STUDY AND ANALYSIS OF COMPETENCY MAPPING IN INFITECH GLOBAL LTD, BANGALORE

by

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A PROJECT REPORT
submitted to the

FACULTY OF MANAGEMENT SCIENCES

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for the award of the degree

of

MASTER OF BUSINESS ADMINESTRATION

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DECLARATION

I, hereby declare that this project report entitled as "STUDY AND ANALYSIS OF COMPETENCY MAPPING IN INFITECH GLOBAL LTD", has undertaken for academic purpose submitted to Anna University, Chennai in partial fulfillment of requirement for the award of the degree of Master of Business Administration. The project report is the record of the original work done by me under the guidance of Mr. S.Mohanavel, Senior Lecturer, MBA Department during the academic year 2006-2008.

I, also declare hereby, that the information given in this report is correct to the best of my knowledge and belief.

Place: Coimbatore

Date: 02-07-08

(C.PRADEEP KUMAR)

DEPARTMENT OF MANAGEMENT STUDIES

KUMARAGURU COLLEGE OF TECHNOLOGY

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BONAFIDE CERTIFICATE

Certified that this project report titled "STUDY AND ANALYSIS OF COMPETENCY MAPPING IN INFITECH GLOBAL LTD" is the bonafide work of Mr. C.PRADEEP KUMAR (71206631039) who carried out the research under my supervision. Certified further, that to the best of my knowledge the work reported herein does not form part of any other project report or dissertation on the basis of which a degree or award was conferred on an earlier occasion on this or any other candidate.

Faculty Guide

Director

Evaluated and vice-voce conducted on 2/7/2008

Examiner I

Examiner II

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ITG/2008/PROJ147
17th April 2008.

PROJECT COMPLETION CERTIFICATE

This is to certify that Mr. C. Pradeep Kumar (Reg No. 71206631039) a student of KCT Business School, Kumaraguru College of Technology, had under gone a project between January 2008 and March 2008 titled **"Study and Analysis of Competency Mapping in IT Industry"**

During the tenure his performance was good.

Yours truly,

For Infitech Global Ltd,

M.BASKARAN,
Manager Human Resource

EXECUTIVE SUMMARY

Organizations lever their strength on employees, who are the most integral part of growth and development of the organization. In this context, Infitech Pvt Ltd, Bangalore is in the stage of strengthening up its human resource functions, thereby creating a need to embrace competency mapping. The project titled "STUDY AND ANALYSIS OF COMPETENCY MAPPING IN INFITECH GLOBAL LTD" aims at mapping the competencies of executives of the company, which would act as a stepping stone for the company to spread the activities throughout the organization.

A study of company documents was done to understand the competencies which are generic to the organization as a whole. General competencies required by executives, irrespective of the organization and confines of geography were taken into consideration which helped in getting an idea of competency profile. Organization chart was used to identify the roles for mapping the competency. Job analysis were undertaken to understand the competencies specific to each role.

The assorted competencies were divided into core, behavioral and functional competencies. A matrix was formed to provide a bird's eye view into critical competencies required for each role, Assessment of competencies were conducted for three role holders. Assessment method adopted was 360° feedbacks. The questionnaires were framed for each selected role holder, and questionnaires of same platform were given to all. Gap regarding competencies were identified which enlightens the job holders and the HR department. Hence, if more emphasis is given to competency mapping, the results can be integrated to various HR functions.

ACKNOWLEDGEMENT

It is inevitable that thoughts and ideas of other people tend to drift into subconscious when one feels to acknowledge helping derived from others. I acknowledge to all those who helped me in the preparation of this project work.

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INTRODUCTION

Today's competitive and uncertain business scenario has urged organizations to change the way they have been creating value and conducting business. "Survival of the fittest" is the theory that is defining the winners in business, today. The shifting business paradigm is forcing organizations to reformulate their business strategies so as to include issues of human assets as one of the key components. It has become essential for organizations to design a kind of people management that would act as a key to business success. Thus, the new world of work, is reinventing Human Resource Management (HRM) to capitalize on employees' talent rather than force-fitting employees into a "job-box" and this has been facilitated by making 'job competency – a key element of human capital', the foundation for all Human Resource (HR) efforts. Today, the move is towards a measurable, objective and a competency-based HRM - a new way of defining and assessing the hard-to-measure traits, or otherwise, the soft skills of employees. Competency models and Competency-based Human Resource Management have become the best practice of business focused HR processes for thousands of businesses.

1.1 BACKGROUND

"The King shall thoroughly investigate all the qualities of any-one whom he is considering for appointment as a minister. Of these qualities, nationality, family background and amenability to discipline shall be verified from reliable people (who know the candidate well). The candidate's knowledge of the various arts shall be tested by experts in their respective fields. Intelligence, perseverance and dexterity shall be evaluated by examining his past performance, while eloquence, boldness and presence of mind shall be ascertained by interviewing him personally. Watching how he deals with others will show his energy, endurance, ability to suffer adversities, integrity, loyalty and friendliness. From his intimate friends, the King shall find out about his strength, health and character (whether lazy, or energetic, fickle or steady). The candidate's amiability (absence of a tendency to hate) shall be ascertained by personal observation"

-Arthashastra, Kautilya

The above extract is an evidence of a competency-based administration system, even in the sage old days of kings like Chanakya. The above attributes which were used to identify potential ministers appear to be forerunners of the present-day competency. Though it appears that the technique originated in India, implementation of corporate based competency practices did not have its start in the Indian soil.

The word competency is derived from the Latin word "competere" which means 'to be suitable'. The competency concept was originally developed in psychology denoting an individual's ability to respond to the demand placed on him/her by the environment.

The turning point for competency movement was the article published in 'American Psychologist' in 1973 by David McClelland, a famous Harvard Psychologist and the pioneer of competency movement across the world. He presented that traditional achievement and intelligence scores may not be able to predict job success and what is required is to profile the exact competencies required to perform a given job effectively and measure them using a variety of tests. This article combined with the work done by Douglas Brey and his associates at AT&T in the US wherein they presented evidence that competencies can be assessed through assessment centers and on the job success can be predicted to some extent by the same, has laid foundation for popularization of the competency movement.

The competency concept began in the 1970's in manufacturing and entered the financial services arena in the 1990's. Competency-based corporate practices emerged in India much later than it did in the rest of the world except in the Armed Forces, where it was adopted in 1942.

1.1.1 THE PROCESS OF COMPETENCY MAPPING

"Competency mapping is the process of identification of the competencies required to perform successfully a given job or role or a set of tasks at a given point of time. It consists of breaking a given role or a job into its constituent tasks or activities and identifying the competencies (technical, managerial, behavioral, conceptual knowledge, an attitudes, skills, etc.) needed to perform the same successfully".

The product of competency mapping would be "a competency model which is a descriptive set of predefined key competencies and proficiency levels required to perform successfully in a specific job".

Competency Mapping can be divided into four main categories:

1. Job Competency Mapping
2. Role Competency Mapping
3. Core Competency Mapping
4. Functional Competency Mapping

1.1.2 COMPETENCY & KSAs

It is essential to understand how competency is related to knowledge, skill and attitude (KSA) factors.

Competencies only include behaviors that demonstrate excellent performance. Therefore, they do not include knowledge, but do include "applied" knowledge or the behavioral application of knowledge that produces success. In addition, competencies do include skills, but only the manifestation of skills that produce success.

Finally, competencies are not work attitudes, but do include observable behaviors related to attitudes.

E.g.: Considering the position of a marketing manager in an organization, competencies and KSAs for this position could be:

Skill: Sets up new project introduction.

Competency: Positions a new project introduction so that it is clearly differentiated in the market.

Knowledge: Understands market dynamics.

Competency: Uses understanding of market pricing dynamics to develop models.

Attitude: Wants to do an excellent job.

Competency: Meets all commitments in a timely manner.

1.1.3 WHERE TO START?

The process of competency mapping does not fit the one-size-fits all formula. It has to be specific to the user organization. Hence, an organization needs to create a model that reflects its own strategy, its own market, its own customers, and the competencies that bring success in that specific context. Competencies could be initially mapped with small, discrete groups or teams, ideally in two directions-a 'horizontal slice' across the business that takes in a multi-functional or multi-site group, more or less at the same organizational level, and a 'vertical slice' taking in one whole department or team from top to bottom. From that, the organization can learn about the process of competency modeling, and how potential alternative formats for the models may or may not fit the needs of the business.

1.1.4 HOW ARE COMPETENCY-BASED PRACTICES USEFUL?

For a *Company*, competency-based practices:

- Reinforce corporate strategy, culture, and vision.
- Increase the effectiveness of training and professional development programs by linking them to the success criteria.
- Provide a common framework and language for discussing how to implement and communicate key strategies.
- Provide a common understanding of the scope and specific role.
- Build competitive advantage by strengthening core operations.

Research indicates that competencies are more likely to be determinants of success in complex jobs, than knowledge and skills (Spencer, 1993). To be truly effective, competency models must have strong and irrevocable ties to the strategic issues of the organization The use of competency based management systems affords companies the opportunity to concentrate on their operations without sacrificing the need to have a well managed workforce. Any investment an organization makes in competency profile development has benefits far beyond the usefulness of the results for employee development purposes. Thus, *competencies are here to stay and create a win-win situation for both the organization and its employees.*

1.2: REVIEW OF LITERATURE.

1) **Ahmad Bakeri, IT Competencies for Malaysian IT Professionals, Library Review, Emerald Group Publishing Limited**, 2005.

13 key competencies were identified, namely: IT basics; word processing; electronic mail; internet and intranet; graphics; presentation and publishing; spreadsheet; project management; design; development and administration of databases; system maintenance; design and development of web applications; system analysis and programming for validation by the information professionals.

2) **Charles Margerison, Team Competencies, Team Performance Management, MCB UP Limited,** 2001.

Charles Margerison suggested that there are misplaced overemphasis on individual competence levels and not enough attention paid to team competency. He felt that individual competencies need to be seen in the context of what a team requires to perform well and given nine major team competency factors and a resulting team model, from which a team can assess its objectives, priorities, time management allocations and performance assessment.

3) **Chris Ashton, How Competencies boost performance, Management Development Review, MCB UP Ltd, 1996**, Volume: 9 **Issue:** 3 **Page:** 14 – 19.

Chris Ashton said that the core competencies deemed to be of value to the organization were customer service orientation; flexibility; commitment to organizational values; achievement orientation; initiative and proactivity; organizational influence; creative problem solving; enablement and developing others.

4) **Damian Ruth ,The Frameworks of Managerial Competence Problems & Suggestions, Journal of European Industrial Training**, 2006, Volume: 30 Issue: 3 Page: 206 - 226 "Emerald Group Publishing Limited".

The article offers a coherent critique of the concept of managerial frameworks of competence through the exploration of the problems of generalizability and abstraction and the "scientific" assumptions of management.

5) **Fotis Draganidis** and **Gregoris Mentzas, Competency Based Management Systems and Approaches, Information Management & Computer Security,** 2006 "**Emerald Group Publishing Limited**".

Their major aim is to review the key concepts of competency management (CM) and to propose method for developing competency method by examining the CM features of 22 CM systems and 18 learning management systems.

6) Joyce E.H. McHenry "The Trickiness of IT Enhanced Competence Management" "Journal of management development" 2008

The purpose of his article is to develop a critical understanding of IT enhanced competence management and to bridge operational and strategic functions with the aim of revealing potential hidden challenges.

7) **Kippenberger T, The Hunt for Core Competency**, The **Antidote**, 1997, **MCB UP Ltd**.

The author deals about the large corporations' ability to maintain their competitive edge in view of smaller resource-limited competitors successfully challenging these giants. He used a figure to explain relationships between core competencies, core products, business units and end products. Concludes that Hamel and Prahalad's ideas may be expanded here but that their approach could almost be explained as philosophers and mystics , or evangelical gurus , whipping up the storm of revolution.

8) **Nada Korac-Kakabadse, The Future role of IS/IT Professionals, Journal of Management Development**, 2000, Volume: 19, Page: 97 - 155, **MCB UP limited.**

The article aims to meet the information processing needs of the new global organization, IS/IT managers and their IS/IT staff need to develop new skills, so that they may be more focused on the business rather than on technical processes. In exploring the theme of the changing role and contribution of the IS/IT professional, this monograph provides a literature analysis of the changing skills of IS/IT professionals and identifies the new skills and competencies required for successful IS/IT development and utilisation. The monograph also presents capability-related models that have been tested in two global corporations. A strategy for developing IS/IT leadership capabilities are discussed at the end of the monograph.

9) **OsmanYildirim, The Discriminating Emotional Intelligence-based Competencies of IT Employees, European Industrial Training,** 2007, Volume: 31 Issue: 4 , **Emerald Group Publishing Limited.**

Osman Yildirim's study aims at investigating emotional intelligence based on competencies for sales and IT people by conducting a study on 111 employees of 12 firms from four different sectors in which firms benefited extensively from IT and sales activities.

10) **Terrence Hoffmann, The Meanings of Competency, European Industrial Training,** 1999, **MCB UP Ltd .**

Two main meanings of the term have been identified by the author, one referring to the outputs, or results of training – that is, competent performance. The other definition referring to the inputs, or underlying attributes, required of a person to achieve competent performance. Each definition has been used to describe both individual and organizational competencies. A typology of the meanings of competency has been developed to show that the term has several meanings depending on the purpose.

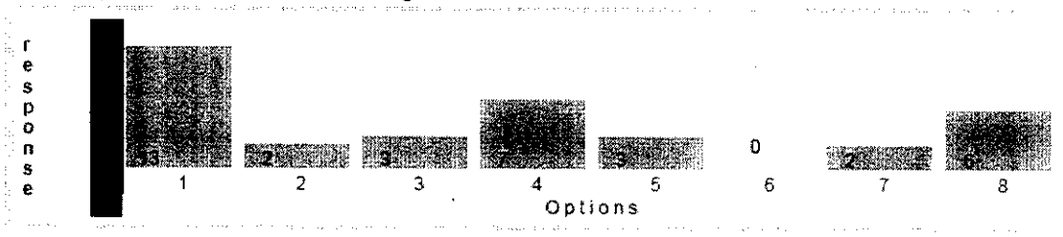
1.2.1 LITERATURE SURVEY REPORTS
EXHIBIT -1

IBSA
INNOVATION & BUSINESS SKILLS AUSTRALIA

Fig 1.1 Scoping Report of New Information Technology Competency Standards

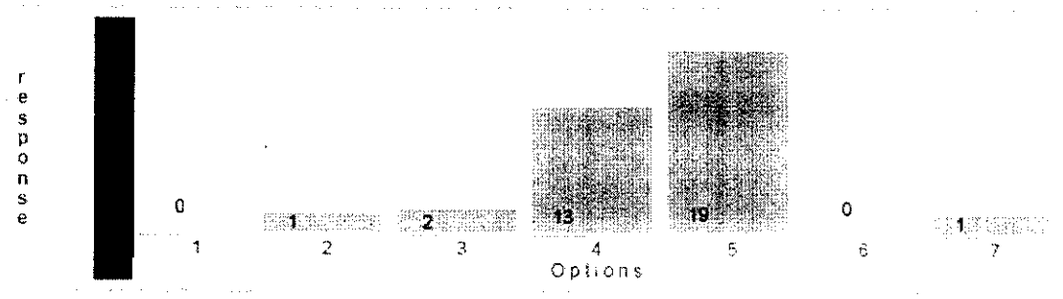
Question: The Type of Organisation

- Option 1: Public Registered Training Organisation (e.g. TAFE)
- Option 2: Private Registered Training Organisation
- Option 3: University or other Higher Education
- Option 4: ICT Industry Employer
- Option 5: Industry or Professional Association
- Option 6: Secondary School (Private or Public)
- Option 7: State Training Authority or other Government Department
- Option 8: Other but not fitting into the above list



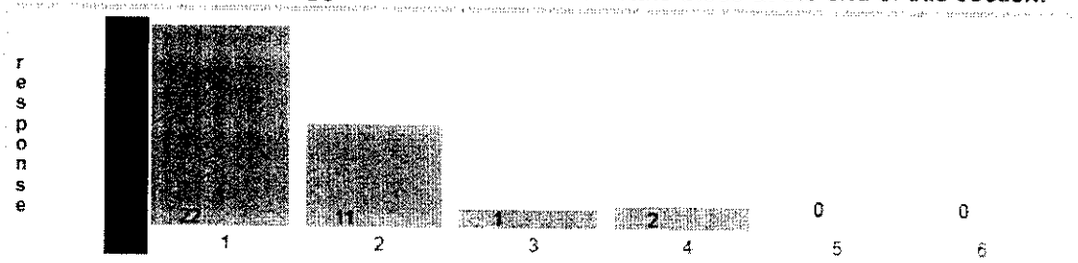
Question: How important do you consider adding competency standards in the area of E-Security?

- Option 1: Not needed
- Option 2: Somewhat important
- Option 3: Important
- Option 4: Very Important
- Option 5: Essential and Urgent
- Option 6: I don't have an opinion on this
- Option 7: I do not know enough to comment



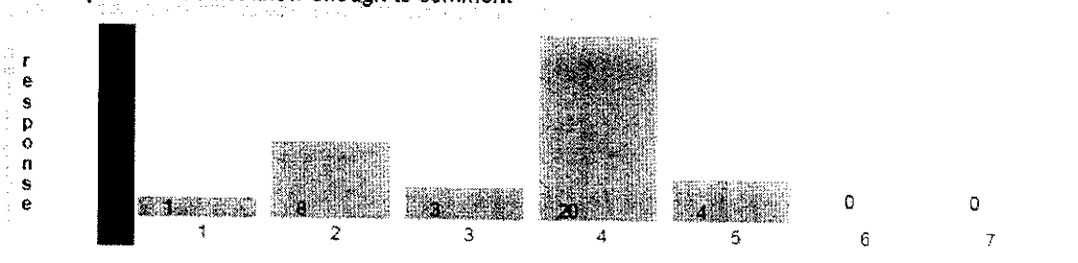
Question: If competency standards were to be developed for E-security, do you support the proposition to base competencies on ISC2's Certified Information Systems Security Professional (CISSP®)?

- Option 1: Yes
- Option 2: Yes but utilise standards from other frameworks as a starting point
- Option 3: No
- Option 4: I do not know enough to comment
- Option 5: I do not have an opinion
- Option 6: I wish to suggest alternatives. Please state these at the end of this section.



Question: How important do you consider adding competency standards in the area of Digital Forensics?

- Option 1: Not needed
- Option 2: Somewhat important
- Option 3: Important
- Option 4: Very Important
- Option 5: Essential and Urgent
- Option 6: I don't have an opinion on this
- Option 7: I do not know enough to comment



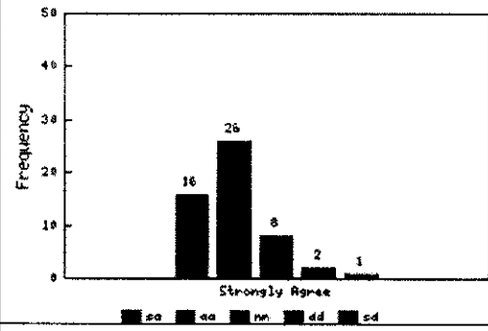
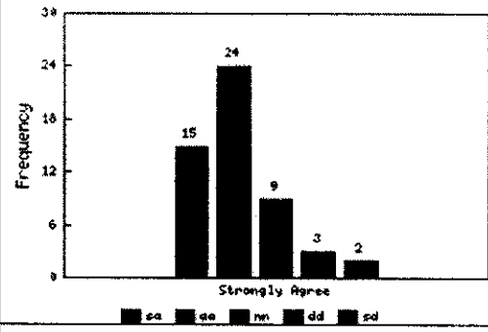
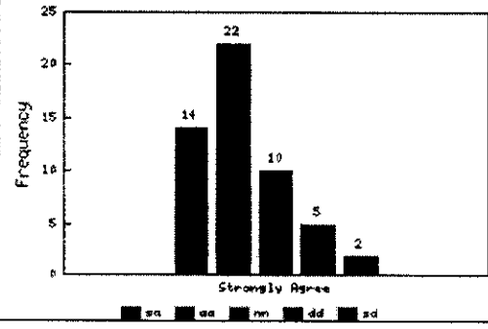
Question: If competency standards were to be developed for Digital Forensics, would a set based on International Society of Forensic Computer Examiners®'s Certified Computer examiner (CCE) program be appropriate?

