6	9	5	22	96	60	P
18.	15	12	11	20	6	14	6	25	109	68.13	P
19.	13	14	15	20	6	14	5	17	104	65	P
20.	14	12	13	19	7	8	8	20	101	63.13	P
21.	12	16	12	20	7	10	6	20	103	64.38	P
22.	12	13	13	20	6	15	6	18	103	64.38	P
23.	14	14	17	21	10	12	4	22	114	71.25	P
24.	15	11	12	19	6	13	7	20	103	64.38	P
25.	13	11	14	18	6	12	5	17	96	60	P
26.	14	13	10	21	7	11	6	20	102	63.75	P
27.	15	12	15	21	5	16	7	22	120	75	P
28.	15	12	16	22	9	15	7	21	117	73.12	P
29.	13	14	13	19	5	10	9	22	105	65.63	P
30.	15	12	17	21	8	14	4	20	111	69.38	P
31.	17	8	16	21	8	13	5	23	111	69.38	P
32.	12	14	14	22	6	17	6	24	115	71.88	P
33.	16	13	14	23	7	11	7	21	112	70	P
34.	12	14	14	19	6	17	5	26	113	70.63	P
35.	14	11	15	23	9	12	6	21	117	73.12	P
36.	14	14	16	26	6	17	8	22	123	76.88	P
37.	15	12	16	22	7	18	9	27	126	78.75	P

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38.	16	15	17	26	10	13	6	22	125	78.13	P
39.	17	13	15	21	6	15	8	23	118	73.75	P
40.	18	17	15	22	7	16	6	20	121	75.63	P
41.	15	10	16	21	8	11	4	25	110	68.75	P
42.	15	12	15	17	6	15	8	24	112	70	P
43.	16	15	17	22	9	12	9	23	123	76.87	P
44.	12	16	16	23	8	15	5	22	117	73.13	P
45.	18	15	16	21	6	15	7	23	121	75.63	P
46.	14	17	17	24	8	14	7	26	127	79.38	P
47.	14	17	14	20	8	15	4	22	114	71.25	P
48.	17	18	17	24	6	13	7	25	127	79.87	P
49.	17	17	16	21	6	15	4	25	121	75.63	P
50.	14	16	16	22	6	13	6	24	117	73.12	P

Remark criteria

Sr.No	Score in %	Remark	Remark code	Competency gap Status
1.	Above80	Highly Proficient (gives more than satisfactory results)	HP	Very Little
2.	79 - 60	Proficient (Always gives satisfactory results)	P	Little
3.	59 - 40	Average (Generally give Satisfactory Results)	A	Considerable
4.	39 - 20	Below average (with potential to improve)	BA	Can Be Covered
5.	Below 20	Below Average(Without potential for improvement)	BANP	Can Not Be Covered

Table No.20: Competency Gap analysis

Sr.No	Score in %	Remark	Remark code	Competency gap Status	No.of employees.
1.	Above80	Highly Proficient (gives more than satisfactory results)	HP	Very Little	1
2.	79 - 60	Proficient (Always gives satisfactory results)	P	Little	49
3.	59 - 40	Average (Generally give Satisfactory Results)	A	Considerable	0
4.	39 - 20	Below average (with potential to improve)	BA	More Can Be Covered	0
5.	Below 20	Below Average(Without pot ential for improvement)	BANP	Can Not Be Covered	0
Total					50