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KUMARAGURU COLLEGE OF TECHNOLOGY
COIMBATORE -641 049

Department of Management Studies P-3331

A SUMMER PROJECT WORK (MBA703)
OCTOBER 2010

This is to certify that the project entitled

A STUDY ON COMPETENCY MAPPING IN A MANUFACTURING COMPANY WITH REFERENCE TO PRICOL

is the bonafide record of project work done by

M.Jaisree sindhu

Register No: 0920400013

of Master of Business Administration during the year 2010 – 2011

Project Guide

Head of the Department

Submitted for the Summer Project Viva-Voce examination held on 2.11.10

Internal Examiner

External Examiner

BONAFIDE CERTIFICATE

pricol

pricol limited

plant 1 perianaickenpalayam coimbatore 641 020 india
phone +91 422 4331100 fax +91 422 4331122
e mail factory@pricol.co.in website www.pricol.com

PL/TRG/PROJ/2010
15.10.2010

PROJECT COMPLETION CERTIFICATE

To Whomsoever It May Concern

We are pleased to issue this certificate in the process of operationalising our "Industry- Institute Interaction Synergy" drive.

Name	:	**M.Jaisree Sindhu** [Reg No: 09MBA13]
Institution	:	Kumaraguru College Of Technology COIMBATORE
Qualification	:	M B A (HR & Marketing)
Project Duration	:	15.07.2010 to 20.08.2010
Project Title	:	"A Study on Competency Mapping at Pricol"
Performance / Conduct	:	Good

***For* Pricol Limited,**

R D Saravanan
Sr Deputy Manager-HR

registered office 702/7 avanashi road
coimbatore 641 037 india
phone +91 422 4336000 fax +91 422 4336299
e mail city@pricol.co.in website www.pricol.com

DECLARATION

DECLARATION

I affirm that the project work titled "A STUDY ON COMPETENCY MAPPING IN A MANUFACTURING COMPANY WITH REFERENCE TO PRICOL" being submitted in partial fulfillment for the award of Master of Business Administration is the original work carried out by me. It has not formed the part of any other project work submitted for award of any degree or diploma, either in this or any other University.

Jaisree.M

(Signature of the Candidate)

M.Jaisree sindhu

Reg.no. 09204000013

I certify that the declaration made above by the candidate is true

Signature of the Guide,

Prof. Dr. Nedunchezhian,

Director In-Charge,

KCT Business School.

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Competency as knowledge, skill or attitude that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment.

This study focuses on competency mapping. The study considers the managers and technical employees in the organization. The study identifies the competencies that are standard for the job and attributes for each competency that are required to perform the job.The competencies such as personal competencies, knowledge competencies, job related competencies, interpersonal and leadership competencies are considered in the study.

Based on the identified competencies the questionnaire is prepared. Questionnaire is used to identify the existing competencies possessed by the employees. The primary objective is to identify the competencies and competency gap. The study is descriptive in nature and the sampling technique employed is purposive sampling technique. The major grey area is in the training department and the company has to concentrate more on both on the job and off the job training modes. The study implies that there exists a gap between the standard and existing competency levels in certain attributes of the competencies. The study also suggests suitable measures to fill the gap.

CHAPTER-I

CHAPTER 1

1.1 INTRODUCTION:

Today organizations are all talking in terms of competence. Gone are the days when people used to talk in terms of skill sets, which would make their organizations competitive. There has been a shift in the focus of the organizations. Now they believe in excelling and not competing. It is better to build a core competency that will see them through crisis. And what other way than to develop the people, for human resource is the most valuable resource any organization has.

Ongoing and unrelenting economic, social and technological changes have spurred the need for flexible, skilled workers who can help their organizations succeed and sustain a competitive advantage. To be relevant within organizations and indispensable to clients and customers alike, workplace learning and performance professionals must continually reassess their competencies, update their skills and have the courage to make necessary changes. Businesses and managing business has and will always be complex. There is no denying the need to perform through a combination of utilizing predictive or forecasting tools, techniques and methods, yet without trivializing the need to sustain and drive a motivated high performing workforce. The company's need to sustain in a competitive environment, gave rise to the need to understand and learn to establish the context of competency mapping.

Organizations of the future will have to rely more on their competent employees than any other resource. It is a major factor that determines the success of an organization. Competencies are the inner tools for motivating employees, directing systems and processes and guiding the business towards common goals that allow the organizations to increase its value. Competencies provide a common language and method that can integrate all the major HR functions and services like Recruitment, Training, performance management, Remuneration, Performance appraisal, Career and succession planning and integrated Human resource management system.