- Option 1: Yes and they should be developed from these alone
- Option 2: Yes, but basing it on CIT's approach for subjects should be considered
- Option 3: No
- Option 4: I do not have an opinion to offer on this
- Option 5: I do not know enough about the area of digital forensics to say
- Option 6: None of the Above (please offer alternatives in the alternatives for the standards a little later)

EXIBIT -2

Fig 1.2
Employer Survey of Core Competencies and Employer Focus Group Responses
(Summary Report of Raw Data)
Researchers: Don Cavalier, Eric Burgess, Owen Williams, David DeMuth, Jr.

Table I – Communication

Communication Question	Graphical Representation of the Response	Results
Listening: Understands intended messages; Recognizes and compares multiple viewpoints; Responds by analyzing, evaluating, and Synthesizing information.		Raw Data SA: 16 AA: 26 NN: 8 DD: 2 SD: 1 Statistics Ave: 1.98 StdD: 0.88
Reading: Probes and researches to gain knowledge or information; restructures meaning through interpreting and summarizing information; Responds to text by analyzing.		Raw Data SA: 15 AA: 24 NN: 9 DD: 3 SD: 2 Statistics Ave: 2.11 SD: 1.0
Speaking: Applies basic speech principles; Applies audience analysis to topic selection and speech organization: Presents well organized, careful supported speeches, which demonstrate mastery of content and sophistication of oral style.		Raw Data SA: 14 AA: 22 NN: 10 DD: 5 SD: 2 Statistics Ave: 2.23 StdD: 1.06
Using Technology: Understands technology applications; Utilizes technology for desired results; Implements complex new technology.		Raw Data SA: 24 AA: 20

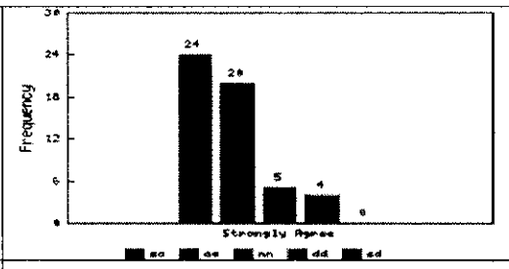
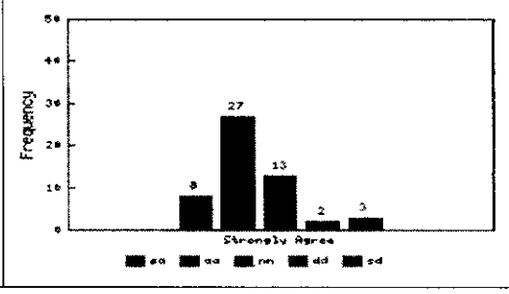
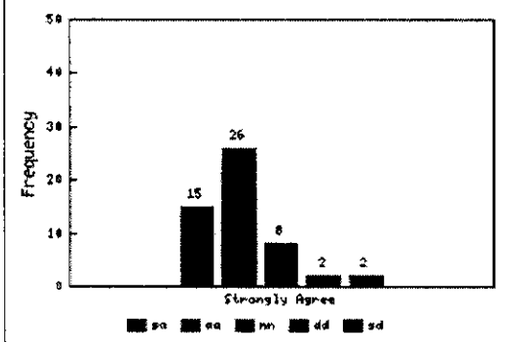
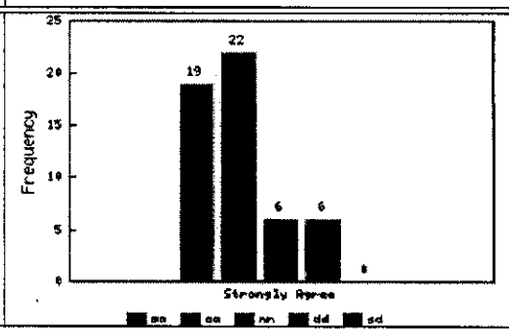
		NN: 5 DD: 4 SD: 0 Statistics Ave: 1.79 StdD: 0.9
Writing: Applies appropriate creativity, drafting, revision, editing, and proofreading to the recognition and establishment of effective writing; Carefully considers audience in the creation of logical and coherent documents.		Raw Data SA: 8 AA: 27 NN: 13 DD: 2 SD: 3 Statistics Ave: 2.34 StdD: 0.97

Table II – Critical Thinking

Communication Question	Graphical Representation of the Response	Results
Problem Solving: Identifies and describes problems; Creates and collects data related to problems for effective decision making; Creates solutions to problems.		Raw Data SA: 15 AA: 26 NN: 8 DD: 2 SD: 2 Statistics Ave: 2.06 StdD: 0.96
Applied Learning: Identifies and follows oral and written procedures; Proposes basic technological solutions; Implements		Raw Data SA: 19
processing using technological improvements and changes.		AA: 22 NN: 6 DD: 6 SD: 0 Statistics Ave: 1.98 StdD: 0.96

1.3 STATEMENT OF THE PROBLEM

A long-term competitive advantage is possible only through the power of mind, where knowledge resides. Hence, it is essential that this knowledge and the demonstration of this knowledge – "competencies", are managed well, for the purpose of growth and survival of the company in the long run. Thus, there arises a need for a bias-independent, objective and a transparent method of managing these competencies, by which people are aware and confident of their strengths and weaknesses, in the context of the company, thereby capitalizing on the former and improving on the latter, thus providing a win-win situation for both the company and the self. Competency mapping could be one such method. Competency mapping can help people and the organization focus on skills, knowledge and characteristics that affect job performance and help people assess their current level of skills and capabilities. When integrated with performance appraisal, competency mapping provides a clear picture on what is being measured and is concerned not only with results but also behavioral aspect behind that achievement. Hence competency mapping is studied and analyzed in this project titled "**Study and Analysis of Competency Mapping in Infitech Global Ltd".**

1.4 OBJECTIVE OF THE STUDY

Primary Objectives:

1. To identify the nature of the different job roles of company, in terms of knowledge, skills, abilities and success critical factors and hence draft competency-based job descriptions for the same.

2. To identify the expected competencies of the company and hence, develop a competency model.
3. To chart out the gap analysis between the existing and the expected technical competencies available in the company.

Secondary Objectives:

1. To identify the training and development activities so as to enhance the capability of the workforce to perform their assigned tasks and responsibilities
2. To identify the competencies to be tested during recruitment.

3. To offer suggestions to the company based on the findings of the study.

1.5 SCOPE OF THE STUDY:

The study would enable the company to know the various competencies required for performing the work tasks by the different categories of employees. An immediate application would be a competency-based HR system using the identified competencies as factors for a variety of HR processes.

a. Recruitment & Selection

b. Training & Development

c. Performance Management

d. Succession Planning

1.6 RESEARCH MEHODOLOGY

1.6.1 Research Design

The nature of study was descriptive since, deep understanding is required to distill the competencies.

Population

The population of the study comprised a total of 200 employees in the managerial and development level of Infitech Global Ltd, Bangalore.

Sample Size

118 respondents of the total population were taken for research.

Sampling Design

The type of sampling used is the census sampling.

1.6.2 METHODS OF DATA COLLECTION

1. Primary Data Collection.

- ✓ The primary sources of data collected for mapping competencies were questionnaire and in-depth interviews with job holders.
- ✓ An insight into the organization structure was gained, through a list of departments and their roles obtained from the HR department.

2. Secondary Data Collection.

- ✓ The secondary data were mainly collected through websites, organizational chart and company documents.

1.6.3 TOOLS USED FOR ANALYSIS

1. SPSS 11.0.1
2. MS Excel 2000.

METHODS USED FOR ANALYSIS

- ✓ Rank Analysis
- ✓ Correlation Analysis
- ✓ Regression Analysis

1.7 LIMITATIONS

- ✓ The study was done in one organization. The result could be different for different organizations.
- ✓ There may be a bias in the employee's responses who may have thought that negative responses would have an impact in their jobs.
- ✓ Possibility of unidentified competencies:

The project was carried out in such a manner so as to ensure that all the essential competencies for the job roles are identified. Again, care was taken to see that all competencies identified had relevance to the context. Yet, there are chances of a few competencies going unidentified.

1.8 CHAPTER SCHEME

Chapter 1. Introduction

This chapter deals with the basic information of competency mapping. It consists of details about the meaning of competency mapping, methods of mapping and methods of conduct assessment, objectives, scope and limitations of the study. It also discusses the research methodologies used for the study.

Chapter 2: Profile of the Organization.

This chapter discusses the history, structure, product profile, future plans of the organization and also the various functional areas in the organization.

Chapter 3: Macro- Micro Economic Analysis

This chapter consists of the details regarding the competency as a whole and the position of the organization in the business environment. Also it reveals out the contribution of the organization for the economic development of the nation both in the macro and micro environment.

Chapter 4: Analysis and Interpretation

This chapter analyses the responses obtained from the executives of the organization to the questionnaire presented for assessing the core competencies. The responses are analyzed using correlation, regression and rank analysis. This part contains evaluation of each question wit percentage distribution and inference from the analysis.

Chapter 5: Conclusion

This is the concluding part of the report on the project discussing the findings of the analysis. The findings give conclusion for the project and most valuable recommendations for the organization to implement competency mapping for employees and also recommends proper training methods to be followed.

CHAPTER 2

ORGANIZATION PROFILE

CHAPTER 2
ORGANISATION PROFILE

2.1 HISTORY OF THE ORGANISATION

Infitech Global Ltd, Bangalore is a consulting and IT services company, offering a wide array of solutions customized for a range of key verticals and horizontals. From strategy consulting right through to implementing IT solutions for customers, Infitech Pvt Ltd straddles the entire IT space. It has excellent domain competencies in verticals such as Automotive, Banking & Financial Service, Insurance & Healthcare, Manufacturing, Telecom-Infrastructure-Media-Entertainment-Semiconductors (TIMES). As a diverse end-to-end IT solutions provider, Infitech Pvt Ltd offers a range of expertise aimed at helping customers re-engineer and re-invent their businesses to compete successfully in an ever-changing marketplace.

Infitech Global Ltd's need-driven deployment of domain and technology expertise brings to customers a range of solutions and products that enhance performance and competitiveness. Its consulting and IT solutions have resulted in technology-intensive transformations that have met the most stringent of international quality standards. It has developed a unique quality hallmark, called eSCMSM (eSourcing Capability Model), for IT Enabled Service(ITES) .It follows a specially developed Business Communication model(BCM), which allows us to continue mission critical operations of our customers, even in the most challenging of times.

2.2 CORPORATE PROFILE:

Infitech Pvt Ltd, highly skilled, dedicated IT professionals, its subsidiaries and joint ventures provide customized IT solutions for several industries using our range of technical expertise and experience.

RANGE OF EXPERTISE

Software Development Services	Industry Verticals
Systems Integration	Banking & Finance Services
ERP Solutions	Energy & Utility
Customer Relationship Management	Government
Supply Chain Management	Healthcare
Product Development	Insurance
Electronic Commerce	Manufacturing
IT Outsourcing	Non-Profits
Consulting	Process Industry

Table 2.1

2.3 MANAGEMENT

Infitech Global Ltd, a professionally managed Consultancy company established in Bangalore, promoted to provide varied consultancy services to Engineering, Manufacturing, Software and Service Industries. This company has been formed with a motto of "REDEFINING SERVICE". The company comprises of young, energetic and dynamic team of professionals having experience in various platforms and technologies. It provides IT and NON-IT solutions to ever changing industry requirements with cutting edge technology in the spectrum of Education, Recruitment, Management and Technical consultancy services. The organization emphasizes on acquiring an in-depth knowledge of the customer's context and needs, and designs solutions fine-tuned to these needs. Infitech Global Ltd's ideas and products have resulted in technology-intensive transformations that have met the most stringent international quality standards.

Simultaneously, Infitech Global Ltd teams proactively work on turning new ideas into products that answer global market needs. One such product is Vision Compass, web-enabled collaborative enterprise management software. The values like Belief in people , Pursuit of excellence , Entrepreneurship , Customer orientation have led to the creation of a unique organizational structure, with various functional unit, each responsible for its own resource management and its profits and losses.

2.4 ORGANIZATION STRUCTURE

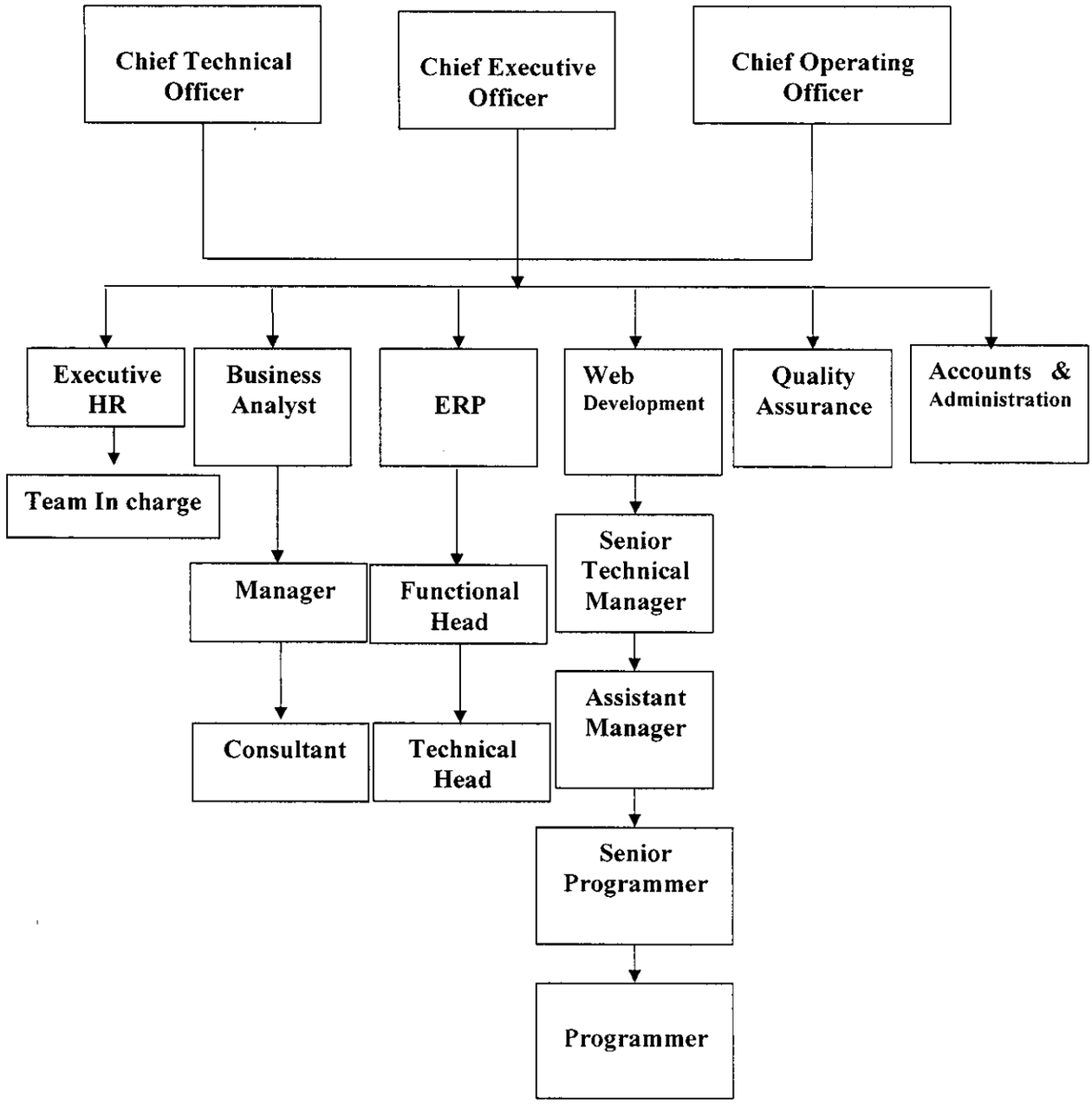


Fig 2.1

2.5 PRODUCTS PROFILE AND MARKET POTENTIAL

Software products and solutions for different functional areas:

- Financial Accounting
- Inventory Management
- FMCG Distribution Management
- Hospital Management
- Workshop Management
- Institution Management
- Human Resource Management
- Hotel Management
- Spares Management
- Enterprise Resource Planning (ERP)

INFITECH Software's area of specialization is in application software development which includes Manufacturing and Distribution, Healthcare, Education, Hospitality and other Service Industries. We undertake software development for both domestic and international customers. We have a vast experience in design and in development of large integrated commercial applications, customized to user needs. We also offer international clients outsourcing, or contract programming, services on either on-site or off-site basis.

Services

- Application Software Development
- Off-shore Development
- Reengineering & Maintenance
- ISP and Need Analysis
- Systems Consulting
- On-site Consulting
- Turnkey Projects
- Consulting Services
- System Integration, Migration
- Software Development

Infitech's area of specialization is in application software development for healthcare, education, hospitality and other service industries. They undertake software development for both domestic and international customers.

Market Potential

Their services are offered to clients with needs ranging from development of offshore strategies, improving efficiencies of technology investment, cost control as well as achieving Business Transformations. They help their clients define and execute plans for investments that optimize the Total Cost of Ownership. Some of the benefits to clients include:

- ✓ Enabling the move to Service-Oriented Architecture (SOA) platform
- ✓ Leveraging BPO effectively through our global service delivery models and integrated IT-BPO offerings
- ✓ Increasing the ability to use technology in more places, more innovatively
- ✓ Making the enterprise more agile so it can respond to changes or new opportunities in the market faster

2.6 FUTURE PLANS

Becoming a national player as a service provider for various industries with single window concept, by providing services such as

- Application Software Development
- On-site Consulting
- Off-shore Development
- Turnkey Projects
- Linux consulting & Solutions

CHAPTER 3

MACRO-MICRO ANALYSIS

CHAPTER 3
MACRO MICRO ANALYSIS

3.1 MACRO ANALYSIS

3.1.1 COMPETENCY MAPPING

At the heart of any successful activity lies a competence or skill. In today's competitive world it is becoming particularly important to build on competitive activities of business. Top management is identifying corporate core competencies and working to establish them throughout the organization. Human resource development builds competency based models that drive business results. A lot is going on in recent times on the issue of competency mapping. Increased manpower costs, need for ensuring that competent people man critical positions, and the need to be competitive and recognition of the strategic advantages of having good human resources have compelled firms to be more competency driven. Competency mapping is important and is an essential exercise. Every well managed firm should have well defined roles and list of competencies required to perform each role effectively. Such list should be used for recruitment, performance management, promotions, placement and training needs identification.