COMPETENCY

Definition

A combination of knowledge, skills, attitude and personality of an individual as applied to a role or job in the context of the present and future environment that accounts for sustained success within the framework of Organizational Values.

Competencies include the collection of success factors necessary for achieving important results in a specific job or work role in a particular organization. Success factors are combinations of knowledge, skills, and attributes (more historically called "KSA's") that are described in terms of specific behaviors, and are demonstrated by superior performers in those jobs or work roles. Attributes include: personal characteristics, traits, motives, values or ways of thinking that impact an individual's behavior.

COMPONENTS OF COMPETENCY

Competency has three major components which are as follows:

- Knowledge
- Skills
- Attitude

Knowledge:

It refers to the information a person possesses about specific areas, knowledge comprises many factors like memory, numerical ability, linguistic ability, and is, therefore, a complex competency. It can be either:

- Scientific Knowledge
- Technical Knowledge
- Job Knowledge

Skill:

It represents intelligent application of knowledge, experience, and tools. This is the procedural "know how" knowledge (what one can do), either covert (e.g., deductive or inductive reasoning) or observable e.g. "active listening" skill in an interview. They are demonstrated abilities or proficiencies, which are developed and learned from past work and life experience.

Attitudes:

Attitudes are predispositions to other individuals, groups, objects, situations, events, issues, etc. For example attitude to a particular occupation or type of machine or a particular

technology all influence our behavior. If a person does not have a positive attitude to computers or IT, he is not likely to use a computer. If he is not positive about the uses of ERP or SAP, he is not likely to use the ERP or SAP. Attitudes determine the kind of things we choose and whether we are likely to approach a particular situation or not or whether we are open to try out the technology or meet the customer or sell a particular product with high motivation, etc.

Attitudes decide our approach or avoidance behavior. They are normally conceptualized as positive or negative. A positive attitude makes us to treat that object, technology, method, situation, and person or group more positively and therefore we appreciate it and promote the same.

Knowledge and skills tend to be visible and relatively surface, characteristics of people. But attitude, trait and motive competencies are more hidden "deeper" and central to personality. Surface knowledge and skills are relatively easy to develop. But core motive and trait competencies are at the base of the personality and are more difficult to assess and develop. This has been depicted below in the form of an iceberg model.

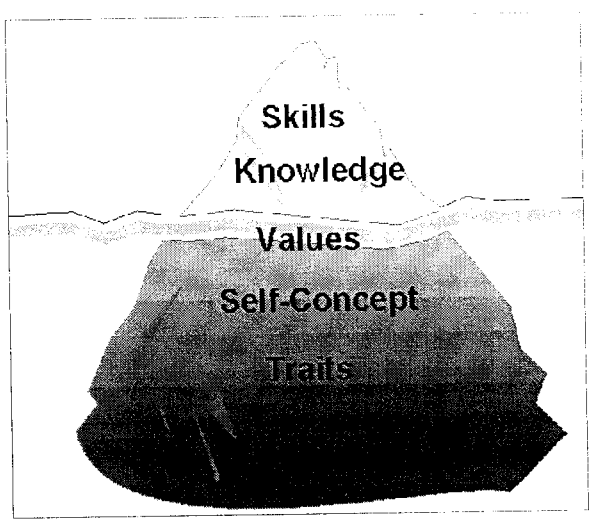


Figure 3.2: Iceberg Model of components of competency

Behavior Indicators

A Competency is described in terms of key behaviors that enables recognition of that competency at the work place. These behaviors are demonstrated by excellent performers on-the-job much more consistently than average or poor performers. These characteristics

generally follow the 80-20 rule in that they include the key behaviors that primarily drive excellent performance.

Following are some key behavior indicators in an employee:

- Independently researches for information and solutions to issues
- Ability to know what needs to be done or find out (research) and take steps to get it done
- Ask questions when not sure of what the problem is or to gain more information.
- Able to identify the underlying or main problem.
- Shows willingness to experiment with new things.
- Develops a list of decision making guidelines to help arrive at logical solutions.

Classification of Competencies

Competencies can broadly be classified into two categories

- Basic Competencies
- Professional Competencies.

Basic competencies are inherent in all individuals. Only their degree of existence differs. For example, problem solving is a competency that exists in every individual but in varying degrees.