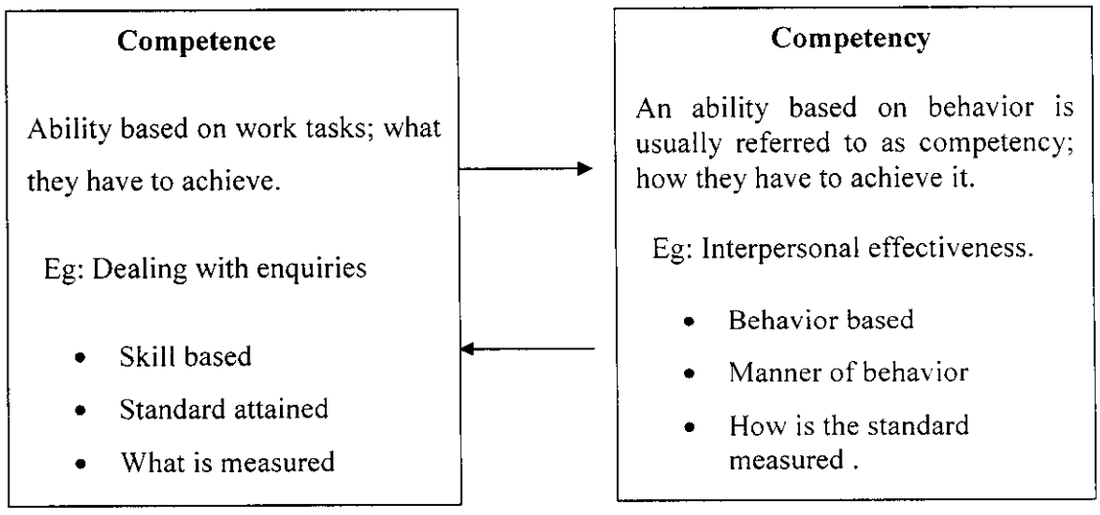


Fig 3.1 Difference between competence and competency

Competency Map - A competency map is a list of an individual's competencies that represent the factors most critical to success in given jobs, departments, organizations, or industries that are part of the individual's current career plan.

Competency Mapping - Competency mapping is a process used to identify and describe competencies that are the most critical to success in a work situation or work role.

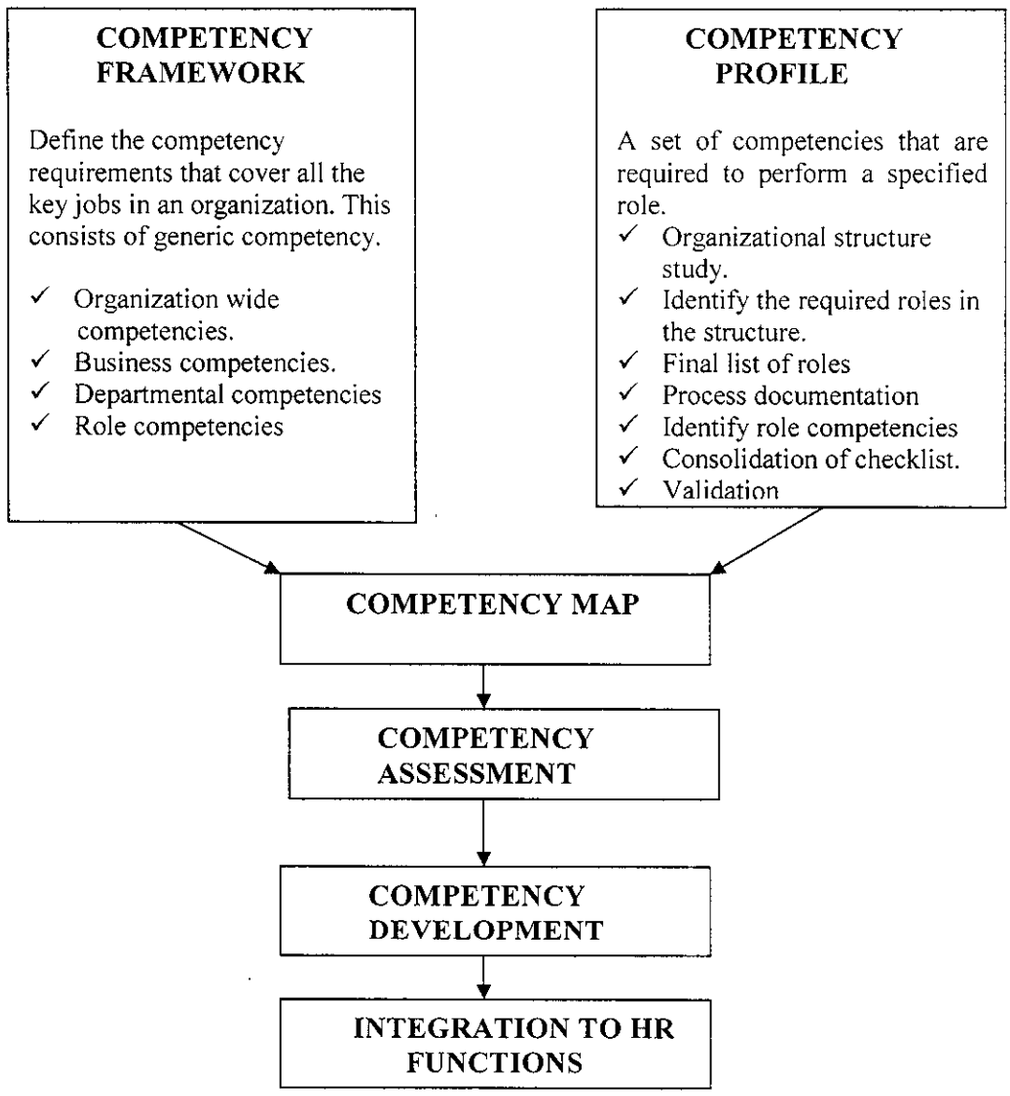


Fig 3.2 Competency Mapping - implementation model

Developing Competency Framework - Sources of Information

The best way to adopt for mapping the competencies is to follow a top down approach from general to specific.

- **By industry** – Individual industries have their own professional competency models and assessment approaches. These ranges from licensing to industry group guidelines and certifications.
- **By organization** – The vision and mission statement of the organization reflect the overall philosophy of the organization.
- **By work group** – Departments in many organizations have their own resources of mission and vision statement. Departments may also have their specialized procedures and documentation that apply in only situations unique to their work group.
- **By role** – Certain competencies are assumed to be present in every employee manning a particular role irrespective of industries. These are closely related employment addressing behavior, ethics and work habits. E.g. – HR Manager
- **By background information** – This provides information about what general business industry or company information is required to meet the job standards. Organizations generate a large amount of documents that can be reviewed when developing competency model. These include academic journals, publications, periodicals, vendor information, customer feedback both internal and external, regulations, certification requirements, quality programmers etc.

Developing Competency Profile- Approaches Adopted

- **Study the organization structure**- The organization charts help in identifying the hierarchy and deciding the final list of roles for which competencies need to be determined.
- **Procedure manuals and flowcharts** - Though the classic procedure manual is becoming obsolete it acts as an excellent source for identifying competencies for a process. Flowcharts are excellent resources as they help to quickly identify the knowledge and skills that are required to complete a process for current operations .
- **Time logs** - Time log is an approach used in time management analyses. Developing time logs require that employees write down everything they have done in a representative workweek. This captures everything as a complete list of activities.
- **Job analysis** - Job analysis is the process through which component parts of a job are identified. The process can be either task-oriented or person-oriented. Task-oriented approaches seek to divide a job into its various tasks, activities, and responsibilities, while person oriented approaches focus on the underlying skills and attributes required by successful performers. A combination of both approaches is desirable in order to elicit the most complete picture of a job. Various techniques for job analysis are
    - **Observation** – Employees are observed as they perform a job and information is collected and analyzed.
    - **Interviews** – Supervisors and job holders are interviewed to ascertain main Purpose of the job, the activities involved and relationship it entails. Various types of interviews can involve 360 ° interviews involving the job holder.

- **Critical incident technique** - The CIT, requires participants to describe, in detail, incidents in which they either succeeded or failed to achieve an objective. From this description of what occurred, together with the events preceding and following the incident, it is possible for the job analyst to make inferences about the underlying behaviors and cognitions that are related to effective performance.

- **Position analysis questionnaire** - The PAQ, is a structured questionnaire that requires participants to assess the job against each of almost 200 job elements covering six different categories: information input, mental processes, work output, relationships with others, job context, and other job characteristics. Although relatively complex, the PAQ yields a wealth of quantitative data that can be used to compare different jobs in detail.

• **Job description** - Job descriptions are written documents that describe the functions and working conditions of a job. Job specifications are the human characteristics necessary to successfully perform the job. Job specifications are typically a subsection of a job description.

Validation of Checklist

A checklist of competencies collected are assimilated which should be validated. Methods followed include

- Select top ten performers and the bottom ten. The test should reflect the relative competency levels. Informal verification such as data from the group, interview summaries and comments may be one way to validate the assessment.
- The 360° feedback can be used for validation. The respondents can specify the responses.

3.1.2 COMPETENCY ASSESSMENT

Assessment is the most important step in mapping the competencies once they have been identified. An assessment centre is an alternative to validate the competencies of individuals with the help of various assessment tools together. An assessment centre is a method or approach that is used to make decisions about people- to choose them, promote them or put them in the fast track. Some of the tools used include

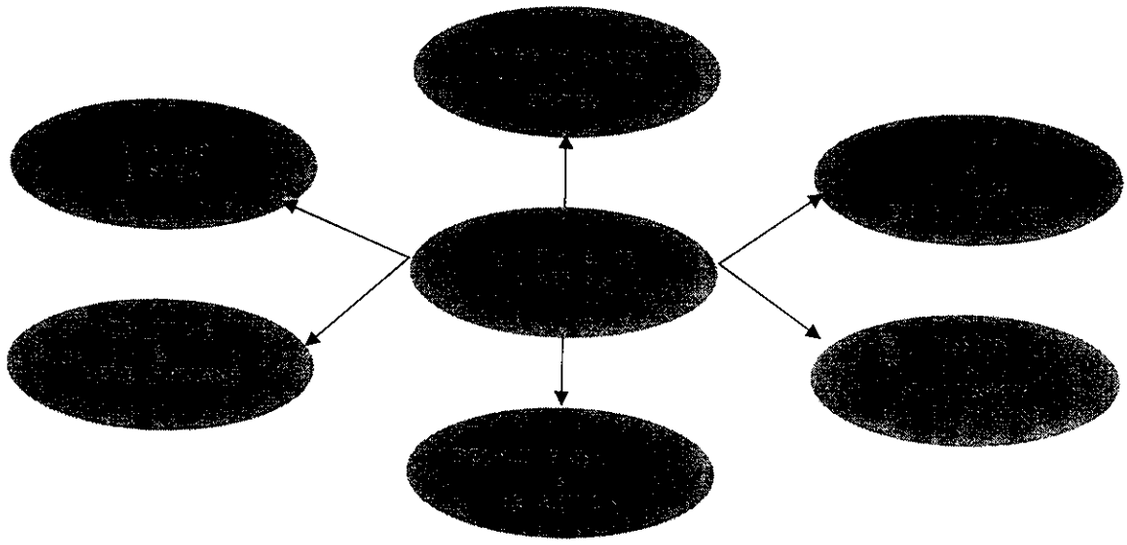
- **Psycho-metric tools or personality inventories** – There are various types of personality inventories such as like 16 PF, which give a straight forward measure and can be statistically related to competency dimensions. Other tests may give more information such as MBTI, FIRO- B etc.
- **Role plays**- These exercises involves role players who play the roles. It is essentially an act of fact finding, decision making or negotiation.
- **Group exercise** – These should replicate the types of groups with whom people in the job will be involved.
- **360° feedback** –360 Degree Feedback is a Multi- Rater Feedback System. In this system the candidate is assessed by a number of assessors including his boss, direct reports (subordinates), colleagues, internal customers and some times external customers The feedback provides key inputs by helping participants to gain insight into their strengths and weakness.

3.1.3 COMPETENCY DEVELOPMENT

The identified competencies can be developed by helping the role holder by identifying the competencies through competency matrix. Areas of improvement can be decided and action plan for improvement decided. A typical competency development plan would exhibit the following elements.

ROLE	IDENTIFIED COMPETENCIES	ASSESSMENT RESULT	AREAS OF IMPROVEMNT	ACTION PLAN

Fig 3.3 INTEGRATION TO HR FUNCTIONS



Competency mapping can help people and the organization focus on skills, knowledge and characteristics that affect job performance and help people assess their current level of skills and capabilities. When integrated with performance appraisal, competency mapping provides a clear picture on what is being measured and is concerned not only with results but also behavioral aspect behind that achievement. Competency mapping can also be integrated into various HR functions, mentioned above acting as an agent for the wholesome enhancement of HR functions in an organization.

3.2 MICRO ANALYSIS

3.2.1 CONSULTANT

Core Competencies

1. Organizational Commitment

- Is aware of the organization's vision, strategy, goals etc.
- Acts to align one's own activities with the organization's vision, strategy, goals, etc.
- Works to contribute towards the growth of self, the team and the organization as a whole.
- Puts organizational needs before one's own needs, as appropriate.

2. Client-Focus

- Is aware of the client's expectations of the modules and clarifies the details.
- Ensures throughout the module-development stage that standards and quality are met with.
- Guides programmers and other team members in achieving /exceeding the desired outcomes.

3. Result-Focus

- Works to exceed set targets and persists in achieving a standard of excellence that goes beyond expectations.
- Ensures accuracy and completeness of data available and successfully manages the task allocated using time management, and adheres to standards and quality.
- Coordinates with the testing department to ensure expectations are met and takes corrective actions in case, if necessary.

4. Concern for Quality

- Is aware of the quality standards and gets clarified the necessary details.
- Ensures throughout the module development stage that standards of quality are met with and a bug-free module is developed.
- Seeks the guidance of senior members when faced with critical quality problems.

5. Commitment to Learning

- Takes responsibility for self-improvement and expansion of own knowledge and capabilities.
- Identifies, assesses and selects resources to satisfy one's own learning needs.
- Guides the programmers in obtaining resources for learning.
- Instills the spirit of continuous learning in the trainees.

Behavioral Competencies

1. Team Collaboration

- Active and an enthusiastic participant of the team and plays an important role in maintaining team cohesiveness.
- Co-ordinates own activities with team activities and objectives.
- Respects and welcomes ideas and suggestions from co-workers and programmers.
- Identifies the need and comes forward to help programmers in meeting their deadlines and goals
- Shares expertise and experiences and proactively suggest ideas for better results and for the overall team development.

2. Communication

- Relays information and expectations clearly to others.
- Uses appropriate tone and vocabulary.
- Listens attentively to others.
- Knows where to use non-verbal messages and is clear in demonstration.
- Shows interest in others opinions and provides opportunities for others to speak.

3. Creative and Innovative Thinking

- Displays a high level of imagination in translating ideas to effective and efficient solutions.
- Displays different ways of thinking to develop the allocated modules that results in realistic solutions with one's own originality.
- Thinks laterally ("outside the box") and with no guidance, is prepared to look beyond the data for allocated modules to bring out creative and innovative alternatives.
- Displays a high level of curiosity and interest in working with new technologies thus challenging the conventional work methodology.

4. Analytical Thinking

- Identifies and organizes the information needed to solve the task in a logical manner.
- Asks appropriate questions to identify and clarify the obtained information.
- Gets input from all sources that are closest to the problem.
- Thinks of several possible explanations or alternatives for a situation and is able to arrive at an optimum solution based on pertinent facts, defined criteria, experience, knowledge, reasoning, intuition
- Guides the programmer with problem-solving and ensures analytical thinking forms a part of the trainees' curriculum.

5. Decision Making

- Decides on changes related to the development of allocated modules in consultation with the clients.
- Displays sound investigative skills and the sense of discretion, asking the right questions to draw out needed information in making these changes.
- Able to explain the rationale behind such decisions and is accountable.
- Actively participates in project planning, scheduling and module allocation and provides pertinent information in decision making.
- Guides the programmers in deciding on making changes in the development of allocated modules.

6. Initiative

- Follows through, the entire stage of module development, with a plan of action without, the need for any prompting.
- Willingly accepts new challenges, assignments.
- Remains focused and stay with a module until completion.
- Volunteers ideas to make the end-result exceed expectations.

3.2.2 PROGRAMMER

Core Competencies

1. Organizational Commitment

- Understands how the department interacts with the external world - relations with the stakeholders etc., and uses this knowledge in achieving results.
- Puts organizational needs before one's own needs, as appropriate.
- Aware of the organization's reputation and defends it with outsiders.

2. Client-Focus

- Is aware of the client's expectations of the modules and clarifies the details.
- Ensures throughout the module development stage that standards and quality are met with.

3. Result-Focus

- Ensures accuracy and completeness of data available and clarifies details of the project.
- Successfully manages the task allocated using time management and completes work on time with adherence to standards and quality meeting/expecting expectations.
- Coordinates with the testing department to ensure expectations are met and takes corrective actions, if necessary.

4. Concern for Quality

- Is aware of the quality standards and gets clarified the necessary details.
- Ensures throughout the module development stage that standards of quality are met with and a bug-free module is developed.
- Seeks the guidance of senior members when faced with critical quality problems.

5. Commitment to Learning

- Takes responsibility for self-improvement and expansion of own knowledge and capabilities.
- Identifies, assesses and selects resources to satisfy one's own learning needs.
- Seeks the help of seniors in obtaining appropriate learning resources, if necessary.

Behavioral Competencies

1. Team Collaboration

- Participates co-operatively and makes a constructive contribution to team efforts.
- Co-ordinates own activities with team activities and objectives.
- Completes tasks on-time and if necessary, comes forward to help others in meeting their deadlines.
- Shares information, resources, and proactively suggest ideas for better results and for the overall team development.
- Respects team members esteem, skills, talents and recognizes their strengths and their contributions to the team
- Displays a positive attitude towards work and colleagues and offers constructive feedback for their development.
- Welcomes and responds to the team ideas for self-development and for providing better results.
- Ensures participation in all departmental activities.

2. Creative and Innovative Thinking

- Displays a high level of imagination in translating ideas to effective and efficient solutions.
- Displays different ways of thinking to develop the allocated modules that results in realistic solutions with one's own originality.
- Thinks laterally ("outside the box") and with no guidance, is prepared to look beyond the data for the allocated modules to bring out creative and innovative alternatives.
- Displays a high level of curiosity and interest in working with new technologies thus challenging the conventional work methodology.

3. Analytical Thinking

- Undertakes the opportunity by breaking it down into manageable parts in a systematic, logical and a detailed manner.
- Identifies and organizes the information needed to solve the task in a logical manner.
- Asks appropriate questions to identify and clarify the obtained information.
- Gets input from all sources that are closest to the problem and seeks their help with problem-solving.
- Thinks of several possible explanations or alternatives for a situation and is able to arrive at an optimum solution based on pertinent facts defined criteria reasoning and guidance from others.
- Verifies observations/conclusions with team members.

4. Decision Making

- Decides on changes related to the development of allocated modules in consultation with the clients.
- Displays sound investigative skills and the sense of discretion, asking the right questions to draw out needed information in making these changes.
- Able to explain the rationale behind such decisions and is accountable.

5. Communication

- Relays information and expectations clearly to others.
- Uses appropriate tone and vocabulary.
- Listens attentively to others.
- Knows where to use non-verbal messages and is clear in demonstration.
- Shows interest in others opinions and provides opportunities for others to speak.
- Clarifies one's own information by asking questions.
- Passes information along in a timely manner to the appropriate people.

6. Initiative

- Follows through, the entire stage of module development, with a plan of action without, the need for any prompting.
- Willingly accepts new challenges, assignments.
- Remains focused and stay with a module until completion.
- Volunteers ideas to make the end-result exceed expectations.
- Commits to deadlines.
- Overcomes obstacles to achieve end-results.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 DATA COLLECTION

4.1.1 Steps Involved In Designing Competency Mapping

Step 1- Study the organization wide competencies

The organization wide competencies were gathered from vision, mission statements of the company and company documents which helped to establish the overall theme for the model.

Step 2- Study the work group level competencies

The competencies of various department for which the mapping was done were assimilated through the discussion with the project guide in the organization (HR dept) and documents related to HR processes, which helped in recognizing the competencies.

Step 3 – Study of organization structure

To facilitate the study on the organization structure, the organization chart of the organization was used. It explains the hierarchy of the management. The roles for which the mapping had to be done were decided through detailed discussion with the project guide in the organization.

Step 4 -Select the competencies through job analysis according to their duties and responsibilities

Detailed analysis on the competency was done through in-depth interview with identified role holders and stake holders of that role. Also conversation was initiated to understand the working environment, practices followed and feed back about the HR department. The competencies identified for each role, were validated through providing a checklist of identified competencies to the role holders and stakeholders mentioned and final list of competencies for each role were validated by discussion with project guide .The complete list of Identified competencies which has been put under three competency clusters include

Core Competencies

- Automation
- Designing
- Team Management
- Programming Skills
- Improvement Initiatives
- Updated Knowledge
- Process Adherence
- Execution & Client Relationship Management
- Timeliness
- Training Capability

Behavioral Competencies

- Creativity
- Flexibility
- Innovation
- Positive Approach
- Self Development
- Adaptability
- Determination
- Initiative
- Motivating skills
- Proactive
- Value and Ethics

Functional Competencies

- Analytical skill
- Decision making
- Conflict management skills
- Stress management
- Confidence
- Communicational skills
- Problem solving skills
- Leadership skills
- Team Work

Step 5 – Frame the competency dictionary

A competency dictionary is a comprehensive inventory or listing of competencies. A competency dictionary was prepared, to understand the meaning of the identified competencies,. This dictionary consists of detailed description and the key indicators by which the assessor can identify the specific competency for the role.

Leadership- Mobilizes people to work toward a shared purpose in the best interests of the department and company, the people comprising it and the people it serves. Leaders demonstrate concern for individual differences and employee morale.

- Manages Expectations and Informs Others
- Uses strategies to promote team morale and productivity
- Communicates team objectives and accomplishments both inside and outside of the team that generates excitement, enthusiasm and commitment to action.

Creativity - Takes an innovative approach to problem solving. It includes the ability to "think outside of the box", to go beyond the conventional, and a willingness to try out different solutions.

- Is open-minded when presented with a new perspective and will not automatically dismiss new ideas.
- Questions and challenges the quality of conventional work methodology.
- Generates varied solutions to problems and comes up with innovative ideas.
- Is Agile in Response to Change.

Teamwork - Works co-operatively with others, working together as opposed to working separately or competitively.

- Regards team members in a positive light. Willingly participates in a team setting.
- Keeps team members informed and up-to-date about all relevant or useful information.
- Solicits ideas and opinions to help form specific decisions or plans.
- Values others' input and expertise and is willing to learn from others.
- Encourages others and recognizes their contribution.

Communication skills - Receives/provides clear accurate and timely information, opinions, ideas or expressions for common understanding.

- Uses appropriate methods of communication (written/oral) in a simple understandable language.
- Listens effectively to understand the concerns voiced and provide adequate solution.
- Uses modern gadgets of communication available most effectively.
- Identifies communication blocks and take effective steps to overcome it.
- Creates an impact on others in terms of actions and relations.

Confidentiality – Act in a manner that highly valuable information is kept secure.

- Matters related to organization which valuable and important are treated in such a manner that information is not leaked.
- Personal information which has come to notice, potential enough to harm the third party is kept confidential.

Self discipline - Behaves in a manner in accordance to the rules and regulations of the organization voluntarily.

- Does all the duties entrusted in a timely manner as required.
- Does not get affected by peer pressure and fall into wayward behavior.
- Believes that his/her input is benefiting the organization and thus puts in more effort without being asked to do so.

Interpersonal relations - Considers and responds appropriately to the needs, feelings, and capabilities of different situations.

- Relates well with others and maintains confidentiality.
- Demonstrates consistency and fairness.
- Anticipates and resolves confrontations, disagreements, and complaints in a win-win way.
- Is tactful, compassionate and sensitive, and treats others with respect.
- Provides timely and honest feedback in a constructive and non-threatening way

Adaptability - Adapting in order to work effectively in ambiguous or changing situations, and with diverse individuals and groups .

- Express willingness to do things differently
- Understands and recognizes the value of other points of view and ways of doing things
- Displays a positive attitude in the face of ambiguity and change
- Recognizes and responds quickly to shifting opportunities and risks

Assertiveness – Driving your point through clearly in such a diplomatic yet stern way that others accept your point at their own will.

- Being stern without hurting others feelings
- Expresses positive expectations of others, speaks of team members in positive terms.
- Accepts others ideas along with yours .

Decisiveness - Makes timely and sound decisions. Identifies and understands issues, problems, and opportunities Creates relevant options for addressing problems and opportunities and achieving desired outcomes.

- Takes action that is consistent with available facts, constraints, and probable consequences.
- Modifies decisions based on new information when appropriate.
- Takes calculated risks.
- Takes responsibility for decisions.
- Understands the impact and implications of decisions and provides feedback on outcomes.

Influencing skills - Acts to persuade, convince or influence others, in order to have a specific impact or effect.

- Persuades others through oral and/or written presentations by appealing to reason using data or concrete examples.
- Persuades others to achieve organizational goals, team goals and individual goals by providing adequate moral support and guidance.

Positive approach – Takes every situation as it comes and believes that the end result out will turn out fine

- Inspires and demonstrates optimism to himself and team mates.
- Constantly challenges ones self and team to set goals and achieve it.

Stress tolerance – Is able to maintain high degree of personal integrity in times of extreme demanding situations.

- Has presence of mind and can think on his or her feet.
- Does not get overwhelmed by seemingly complex situations.
- Takes initiative and charge during extreme pressure times.

Analytical skills - Approaches a situation or problem by defining the problem or issue; determining its significance; collecting data; using tools and using logic and intuition to arrive at conclusions or decisions.

- See most of the forces, events, entities, and people that are affecting the situation.
- Makes a systematic comparison of two or more alternatives.
- Approaches a complex task or problem by breaking it down into its component parts and considering each part in detail.

Identified roles for which competency mapping was carried out

- Senior Technical Manager
- Assistant manager
- Programmer
- Functional consultant
- Test engineer
- Project Manager
- Senior Programmer
- System Analyst
- Technical consultant

Senior Technical Manager

JOB TITLE	Senior Technical Manager
RANGE	Bangalore
REPORT TO	1.Chief Operating Officer 2.Chief Technical Officer
IMMEDIATE LEVEL SUBORDINATES	1. Assistant Manager 2. Senior Programmer

JOB SUMMARY

Takes the project from **concept to completion** by being involved in:

- **Client Requirement & Project Feasibility** Analysis.
- Identification of **Software Requirement Specifications (SRS) & Design of Data flow** in consultation with the Assistant Manager – Web Development and Senior Programmer – Web Development.
- **Project Planning, Scheduling and Modules Allocation** to the execution team in consultation with the Assistant Manager – Web Development and ERP.
- Ensuring **Client Approval** of the **prototype.**
- Regular **project follow-ups.**
- Monitoring standards and quality with **parallel modules testing** and **final product testing.**

DUTIES & RESPONSIBILITIES

- To play an **integral role** in the success of the project ensuring **customer satisfaction** and sometimes even, **exceeding customer expectations**.
- To build and maintain **strong and effective relationships with all stakeholders** of the project.
- To act as a **liaison between all parties** concerned and effectively communicate the status of the project, issues involved.
- **Resource procurement and administration**.
- To **coordinate closely the efforts of the development team with the design and the testing department** to **ensure quality, standards and on-time delivery** of the project; while **guiding the execution team successfully, during critical times**
- To maintain **on-going links with clients after product delivery** to understand their concerns and to provide for further improvements, if any.
- To suggest **top management** on **recent technologies**.
- To foster a **highly productive atmosphere** and bring in **effective team co-ordination**.

DECISION-MAKING

- Extends to all activities related to **project concept, development and completion in consultation with the clients**.

SKILLS & BEHAVIORS REQUIRED
BUSINESS:

- Ability to **drive multiple clients and team resources** and **manage a variety of overlapping deadlines** and demonstrates a **proactive attitude.**
- Ability to **effectively interact with** and **interpret the clients' requirements.**
- Ability to **convince and gain consensus** among differing viewpoints.
- Demonstrates **team leadership,** a **willingness to deliver knowledge** and is **open to feedback.**
- Strong **decision-making skills**, excellent **organizational skills**, high **creative and innovative skills**, and shows good **attention to details**.
- Excellent **communication skills**, both verbal and written, with an ability to communicate difficult technical and business concepts to both technical and non-technical users.

TECHNOLOGY:

- **Domain Knowledge**
- Tools: **Project-Management, MS-Project**
- Knowledge of **Web Development, Systems Development Life Cycle, Database Design.**
- Ability to build **websites with differing complexities and on different technologies.**
- Keeps **updated with recent technologies.**

ASSISTANT MANAGER

JOB TITLE	Assistant Manager
DEPARTMENT	Web Development
REPORT TO	Senior Technical Manager
IMMEDIATE LEVEL SUBORDINATES	1. Senior Programmer 2. Programmer

JOB SUMMARY

Responsible for the **successful completion of the project development stage** while being involved in:

- Assisting Senior Technical Manager – Web Development in **Software Requirement Specifications (SRS), Data Flow Design, Project Planning, Scheduling and Modules Allocation** to the execution team.
- **Assigning the allocated modules to the execution team** ensuring proper understanding of the details by the team.
- **Guiding the execution team with Prototype Development.**
- **Guiding the execution team with the Development stage** while handling the **development of extremely critical modules.**
- Regular **project follow-ups.**

DUTIES & RESPONSIBILITIES

- To act as a **liaison between Senior Technical Manager – Web Development and the execution team** and effectively communicate the status of the project.
- To provide the **required guidance to the execution team** while **monitoring** on a daily basis the **work of the Senior Programmers – Web Development.**
- To **coordinate with the testing department** so as to **ensure quality, standards and on-time delivery** of the project.
- To foster a highly **productive atmosphere** and bring in **effective team co-ordination.**

DECISION-MAKING

- Extends to all activities related to **module development in consultation with the clients.**

SKILLS & BEHAVIORS REQUIRED FOR BUSINESS:

- Ability to **handle multiple projects successfully** and demonstrates **a proactive attitude** and **a constructive approach to challenges.**
- Ability to **assess a programmer's efficiency** in handling a module.
- Demonstrates a **sense of urgency in driving projects to successful completion.**
- Demonstrates **team leadership,** a **willingness to deliver knowledge,** and is **open to feedback.**
- Excellent **organizational skills,** high **creative and innovative skills,** good **attention to details.**
- Excellent **communication skills,** both verbal and written, with an ability to communicate difficult technical and business concepts to both technical and non-technical users.
- **Commitment to organization, quality and client focus.**

TECHNOLOGY:

- **Domain Knowledge**
- Web Technologies: **ASP**
- Knowledge of **Web Development, Systems Development Life Cycle, Database Design.**
- Ability to build **websites with differing complexities and on different technologies.**
- Keeps **updated with recent technologies.**

SENIOR PROGRAMMER

JOB TITLE	Senior Programmer
RANGE	Bangalore
REPORT TO	1. Senior Technical Manager 2. Assistant Manager
IMMEDIATE LEVEL SUBORDINATES	Programmer

JOB SUMMARY

Responsible for the **successful completion of the project development stage** while being involved in:

- Assisting Senior Technical Manager – Web Development and Assistant Manager – Web Development in **Software Requirement Specifications (SRS), Data Flow Design, Project Planning, Scheduling and Modules Allocation** to the execution team.
- **Prototype Development.**
- Development of **user-friendly, bug-free, critical project modules**, ensuring **on-time completion.**

DUTIES & RESPONSIBILITIES

- To act as a **liaison between Assistant Manager - Web Development and the execution team** and effectively communicate the status of the project.
- To **co-ordinate with the testing department to ensure a bug-free module.**
- To provide the **required guidance to the programmers while monitoring their work on a daily basis.**
- To hold **technical interviews** for the purpose of recruitment.
- To **allocate modules to trainees; conduct training classes and provide guidance to the trainees.**
- To facilitate effective **team management and collaboration.**

DECISION-MAKING

- Extends to all activities related to **development of the allocated modules.**

SKILLS & BEHAVIORS REQUIRED FOR BUSINESS:

- Ability to **work in a small team**, with **minimum supervision** and a **proactive attitude**, in a demanding, fast-paced environment.
- Ability to **quickly grasp and understand issues** and demonstrates **a constructive approach to challenges.**
- Willingness to **deliver knowledge.**
- Excellent **organizational skills**, high **creative and innovative skills** and shows good **attention to details.**
- Excellent **communication skills**, both verbal and written, with an ability to communicate difficult technical and business concepts to both technical and non-technical users.
- **Flexible, open to feedback.**
- **Commitment to organization, quality and client focus.**

TECHNOLOGY:

- Web Technologies: **ASP**
- Knowledge of **Web Development, Systems Development Life Cycle, Database Design.**
- Ability to work on **websites with differing complexities and on different technologies.**
- Keeps **updated with recent technologies.**

JOB TITLE	Programmer
RANGE	Bangalore
REPORT TO	Senior Programmer

JOB SUMMARY

Plays a very appreciative role in the **successful completion of the project development stage** while being involved in:

- **Prototype Development.**
- **Development of user-friendly, bug-free project modules, on-time completion.**

DUTIES & RESPONSIBILITIES

- To **co-ordinate with the testing department to ensure a bug-free module.**
- To **provide the required guidance to the trainees in their modules.**
- To facilitate effective **team management and collaboration.**

DECISION-MAKING

- Extends to all activities related to **development of the allocated modules.**

SKILLS & BEHAVIORS REQUIRED FOR BUSINESS:

- Ability to work in a **small team**, with **minimum supervision** and **a proactive attitude,** in a **demanding, fast-paced environment.**
- Ability to **quickly grasp and understand issues** and demonstrates **a constructive approach to challenges, share knowledge, Flexible, open to feedback.**
- Excellent **organizational skills**, high **creative and innovative skills.**
- **Commitment to organization, quality and client focus.**

TECHNOLOGY:

- Knowledge of **Web Development, Systems Development Life Cycle, Database Design.**
- Ability to work on **websites with differing complexities and on different technologies.**
- Keeps **updated with recent technologies.**

Design of competency matrix

The table below is the representation of the competencies for each role in a matrix form.

Position / Core Competency	Executive \HR	Senior Technical Manager	Assistant Manager	Functional Consultant	Senior Programmer	DBA	Project Manager	Technical Consultant	System Analyst	Test Engineer	Programmer
Automation		×	×	×	×	×	×	×	×	×	×
Updated Knowledge	×	×	×	×	×	×	×	×	×	×	×
Designing	×	×	×	×	×	×	×	×	×	×	×
Process Adherence	×	×	×	×	×	×	×	×	×	×	×
Team management	×	×	×	×	×	×	×	×	×	×	×
Execution & CRM	×	×	×	×	×	×	×	×	×	×	×
Programming skills	×	×	×	×	×	×	×	×	×	×	×
Timeliness	×	×	×	×	×	×	×	×	×	×	×
Improvement Initiatives	×	×	×	×	×	×	×	×	×	×	×
Training capability	×	×	×	×	×	×	×	×	×	×	×

Fig 4.1 COMPETENCY MATRIX 1

Position / Behavioral Competency	Executive \HR	Senior Technical Manager	Assistant Manager	Functional Consultant	Senior Programmer	DBA	Project Manager	Technical Consultant	System Analyst	Test Engineer	Programmer
Adaptability			×	×	×						
Creativity		×	×	×	×				×	×	
Determination	×	×	×	×	×	×	×	×	×	×	
Flexibility	×	×	×	×	×	×	×	×	×	×	×
Initiative	×	×	×	×	×	×	×	×	×	×	×
Innovation			×	×	×				×		
Motivating skills	×	×	×	×	×	×	×	×	×	×	×
Positive Approach			×	×	×	×	×	×	×	×	×
Proactive							×	×			
Value and Ethics	×	×	×	×	×	×	×	×	×	×	×

Fig 4.2 COMPETENCY MATRIX -2

Position / Functional Competency	Executive \HR	Senior Technical Manager	Assistant Manager	Functional Consultant	Senior Programmer	DBA	Project Manager	Technical Consultant	System Analyst	Test Engineer	Programmer
Analytical skill						×	×	×	×	×	×
Communicational skills		×	×	×	×		×	×			
Decision making	×	×	×	×	×		×				
Conflict management skills	×	×	×								
Leadership skills	×	×	×	×	×		×	×			
Stress management	×	×	×	×	×	×	×	×	×	×	×
Team Work		×	×	×	×	×	×	×	×	×	×
Confidence	×	×	×	×	×	×	×	×	×	×	×

Fig 4.3 COMPETENCY MATRIX- 3

4.2 ANALYSIS

4.2.1 Need for the analysis

4.2.1.1 Regression Analysis

Regression analysis is a technique used for the modeling and analysis of numerical data consisting of values of a dependent variable (response variable) and of one or more independent variables (explanatory variables). The dependent variable in the regression equation is modeled as a function of the independent variables, corresponding parameters ("constants"), and an error term. The error term is treated as a random variable. It represents unexplained variation in the dependent variable. The parameters are estimated so as to give a "best fit" of the data. Most commonly the best fit is evaluated by using the least squares method, but other criteria have also been used.

Regression can be used for prediction (including forecasting of time-series data), inference, hypothesis testing, and modeling of causal relationships. These uses of regression rely heavily on the underlying assumptions being satisfied. Regression analysis has been criticized as being misused for these purposes in many cases where the appropriate assumptions cannot be verified to hold. One factor contributing to the misuse of regression is that it can take considerably more skill to critique a model than to fit a model.

4.2.1.2 Correlation Analysis

The Bivariate Correlations procedure computes Pearson's correlation coefficient, Spearman's rho, and Kendall's tau-b with their significance levels. Correlations measure how variables or rank orders are related. Before calculating a correlation coefficient, screen your data for outliers (which can cause misleading results) and evidence of a linear relationship. Pearson's correlation coefficient is a measure of linear association. Two variables can be perfectly related, but if the relationship is not linear, Pearson's correlation coefficient is not an appropriate statistic for measuring their association.

4.2.1.3 Features of SPSS

SPSS (originally, Statistical Package for the Social Sciences) was released in its first version in 1968 after being founded by Norman Nie, then a political science postgraduate at Stanford University,[1] and now Research Professor in the Department of Political Science at Stanford and Professor Emeritus of Political Science at the University of Chicago. SPSS is among the most widely used programs for statistical analysis in social science. It is used by market researchers, health researchers, survey companies, government, education researchers, marketing organizations and others. In addition to statistical analysis, data management (case selection, file reshaping, creating derived data) and data documentation (a metadata dictionary is stored with the data) are features of the base software.

Statistics included in the base software:

- Descriptive statistics: Cross tabulation, Frequencies, Descriptives, Explore, Descriptive Ratio Statistics
- Bivariate statistics: Means, t-test, ANOVA, Correlation (Bivariate, partial, distances), Nonparametric tests
- Prediction for numerical outcomes: Linear regression
- Prediction for identifying groups: Factor analysis, cluster analysis (two-step, K-means, hierarchical), Discriminant

The many features of SPSS are accessible via pull-down menus or can be programmed with a proprietary 4GL command syntax language. Command syntax programming has the benefits of reproducibility and handling complex data manipulations and analyses. The pull-down menu interface also generates command syntax, though the default settings have to be changed to make the syntax visible to the user. Programs can be run interactively or unattended using the supplied Production Job Facility. Additionally a "macro" language can be used to write command language subroutines and a Python programmability extension can access the information in the data dictionary and data and dynamically build command syntax programs.