Professional competencies are over and above the basic competencies, and are job related. For example, handling a sales call effectively is a competency that a sales personnel would be required to have.

Hence, it can be simply said that,

Competencies = Basic Competencies + Professional Competencies

Types of Basic Competencies

The basic competencies encompass the following:

1. Intellectual Competencies: Those which determine the intellectual ability of a person.

2. Motivational Competencies: Those which determine the level of motivation in an individual.

3. Emotional Competencies: Those which determine an individual's emotional quotient.

4. Social Competencies: Those that determine the level of social ability in a person.

It has been proved by various scholars that all individuals have competencies. Only the combination and degree of these competencies differ from individual to individual. Hence, organizations have to identify the critical basic competencies required for individual

employees to deliver their best in their organization. The importance of mapping the competencies proves critical for organizational success.

Types of Professional Competencies:

The professional competencies encompass the

- Knowledge
- Experience
- Expertise gained by an individual employee.

Types of Organizational Competencies

The previous section classified competency as basic competencies and professional competencies. This section analyses the types of competencies in an organization. Competencies in organizations tend to fall into following broad categories:

- **Generic Competencies**
- **Managerial Competencies**
- **Functional/Technical Competencies**

Generic Competencies

Competencies which are considered essential for all staff, regardless of their function or level, i.e. Communication, program execution, processing tools, linguistic, etc. These competencies include broad success factors not tied to a specific work function or industry (often focusing on leadership or emotional intelligence behaviors).

They can be represented as below, followed by a brief explanation of each of them:

- **Human**
  - Communication
  - Team Working & Interpersonal Effectiveness
  - Influencing Ability
  - Achievement Orientation
  - Networking Ability

Communication: Competency of Communication is defined as the set of human attributes required to communicate ideas, thoughts and feelings clearly and correctly using oral or written means.

Team Working & Interpersonal Effectiveness: Competency of Interpersonal Effectiveness and Team working is defined as the set of human attributes required to impact team or group working to achieve the team objectives.

Influencing Ability: Competency of Influencing ability is defined as the set of human attributes required to Impact the outcome of an interaction.

Achievement Orientation: Competency of Achievement orientation is defined as the set of human attributes required to continuously seek and achieve higher goals.

Networking Ability: Competency of Networking Ability is defined as the set of human attributes required to maintain contact and relationship with different people from different fields.

- **Conceptual**
  - Creative Thinking
  - Strategic Thinking
  - Tolerance to non-compliance, non-congruence, non-conformance

Creative Thinking: Competency of Creative thinking is defined as the set of human attributes required to generate solutions.

Strategic Thinking: Competency of Strategic thinking is defined as the set of human attributes required to visualize near and distant future conditions and develop appropriate organizational response.

Tolerance to non-compliance, non-congruence, non-conformance: Competency of Tolerance to non-compliance, non-congruence, non-conformance is defined as the set of human attributes required to remain unfazed when encountered with unfamiliar and unacceptable situations.

Managerial Competencies

Competencies which are considered essential for staff with managerial or supervisory responsibility in any service or program.

They are as presented below:

- Customer Orientation
- Organizing Skills

- Cross functional Perspective
- Planning Skills
- Execution Skills
- Analytical Skills
- Decision Making
- Delegation:
- Leadership
- Developing and supporting subordinates for effectiveness

Customer Orientation: Competency of customer orientation is defined as the set of human attributes required to understand and satisfy customer's needs and requirements.

Organizing Skills: Competency of organizing is defined as the set of human attributes required to establish, nurture and troubleshoot organizational processes and relationships for effective delivery of objectives.

Cross functional Perspective: Competency of Cross functional perspective is defined as the set of human attributes required to understand one's own job in relation with other functions within the organization.

Planning Skills: Competency of Planning is defined as the set of human attributes required to understand inter relationships and requirements of different activities to be performed to achieve the desired objectives.

Execution Skills: Competency of Job execution is defined as the set of human attributes required to carry out the assigned activities to the satisfaction of the customer cost effectively.

Analytical Skills: Competency of Analytical skills is defined as the set of human attributes required to understand and interpret the data and information.

Decision Making: Competency of decision making is defined as the set of human attributes required to decide the course of action under any situation.

Delegation: Competency of delegation is defined as the set of human attributes required to empower the subordinates for effective operations.

Leadership: Competency of Leadership is defined as the set of human attributes required to take responsibility for accomplishing the desired objectives.