4.2.1.4 Microsoft Excel

Microsoft Excel is a proprietary spreadsheet application written and distributed by Microsoft for Microsoft Windows and Mac OS X. it features calculation, graphic tools, Pivot table and, except for Excel 2008 for Mac OS X, a macro programming language called VBA (Visual Basic for Applications). It is overwhelmingly the dominant spreadsheet application available for these platforms and has been so since version 5 in 1993 and is bundled as part of Microsoft office. Excel is one of the most popular Microcomputer applications to date.

4.2.1.5 Rank correlation

Rank correlation is the study of relationships between different rankings on the same set of items. It deals with measuring correspondence between two rankings, and assessing the significance of this correspondence.

Determining significance

The modern approach to testing whether an observed value of ρ is significantly different from zero is to calculate the probability that it would be greater than or equal to the observed ρ, given the null hypothesis, by using a permutation test. This approach is almost always superior to traditional methods, unless the data set is so large that computing power is not sufficient to generate permutations, or unless an algorithm for creating permutations that are logical under the null hypothesis is difficult to devise for the particular case.

Although the permutation test is often trivial to perform for anyone with computing resources and programming experience, traditional methods for determining significance are still widely used. The most basic approach is to compare the observed ρ with published tables for various levels of significance. This is a simple solution if the significance only needs to be known within a certain range.

An alternative approach available for sufficiently large sample sizes is an approximation to the Student's t-distribution. For sample sizes above about 20, the variable has a Student's t-distribution in the null case (zero correlation). In the non-null case tests are much less powerful, though the t-distribution can again be used.

4.2.2 Correlation matrix

Table 4.1

CORRELATION	Technical	Behavioral	Functional
Technical	1	0.543722	0.33955
Behavioral	0.534672	1	0.45699
Functional	0.339446	0.45699	1

The above denotes that the correlation between the technical and behavioral competencies is the highest, technical and functional is the least.

Regression coefficient values of each factor in total

Table 4.2

Regression	Technical	Behavioral	Functional
Technical	0.94	0.92	0.91
Behavioral	0.89	0.74	0.94
Functional	0.97	0.89	0.74

The correlation analysis undergone for all respondents for various competencies prove that the technical and behavioral competencies are highly correlated.

The regression analysis show that the technical competency is highly regressive compared to the other competencies.

4.3 GAP ANALYSIS

These feedbacks will show how ones own evaluation of performance as compared to that given by others. Questionnaires were framed for Manager, consultant and programmer according to their required competencies as identified by competency mapping .

LEGEND

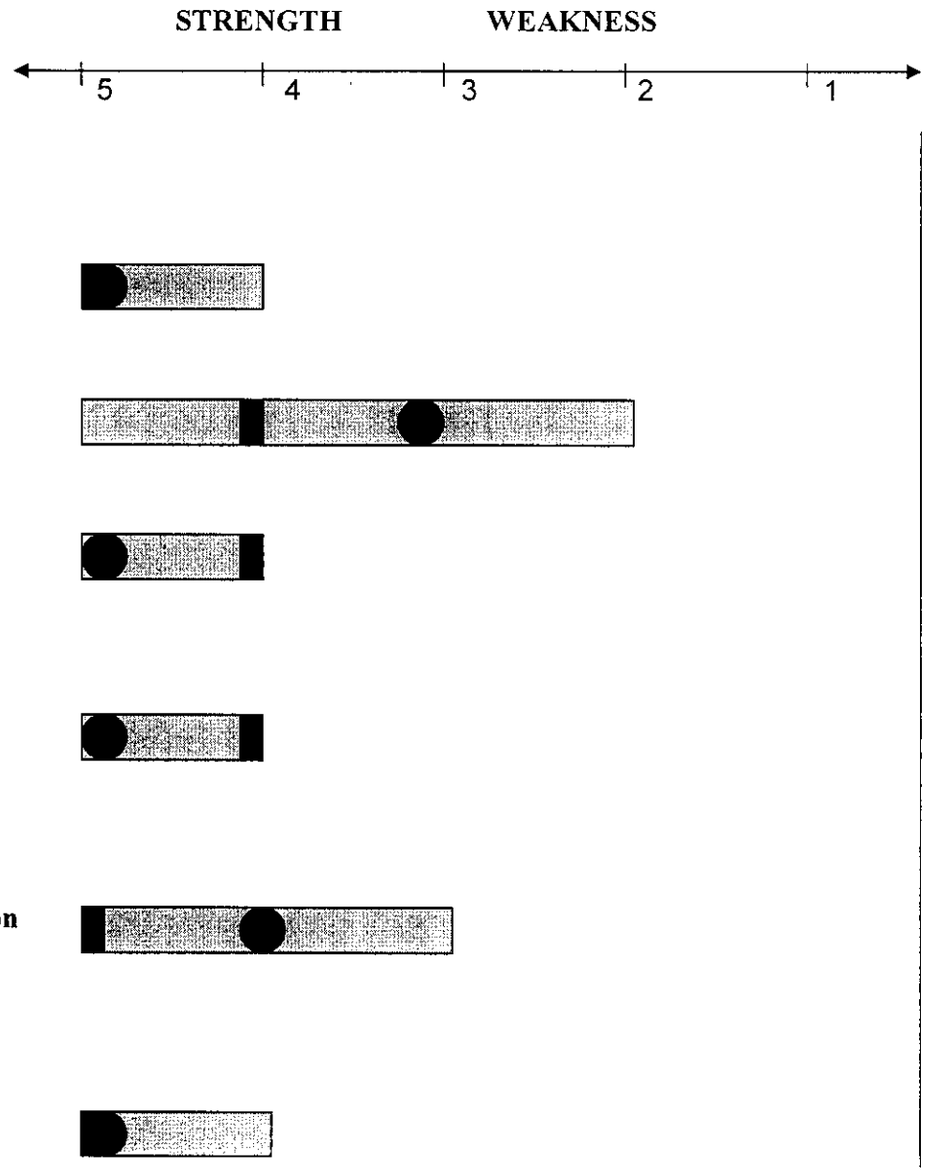
This bar indicates the range of response with respect to a particular competency.

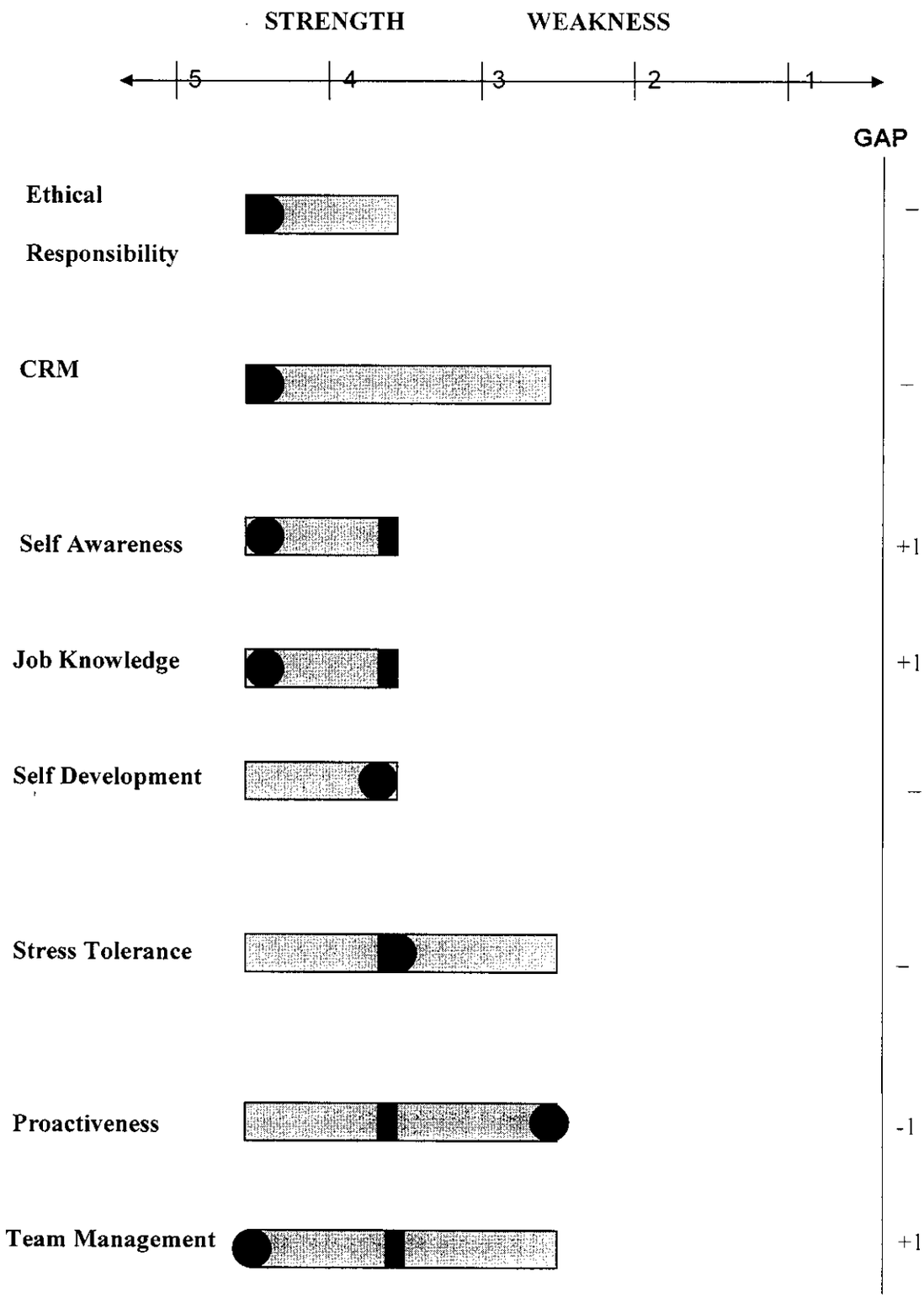
Indicates response of others, according to highest number of ratings by the raters.

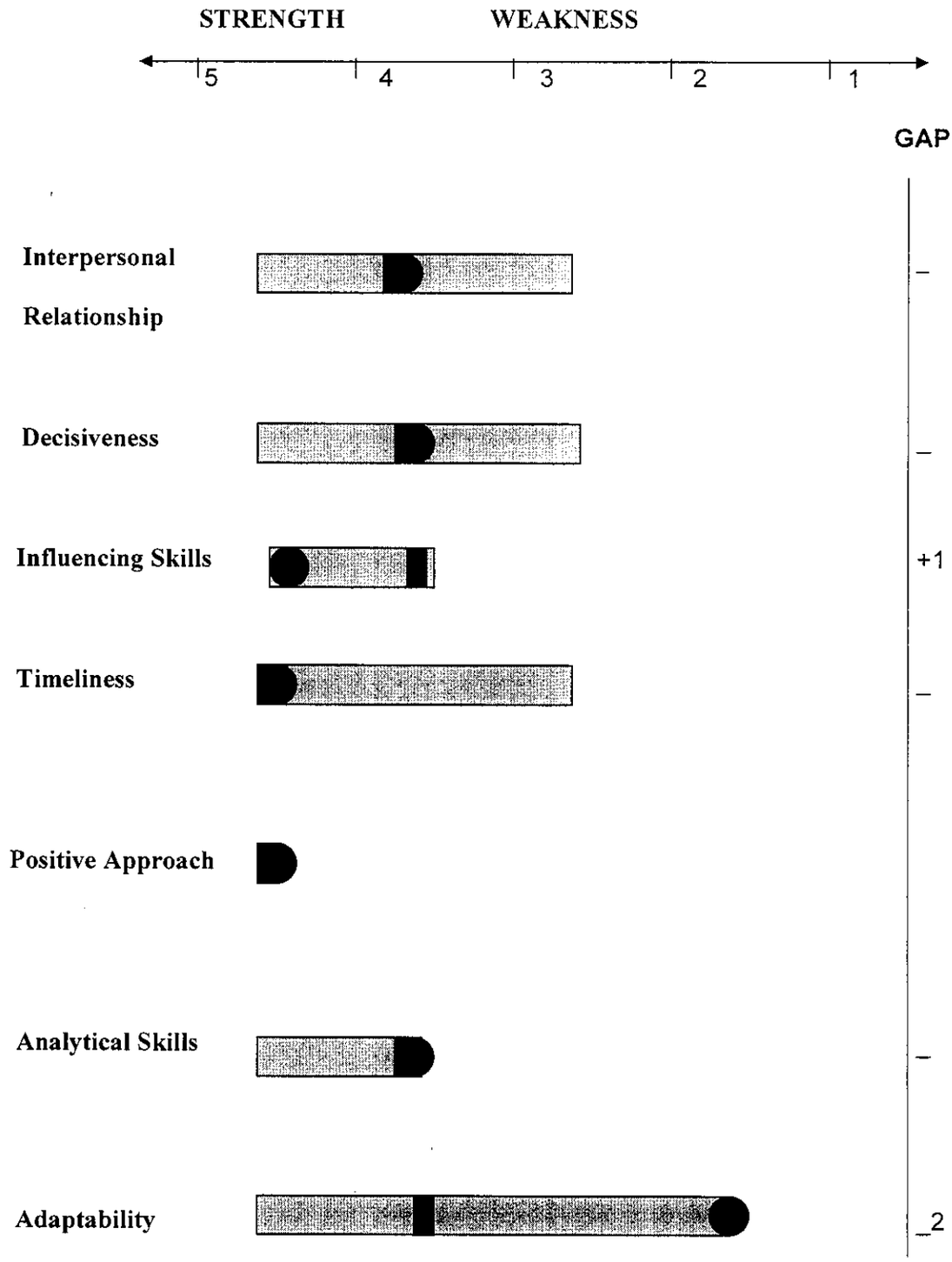
Indicates response of self.

5	**very high**
4	**high**
3	**moderate**
2	**low**
1	**very low**

GAP ANALYSIS – MANAGER




STRENGTH
WEAKNESS
5
4
3
2
1
GAP
Ethical
Responsibility
–
CRM
–
Self Awareness
+1
Job Knowledge
+1
Self Development
–
Stress Tolerance
–
Proactiveness
-1
Team Management
+1


STRENGTH
WEAKNESS
5
4
3
2
1
GAP
Interpersonal Relationship
Decisiveness
Influencing Skills
Timeliness
Positive Approach
Analytical Skills
Adaptability
+1
_2

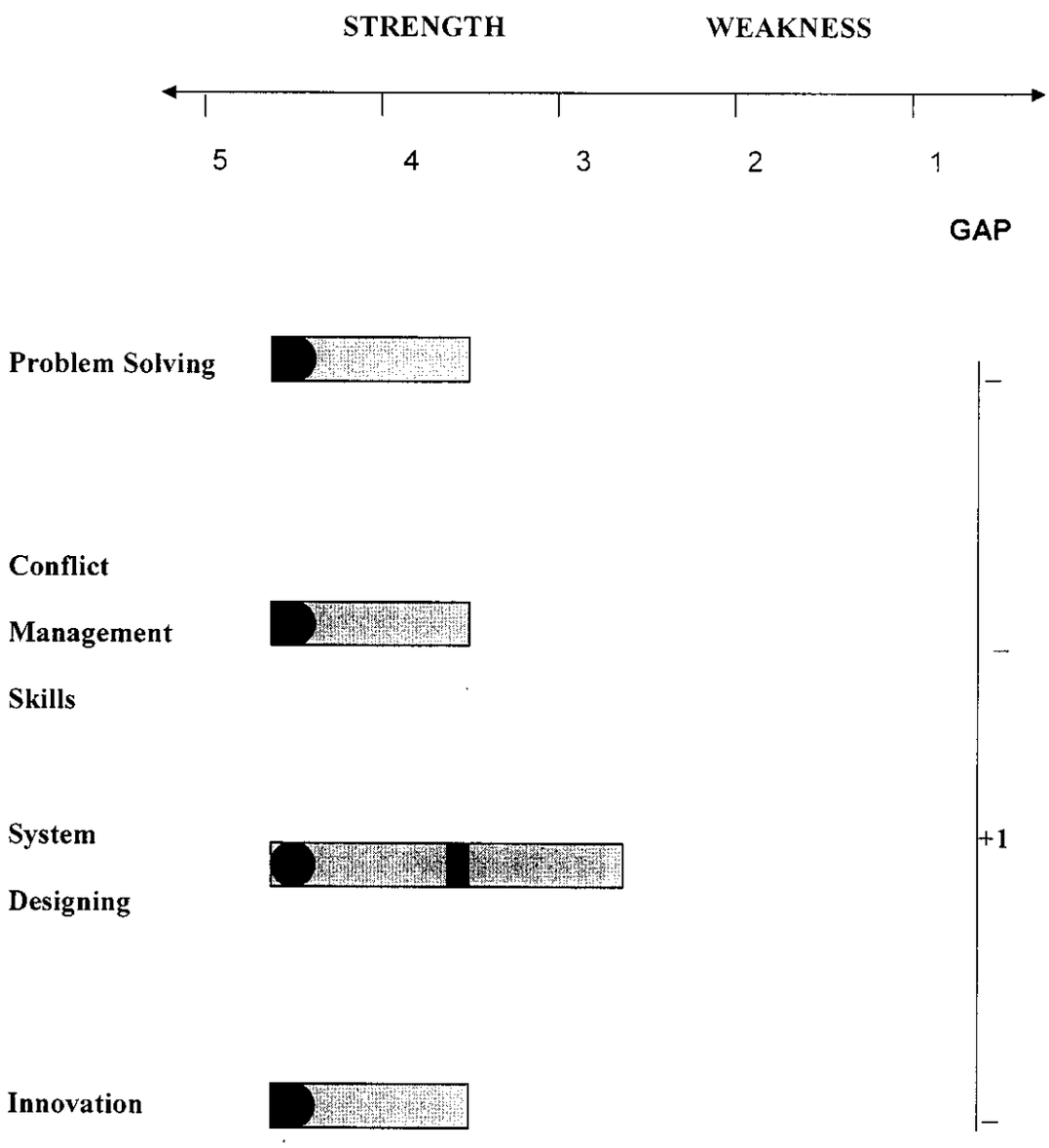

STRENGTH
WEAKNESS
5
4
3
2
1
GAP
Problem Solving
Conflict
Management
Skills
System
Designing
Innovation
+1

Fig 4.4

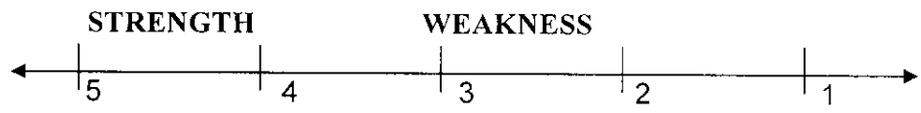
INTERPRETATIONS

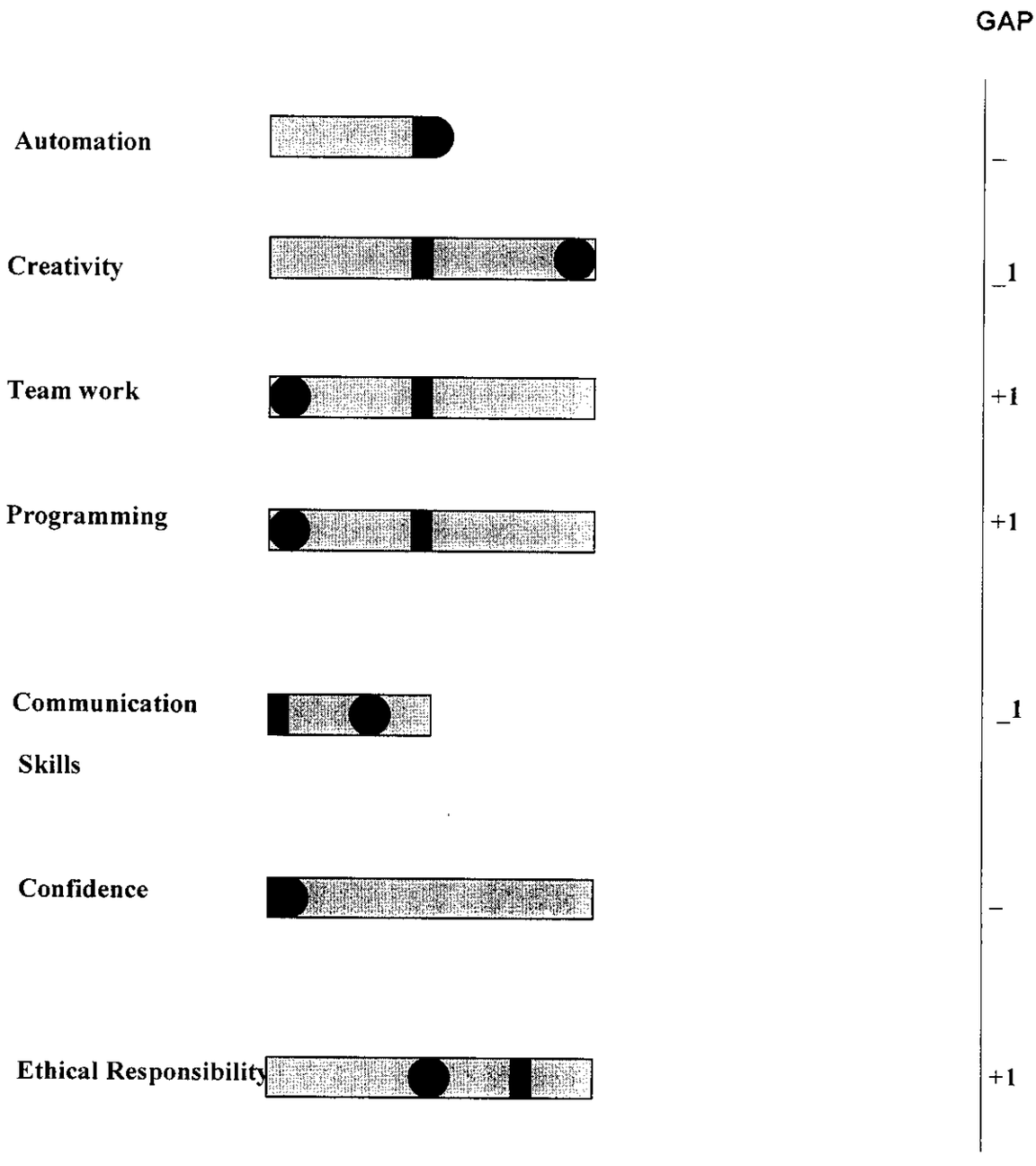
Table 4.3

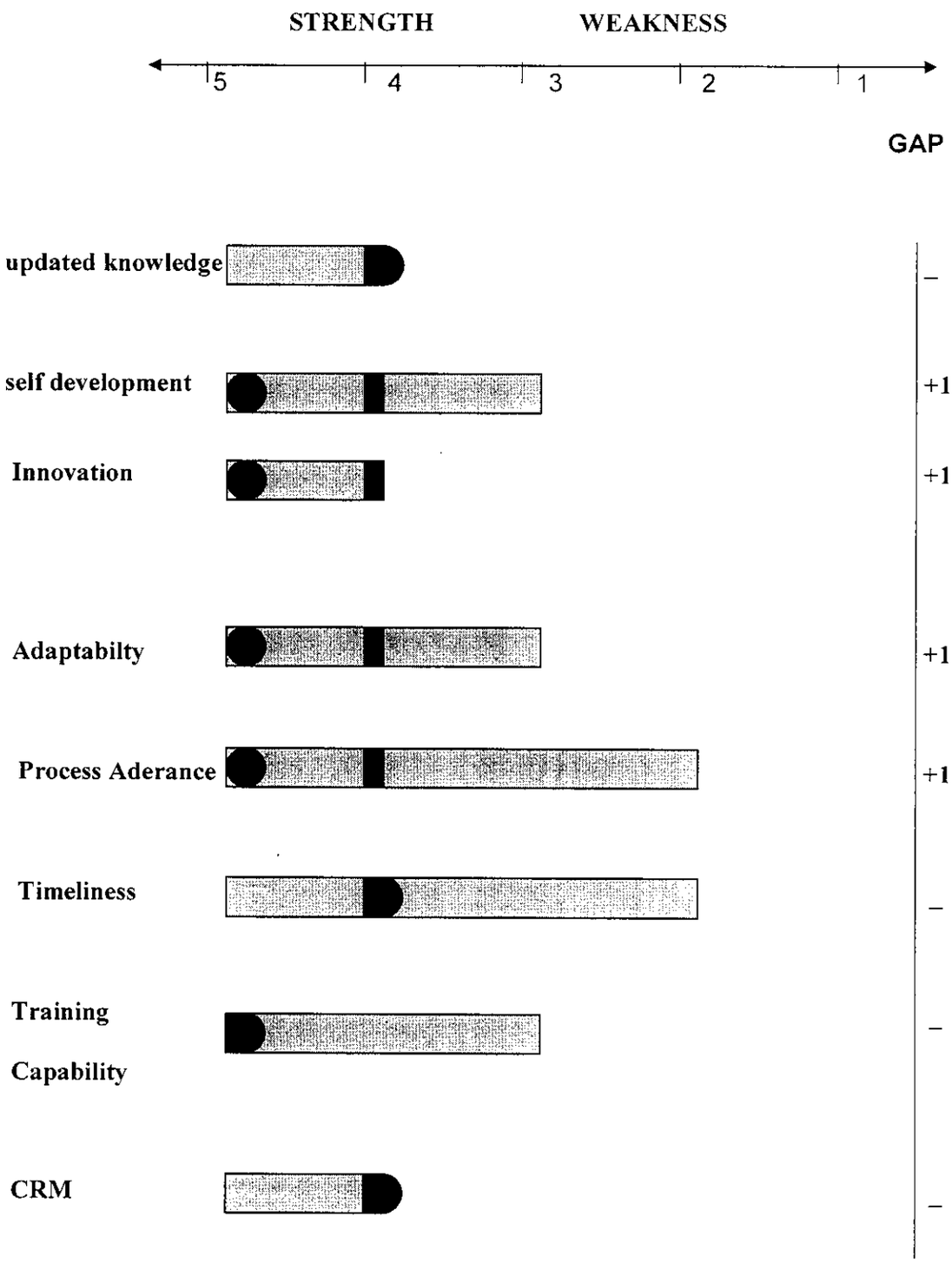
COMPETENCY	GAP RANGE	INTERPRETATION
Leadership	No gap	The range of response lies in area of strength.
Creativity	Ranges from 2 to 5. There is a gap of -1	Indicates a blind spot in the ability.
Team work	There is a gap of +1	Indicates hidden strength.
Learning orientation	There is a gap of +1	Requires positive attention from the assessed.
Communication skills	There is a gap of -2	Requires attention.
Confidence	Response ranges from 4 to 5	The ability reached is very high.
Ethical responsibility	There is no gap in the response and range	Consensus regarding the ability has been reached which indicates very high ability.
CRM	Nil	Shows very strong competence.
Self development	There is a gap of +1	Indicates hidden strength
Job knowledge	There is a gap of +1	Indicates a hidden strength since the roll players has rated himself as compared to others.
Self awareness	Response ranges from 4 to 5. Gap is nil.	Shows moderate competence.
Stress tolerance	Response range from 3 to 5. Gap is nil.	Shows moderate competence.
Proactiveness	Response range from 3 to 5. There is a gap of -1.	Shows less competence.

Team management	Response ranges from 3 to 5. There is a gap of +1	Shows significance in competence.
Interpersonal relationship	Response ranges from 4 to 5. Gap is nil.	Indicates expertise of the incumbent in the respective competence.
Decisiveness	Range lies at 4	Perception of the competency is high, lies in the area of strength.
Timeliness	Gap is nil.	Indicates hidden strength.
Positive approach	There is no gap and the range of response is nil.	This competency is the biggest strength of the employee.
Analytical skills	There is no gap .	Indicates expertise of the incumbent in the respective competence.
Adaptability	Ranges from 2 to 5. There is a negative gap of -2.	Shows less significance in competency.
Problem solving	Response ranges from 4 to 5. Gap is nil.	Indicates a very strong ability of the roll holder to deal with tuff situations.
Conflict management skills	Response ranges from 4 to 5. Gap is nil.	Response point to the fact that the present is very competent in dealing with conflicts.
System designing	Response ranges from 4 to 5 and has a gap of 4 to 5.	It is very clear from the analysis that the present is not clear about its actual strength regarding system designing skill which indicates a hidden strength.
Innovation	Response ranges from 4 to 5. Gap is nil	There appears a more or less uniform response regarding the present ability regarding this competence.

GAP ANALYSIS – PROGRAMMER



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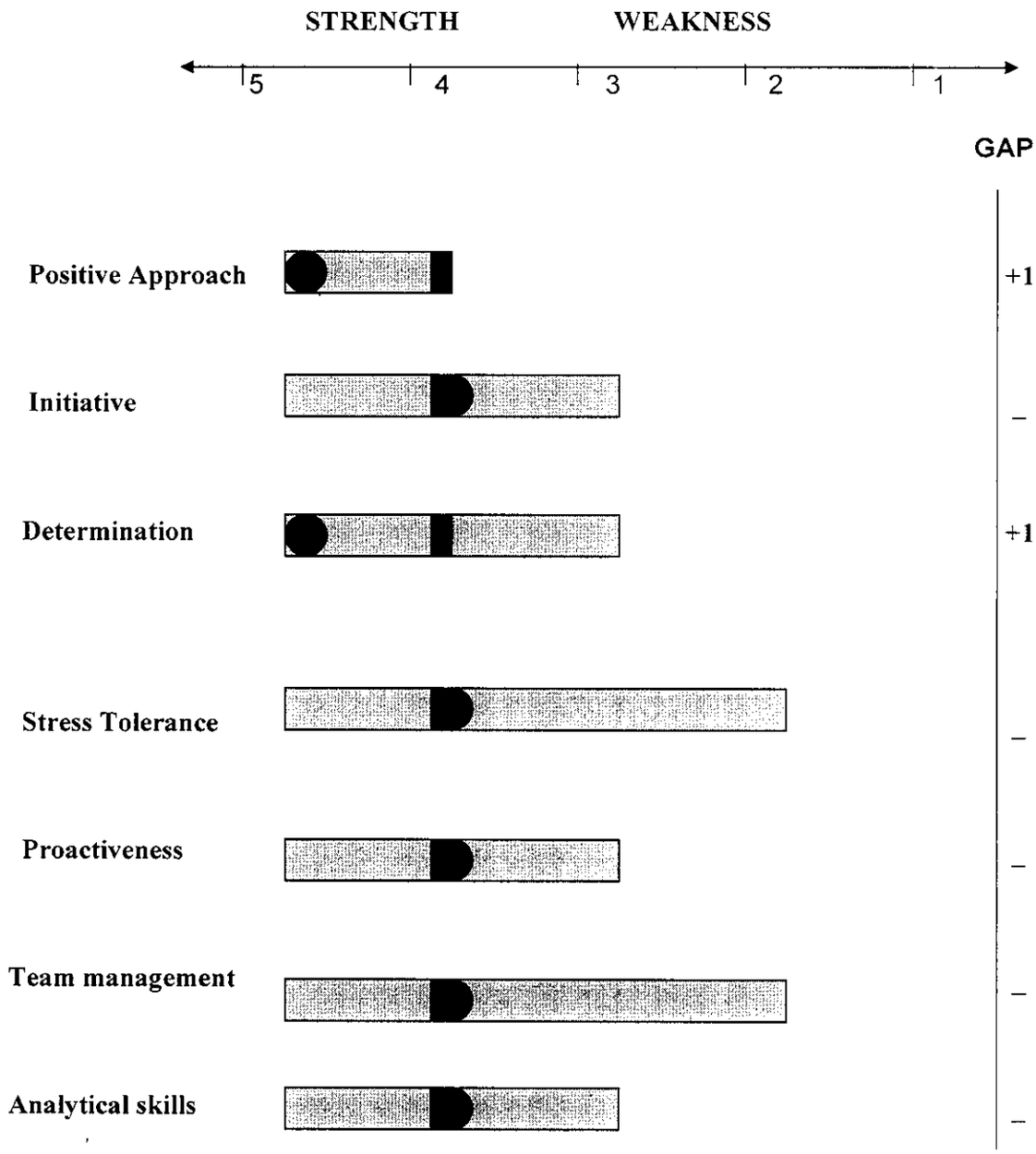
4
3
2
1
GAP
updated knowledge
self development
Innovation
Adaptabilty
Process Aderance
Timeliness
Training
Capability
CRM
–
+1
+1
+1
+1
–
–
–


STRENGTH
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5
4
3
2
1
GAP
Positive Approach
+1
Initiative
–
Determination
+1
Stress Tolerance
–
Proactiveness
–
Team management
–
Analytical skills
–

Fig 4.5

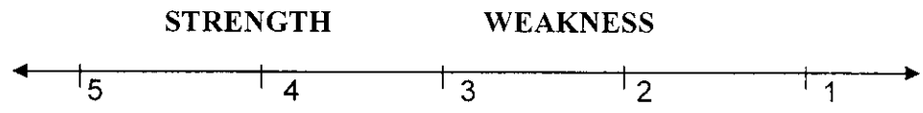
INTERPRETATIONS

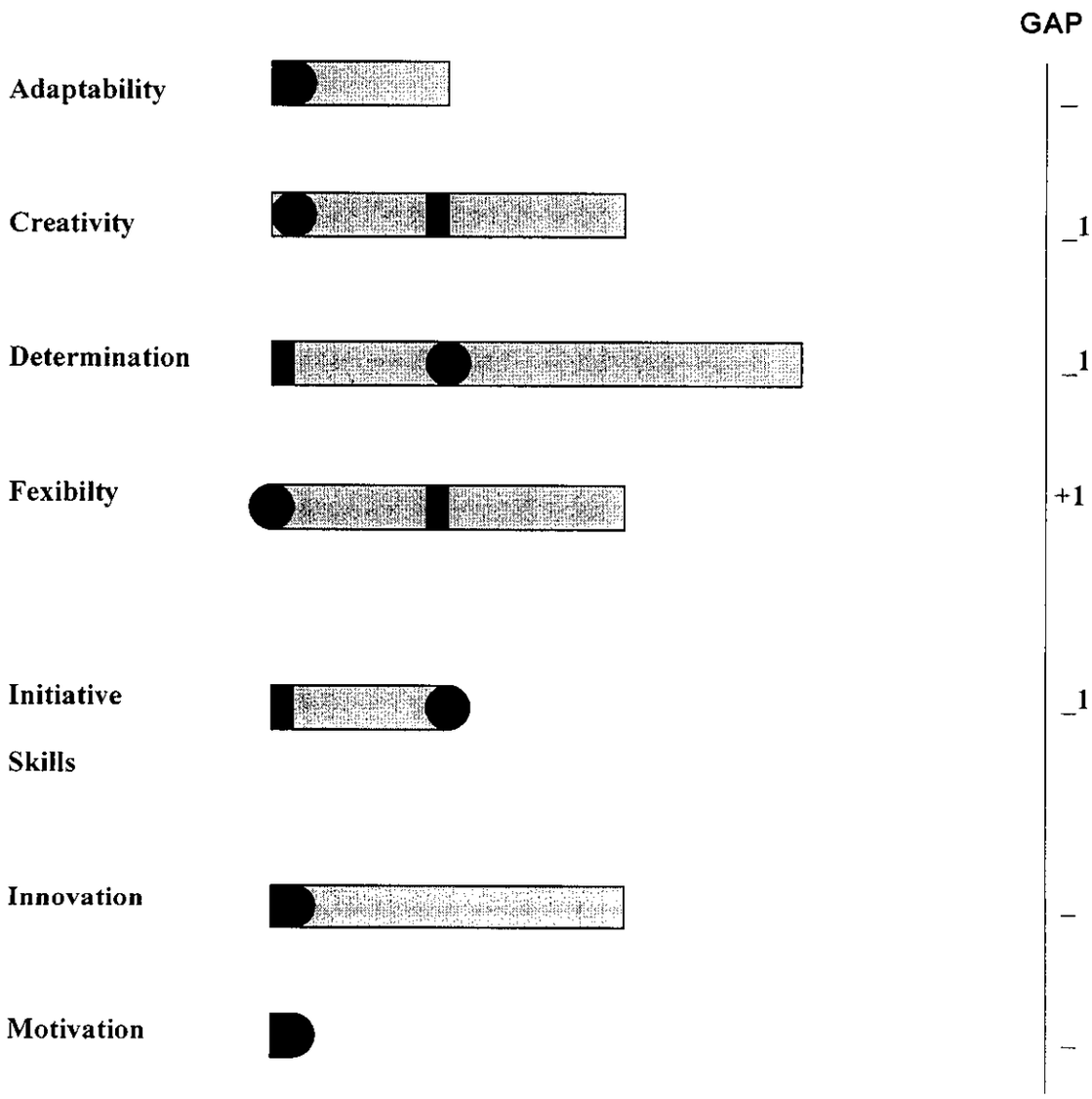
Table 4.4

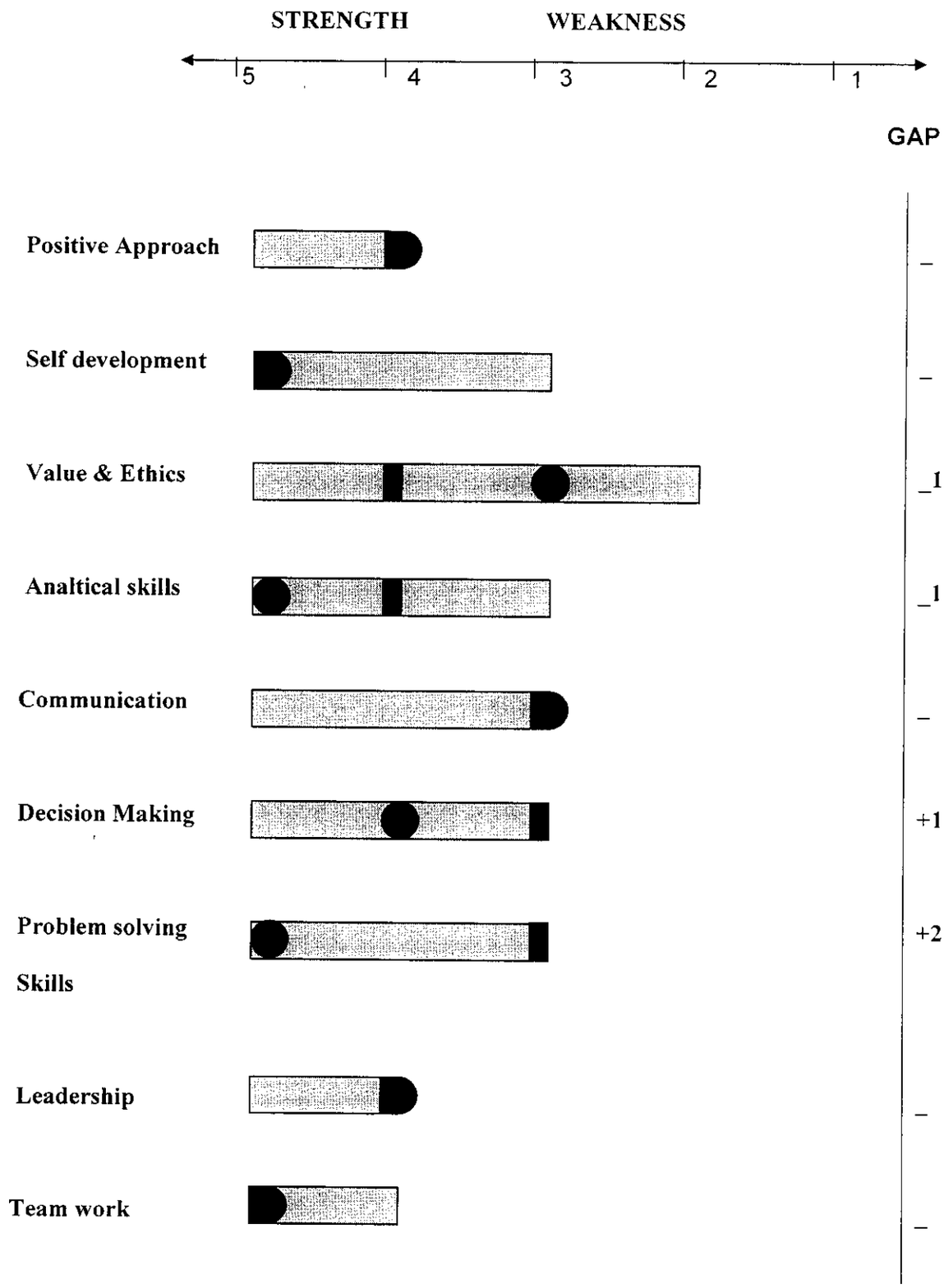
COMPETENCY	GAP	INTERPRETATION
Automation	There is no gap in response	The range of response lies in area of strength
Creativity	Range of response ranges from 3 to 5. There is a gap of – 1.	Which indicates that the incumbent harbors a blind spot regarding his ability
Team work	Response lies in the area of strength .There is a gap of +1	Which is a hidden strength, which is due to the response of stakeholders who has rated him high.
Programming	Response lies in the area of strength. There is a gap of +1	Which requires positive attention from the assessed.
Communication skills	Communication skills range from 4 to 5 which is in the area of strength. There is a small gap of – 1	which calls for understanding from the assessed.
Confidence	Response ranges from 3 to 5 which lies in very strong position	Consensus regarding the ability has been reached which indicates very high competence
Ethical responsibility	Response ranges from 3 to 5. There is a positive gap of 1	Indicates hidden strength to the organization.
Updated knowledge	The response ranges from 4 to 5. Gap in response is nil .	shows very strong competence .
Self Development	The response ranges from 4 to 5. There is a positive gap of 1.	Shows very strong competence and hidden strength
Innovation	The response ranges from 4 to 5. There is a positive gap of 1.	Indicates a hidden strength

Adaptability	The range of response is from 3 to 5. There is a positive gap of 1.	Indicates high significance in competence
Process Adherence	Response ranges from 2 to 5 .There is a gap of + 1	Which indicates that the incumbent has a hidden strength though there is bias in response
Timeliness	Response lies in the area of 2 to 5. There is no gap in the response	Requires a critical view.
Training Capability	The response ranges from 4 to 5. There is no gap .	Response lies in the area of strength
CRM	Ranges from 4 to 5 and no gap has been found during the assessment	Shows very strong competence
Positive Approach	Response ranges from 4 to 5. There is a gap of + 1	Lies in very strong position, indicates a positive strength
Initiative	Response ranges from 3 to 5. Gap in response is nil .	Indicates a hidden strength
Determination	Response ranges from 4 to 5. There appears a positive gap of 1	Indicates a hidden strength
Stress Tolerance	Responses ranges from 2 to 5. there is no gap	Indicates high significance in competence
Proactiveness	The response ranges from 2 to 5.	Indicates high significance in competence
Team Management	Range of response is from 2 to 4. There is no gap	Shows very strong competence
Analytical skills	response ranges from 3 to 5.	Shows very strong competence and hidden strength

GAP ANALYSIS – CONSULTANT



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GAP
Positive Approach
Self development
Value & Ethics
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Communication
Decision Making
Problem solving
Skills
Leadership
Team work
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_1
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+2
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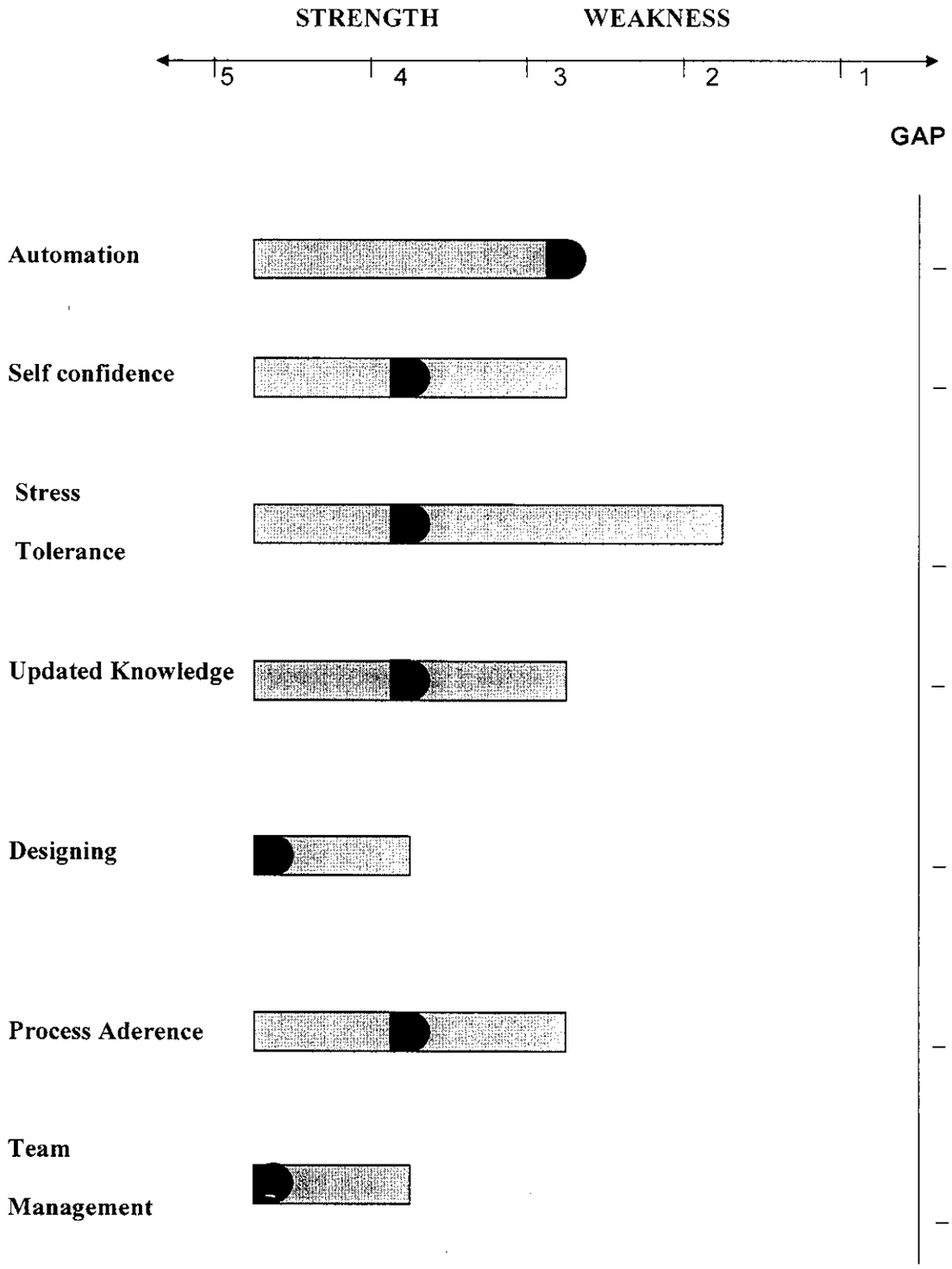
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Self confidence
Stress
Tolerance
Updated Knowledge
Designing
Process Aderence
Team
Management

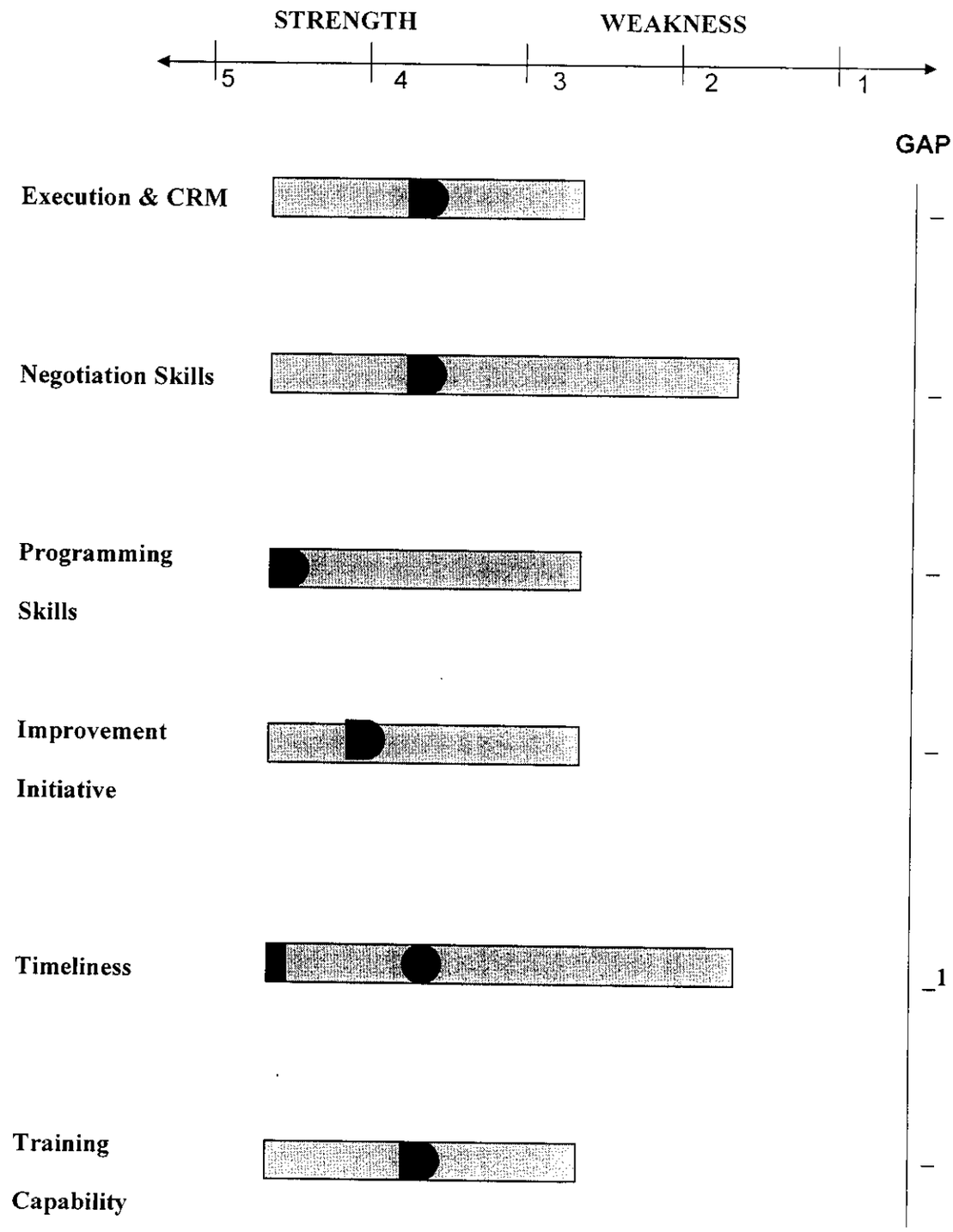
STRENGTH
WEAKNESS
5
4
3
2
1
GAP
Execution & CRM
Negotiation Skills
Programming
Skills
Improvement
Initiative
Timeliness
Training
Capability
_1

Fig 4.6

INTERPRETATIONS

Table 4.5

COMPETENCY	GAP	INTERPRETATION
Adaptability	There is no gap in response	The range of response lies in area of strength
Creativity	Range of response ranges from 3 to 5. There is a gap of – 1.	Which indicates that the incumbent harbors a blind spot regarding his ability
Determination	Range of response ranges from 3 to 5. There is a gap of – 1.	Which indicates that the incumbent harbors a blind spot regarding his ability.
Flexibility	Response lies in the area of strength. There is a gap of +1	Which requires positive attention from the assessed.
Initiative	Communication skills range from 4 to 5 which is in the area of strength. There is a small gap of – 1.	Which calls for understanding from the assessed.
Innovation	Response ranges from 3 to 5 which lies in very strong position	Consensus regarding the ability has been reached which indicates very high competence
Motivation	There is no gap	There is no ambiguity in response about competency of the incumbent.
Positive approach	The response ranges from 4 to 5. Gap in response is nil .	Shows very strong competence .
Self Development	The response ranges from 4 to 5. There is a positive gap of -1.	Shows very low competence and requires attention.

Value and ethics	There is a gap of -1 in response .	Indicates a blind spot
Analytical skills	The range of response is from 4 to 5. There is a negative gap of 1.	Indicates a blind spot .
Communication skills	Response ranges from 2 to 5 .There is a gap of + 1	Which indicates that the incumbent has a hidden strength .
Decision making	Response lies in the area of 2 to 5. There is a positive gap of 2 .	It lies in the area of strength
Problem solving skills	The response ranges from 4 to 5. There is no gap .	Response lies in the area of strength
Leadership skills	Ranges from 3 to 4 and no gap has been found during the assessment	Shows very strong competence
Teamwork	Response ranges from 3 to 5. There is no gap .	Lies in very strong position, indicates a positive strength.
Automation	Response ranges from 3 to 5. Gap in response is nil .	Indicates a hidden strength
Self confidence	Response ranges from 4 to 5. There is no gap .	Indicates a hidden strength
Stress Tolerance	Responses ranges from 2 to 5 and there is no gap	Indicates high significance in competence
Updated knowledge	The response ranges from 4 to 5 and there is no gap .	Indicates high significance in competence .
Designing	Range of response is from 2 to 4. There is no gap	Shows very strong competence

Team management	Response ranges from 3 to 5. There is no gap	shows very strong competence and hidden strength
Execution & CRM	The response ranges from 3 to 5. There is no gap in the response	Indicates a hidden strength
Negotiation	Response ranges from 3 to 4. There is no gap	Indicates a hidden strength
Programming skills	The response ranges from 2 to 5 .	shows very strong competence and hidden strength
Conflict management	The response ranges from 4 to 5 .	Indicates a hidden strength
Timeliness	The span of response is quiet large ranging from 2 to 5. there is a gap of -1	indicates a blind spot
Training capability	The response ranges from 3 to 5.	Indicates a hidden strength

COMPETENCIES OF WEB DEPARTMENT

Behavioral Competencies

Table 4.6

Competency	Weighted Average	Rank
Adaptability	1.78	7
Creativity	2.56	9
Determination	2.78	11
Flexibility	2.89	12
Influencing skills	1.56	4
Initiative	1.44	3
Innovation	1.78	7
Motivating skills	1.67	5
Positive approach	2.67	10
Proactive	1.33	2
Risk taking	1.22	1
Self development	1.67	5

INTERPRETATION

The above table prioritizes the most expected behavioral competency for the Web Department in the company by rank basis.

Rank analysis on the respondents from the Web Department shows that the Flexibility is the most required Behavioral Competency followed by Determination, Positive Approach and Creativity. The company as well as the employee can prosper only if the company goals are aligned with the personal goals. Competency mapping can be used to equip the employees with an inventory of competencies required for a particular designation. This can be communicated to the employees through knowledge management system integrated to the company intranet.

Chart showing Behavioral Competency of Web Department

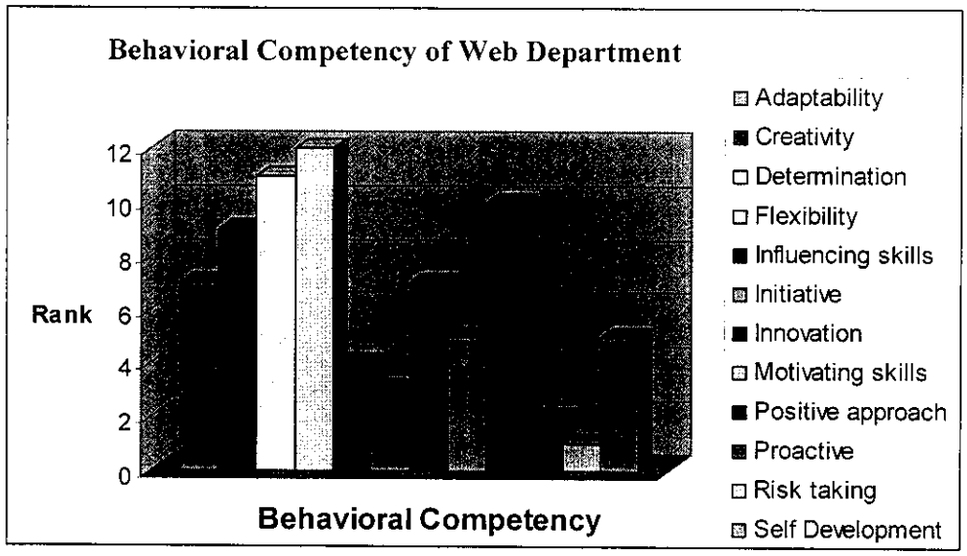

Fig 4.7

Functional Competencies

Table 4.7

Competency	Weighted Average	Rank
Analytical skill	2.56	4
Communicational skills	2.56	4
Decision making	2.77	10
Problem solving skills	2.44	2
System designing skills	2.56	4
Conflict management skills	2.22	1
Experience	2.44	2
Leadership skills	2.89	11
Stress management	2.56	4
Team work	2.67	8
Confidence	2.76	9

INTERPRETATION

The above table prioritizes the most expected Functional Competency for the Web Department in the company by rank basis.

Rank analysis on the respondents from the Web Department shows that the Leadership Skill is the most required Functional competency followed by Decision Making, Teamwork and Confidence. In succession planning Functional competency of the prospective candidates should be done, so as to identify the gaps between the required competency and possessed competency so as to give them sufficient training before posting them.

Chart showing Functional Competency of Web Department

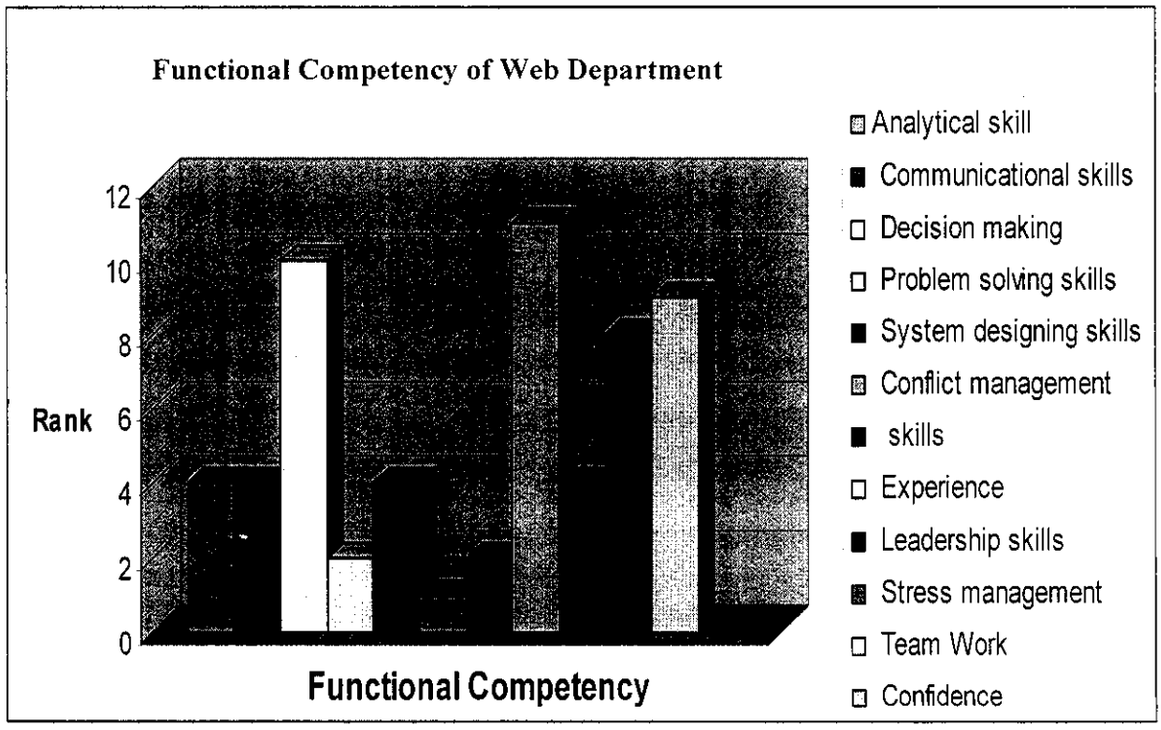

Fig 4.8

Technical Competencies

Table 4.8

Competency	Weighted Average	Rank
Automation	2.11	1
Updated Knowledge	3.25	12
Designing	2.67	6
Execution	3.11	10
Process Adherence	2.14	2
Team Management	2.78	7
Execution & CRM	2.38	4
Networking	2.89	8
Programming Skills	3.21	11
Timeliness	2.89	8
Improvement Initiatives	2.17	3
Training capability	2.56	5

INTERPRETATION

The above table prioritizes the most expected Technical Competency for the Web Department in the company by rank basis. Rank analysis on the respondents from the Web Department shows that the Updated Knowledge is the most required Technical Competency followed by programming Skills, and Execution. By identifying the competency for the designation, the recruitment can be based on competency assessment which would assure better retention. In job rotation that comes along with promotion, care should be taken that the right person is posted to the right job. Technical Competency can be used for the purpose to find the right person for the right job.

Chart showing Technical Competencies of Web Department

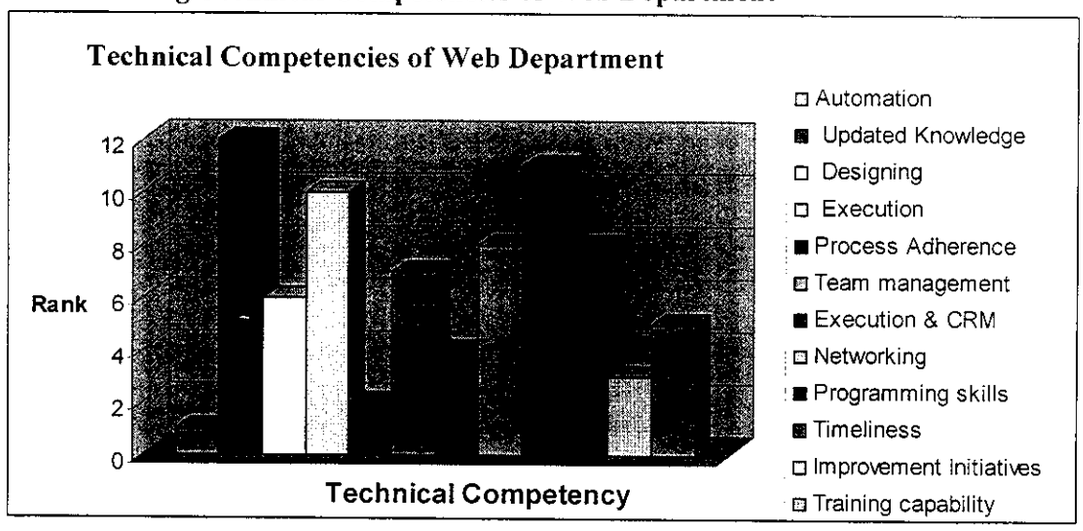

Fig 4.9

COMPETENCIES OF ERP Department

Behavioral Competencies

Table 4.9

Competency	Weighted Average	Rank
Adaptability	2.78	8
Creativity	2.78	8
Determination	3.67	11
Flexibility	3.89	13
Influencing Skills	2.56	4
Initiative	2.44	3
Innovation	2.78	8
Motivating Skills	2.67	5
Positive Approach	3.67	11
Proactive	2.33	2
Risk Taking	2.22	1
Self Confidence	2.67	5
Self Development	2.67	5

INTERPRETATION

The above table prioritizes the most expected Behavioral Competency for the ERP department in the company by rank basis. Rank analysis on the respondents from the ERP Department shows that the flexibility is the most required Behavioral Competency followed by Determination, Positive Approach and Creativity. The company as well as the employee can prosper only if the company goals are aligned with the personal goals. Competency mapping can be used to equip the employees with an inventory of competencies required for a particular designation. This can be communicated to the employees through knowledge management system integrated to the company intranet.

Chart showing Behavioral Competencies for ERP Department

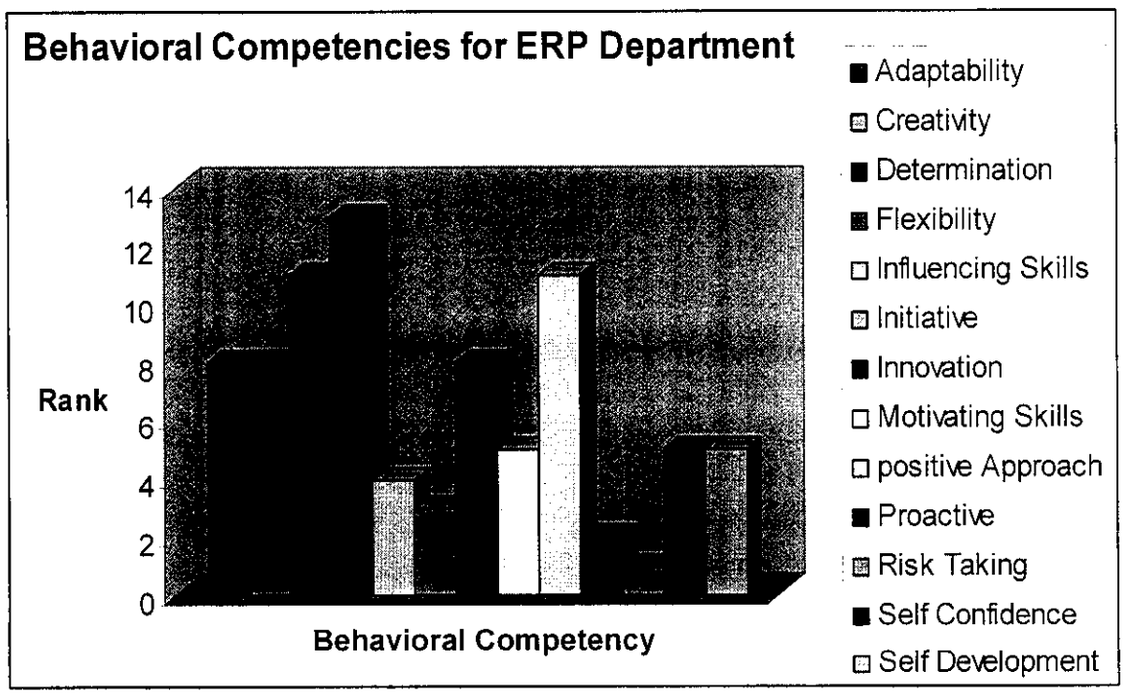

Fig 4.10

Functional Competencies

Table 4.10

Competency	Weighted Average	Rank
Analytical Skills	1.86	1
Communicational Skills	2.78	6
Decision Making	3.14	9
Problem Solving Skills	2.61	5
System Designing Skills	2.58	4
Conflict Management Skills	2.45	3
Experience	3.11	8
Leadership Skills	2.89	7
Stress Management	2.12	2
Team Work	3.78	11
Confidence	3.23	10

INTERPRETATION

The above table prioritizes the most expected Functional competency for the ERP Department in the company by rank basis. Rank analysis on the respondents from the ERP Department shows that the Teamwork is the most required Functional competency followed by Decision Making, and confidence. In succession planning Functional competency of the prospective candidates should be done, so as to identify the gaps between the required competency and possessed competency so as to give them sufficient training before posting them.

Chart showing Functional Competencies for ERP Department

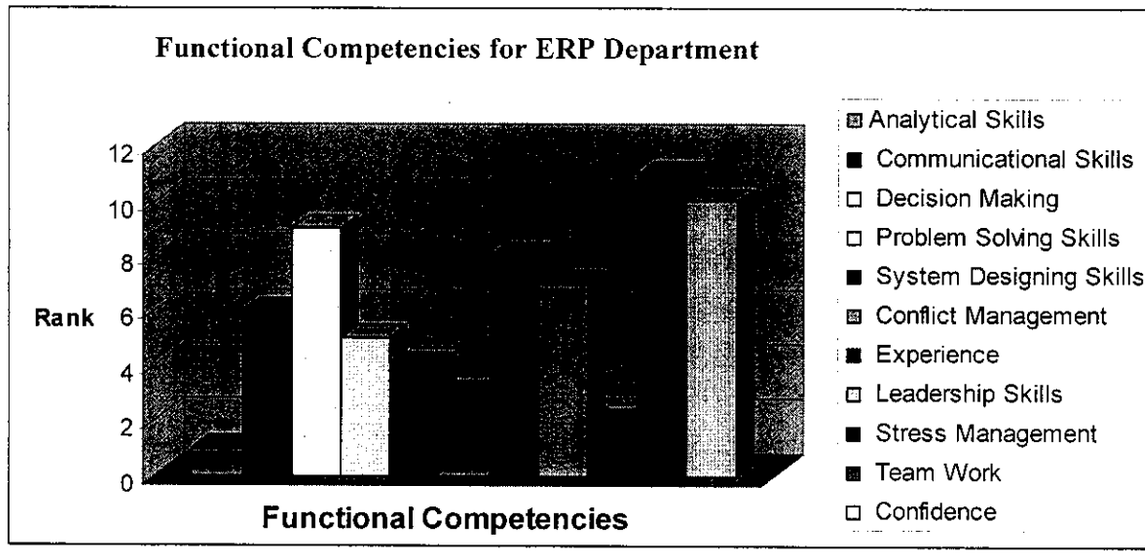

Fig 4.11

Technical Competencies

Table 4.11

Competency	Weighted Average	Rank
Automation	3.23	9
Updated Knowledge	3.25	10
Designing	2.96	5
Execution	3.11	6
Process Adherence	2.14	1
Team Management	3.78	12
Execution & CRM	2.78	3
Networking	2.67	2
Programming Skills	3.43	11
Timeliness	3.19	8
Improvement Initiatives	2.78	3
Training Capability	3.11	6

INTERPRETATION

The above table prioritizes the most expected Technical Competency for the ERP Department in the company by rank basis. Rank analysis on the respondents from the ERP Department shows that the Team Management is the most required Technical Competency followed by programming Skills, and Updated Knowledge. By identifying the competency for the designation, the recruitment can be based on competency assessment which would assure better retention. In job rotation that comes along with promotion, care should be taken that the right person is posted to the right job. Technical Competency can be used for the purpose to find the right person for the right job.

Chart showing Technical Competencies for ERP Department

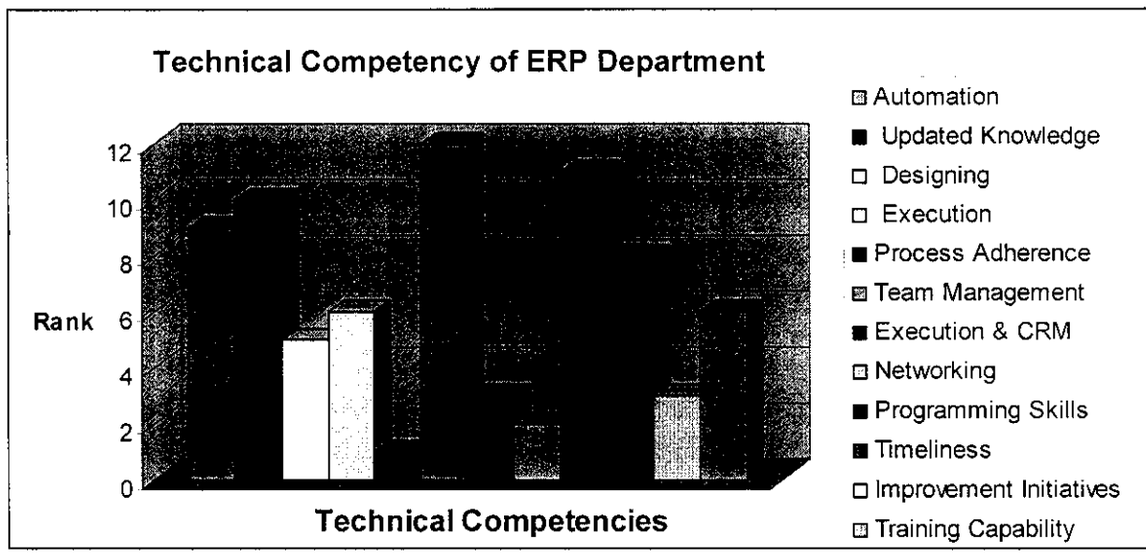

Fig 4.12

CHAPTER 5

FINDINGS AND CONCLUSION

CHAPTER 5
CONCLUSION

The project Study and Analysis of Competency Mapping in Infitech Global Ltd, Bangalore, helped to arrive at the required competencies for executing each role. Competency mapping is an essential exercise, and it is already existing in good organizations .competency mapping helps to find our the competency gap of employees and bridges the gap. As per the findings majority of the respondents are highly aware about competency mapping exercise. The observations and findings point to the fact that HR department need to give due consideration to the adaptation of competency based functioning. Competency mapping can act as a stepping stone to achieve this objective, thus enhancing the strength of the HR department and thus the employees.

5.1 RESULTS AND DISCUSSION

- The correlation analysis undergone for all respondents for various competencies prove that the technical and behavioral competencies are highly correlated,
- The regression analysis show that the technical competency is highly regressive compared to the other competencies.
- Rank analysis on the respondents from the web department shows that resource conflict management is the most required functional competency ; determination is the most required behavioral competency; programming skills is the most required technical competency.
- Rank analysis on the respondents from the ERP department shows that team work is the most required functional competency ; flexibility is the most required behavioral competency; team management is the most required technical competency.
- The MANAGER possesses excellent strength in areas of team work ,learning orientation, Sense of responsibility, system designing ,self discipline ,job knowledge, influencing . The grey areas of competencies are creativity, communication skills, proactiveness and counseling (gap -2).

- The PROGRAMMER is very strong in the competencies required to excel in his field . The only two areas which require attention is creativity and communication skills.
- The CONSULTANT requires immediate attention from the management since he/ she is lacking in creativity, initiative, determination, self development, value and ethics. It is worth mentioning that the incumbent is strong in areas of Flexibility, Decision Making and Problem Solving (+2).

5.2 RECOMMENDATIONS

- The gap identified should be communicated to the role holder, and consult with him, as on what effective measure he would recommend the management should take for him. Also he/she should be given a chance to express his/her views on improvement measures at the time of assessment itself.
- It has been found that all the three incumbents are lacking in communication and creativity. Such common gaps if found, should be taken seriously. The problem source should be found and training regarding the same should be given immediately.
- In a competitive world, a company as well as the employee can prosper only if the company goals are aligned with the personal goals. Competency mapping can be used to equip the employees with an inventory of competencies required for a particular designation.
- In succession planning competency assessment of the prospective candidates should also be done, so as to identify the gaps between the required competency and possessed competency so as to give them sufficient training before posting them.
- In job rotation that comes along with promotion, care should be taken that the right person is posted to the right job. Competency map can be used for the purpose to find the right person for the right job.
- By identifying the competency for the designation, the recruitment can be based on competency assessment which would assure better retention. The interview also can be based on competency assessment.

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REFERENCE

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APPENDIX

Questionnaire

Name _____

Department _____

Designation _____

Qualification _____

Functional Competencies

1. Analytical skill

☐ Highly significant ☐ Quite significant ☐ Less significant

2. Communicational skills

☐ Highly significant ☐ Quite significant ☐ Less significant

3. Decision making

☐ Highly significant ☐ Quite significant ☐ Less significant

4. Problem solving skills

☐ Highly significant ☐ Quite significant ☐ Less significant

5. System designing skills

☐ Highly significant ☐ Quite significant ☐ Less significant

6. Conflict management skills

☐ Highly significant ☐ Quite significant ☐ Less significant

7. Experience

☐ Highly significant ☐ Quite significant ☐ Less significant

8. Leadership skills

☐ Highly significant ☐ Quite significant ☐ Less significant

9. Stress management

☐ Highly significant ☐ Quite significant ☐ Less significant

10. Team Work

☐ Highly significant ☐ Quite significant ☐ Less significant

11. Confidence

☐ Highly significant ☐ Quite significant ☐ Less significant

Behavioral Competencies

1. Adaptability

☐ Highly significant ☐ Quite significant ☐ Less significant

2. Creativity

☐ Highly significant ☐ Quite significant ☐ Less significant

3. Determination

☐ Highly significant ☐ Quite significant ☐ Less significant

4. Enthusiasm

☐ Highly significant ☐ Quite significant ☐ Less significant

5. Flexibility

☐ Highly significant ☐ Quite significant ☐ Less significant

6. Influencing skills

☐ Highly significant ☐ Quite significant ☐ Less significant

7. Initiative

☐ Highly significant ☐ Quite significant ☐ Less significant

8. Innovation

☐ Highly significant ☐ Quite significant ☐ Less significant

9. Motivating skills

☐ Highly significant ☐ Quite significant ☐ Less significant

10. Positive Approach

☐ Highly significant ☐ Quite significant ☐ Less significant

11. Proactive

☐ Highly significant ☐ Quite significant ☐ Less significant

12. Risk taking

☐ Highly significant ☐ Quite significant ☐ Less significant

13. Self Awareness

☐ Highly significant ☐ Quite significant ☐ Less significant

14. Self Development

☐ Highly significant ☐ Quite significant ☐ Less significant

15. Value and Ethics

☐ Highly significant ☐ Quite significant ☐ Less significant

Technical competencies

1. Automation

☐ Highly significant ☐ Quite significant ☐ Less significant

2. Updated Knowledge

☐ Highly significant ☐ Quite significant ☐ Less significant

3. Designing

☐ Highly significant ☐ Quite significant ☐ Less significant

4. Execution

☐ Highly significant ☐ Quite significant ☐ Less significant

5. Process Adherence

☐ Highly significant ☐ Quite significant ☐ Less significant

6. Team management

☐ Highly significant ☐ Quite significant ☐ Less significant

7. Execution & Client Relationship Management

☐ Highly significant ☐ Quite significant ☐ Less significant

8. Networking

☐ Highly significant ☐ Quite significant ☐ Less significant

9. Programming skills

☐ Highly significant ☐ Quite significant ☐ Less significant

10. Timeliness

☐ Highly significant ☐ Quite significant ☐ Less significant

12. Improvement Initiatives

☐ Highly significant ☐ Quite significant ☐ Less significant

13. Training capability

☐ Highly significant ☐ Quite significant ☐ Less significant

Thank you