Developing and supporting subordinates for effectiveness: Competency of Developing and supporting subordinates is defined as the set of human attributes required to enable the subordinates to be effective in the assigned job and contribute to the organization.

Functional/Technical Competencies

Specific competencies which are considered essential to perform any job in the organization within a defined technical or functional area of work.

Business Awareness: Competency of Business Awareness is defined as the set of human attributes required to take business decisions for achieving business objectives.

Business Skills: Competency of Business Skills is defined as the set of human attributes required to effectively perform the functional business processes.

Technical Skills: Competency of Technical Skills is defined as the set of human attributes required to effectively perform the technical responsibilities of the job position. The technical skills have to be primarily assessed through technical interview or written test.

MEANING AND CONCEPT OF COMPETENCY MAPPING

It is a process of identification of the competencies required to perform successfully a give job or role or a set tasks at a given point of time. It consists of breaking a given role or job into its constituent's task or activities and identifying the competencies (Technical, managerial, Behavioral, conceptual knowledge and Attitude and skills etc) needed to perform the same successfully.

- ***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 an individual uses to identify and describe competencies that are the most critical to success in a work situation or work role
- ***Competency profiling*** It is the process of identifying the knowledge, skills, abilities, attitudes, and judgment required for effective performance in a particular occupation or profession. Competency profiling is business/company specific.

COMPETENCY MODEL:

The roots of competency modeling date as far back as the early 1900's but these models have become widely popular these days. A competency model is an organizing framework that lists the competencies required for effective performance in a specific job, job family (e.g., group of related jobs), organization, function, or process. Individual competencies are organized into competency models to enable people in an organization or profession to understand, discuss, and apply the competencies to workforce performance.

The competencies in a model may be organized in a variety of formats. No one approach is inherently best; organizational needs will determine the optimal framework. A common approach is to identify several competencies that are essential for all employees and then identify several additional categories of competencies that apply only to specific subgroups. Some competency models are organized according to the type of competency, such as leadership, personal effectiveness, or technical capacity. Other models may employ a framework based on job level, with a basic set of competencies for a given job family and additional competencies added cumulatively for each higher job level within the job family

Skills + Knowledge + Ability

=

Competency

=

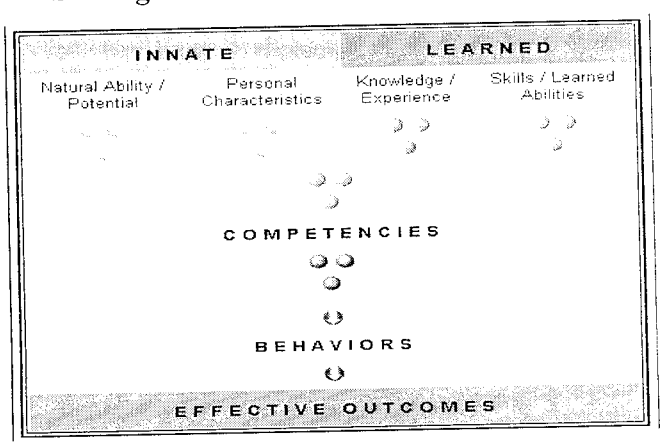
Observable Behavior

=

Effective Outcomes [Performance on Job]

=

Strategic Success Modeling – A Competency Model



TRADITIONAL JOB ANALYSIS VS. COMPETENCY APPROACH

Job Analysis leads to

- long lists of tasks and the skills / knowledge required to perform each of those tasks.
- Data generation from subject matter experts; job incumbents
- .Effective Performance

Competency model leads to

- A distilled set of underlying personal characteristics.
- Data generation from outstanding performers in addition to subject matter experts and other job incumbents.
- Outstanding Performance

The approach allows executives and managers to make a distinction between a person's ability to do specific tasks at the minimum acceptable level and the ability to do the whole job in an outstanding fashion

USE OF COMPETENCY MAPPING

Competency mapping serves a number of purposes. It is done for the following functions:

- Gap Analysis
- Role Clarity
- Selection, Potential Identification, Growth Plans.
- Succession Planning.
- Restructuring
- Inventory of competencies for future planning

- **Competency based recruitment**

Competency based interviews reduce the risk of making a costly hiring mistake and increase the likelihood of identifying and selecting the right person for the right job

- **Competency based Performance Appraisal**

Competencies Enable

1. Establishment of clear high performance standards.
2. Collection and proper analysis of factual data against the set standards.

3. Conduct of objective feedback meetings.
4. Direction with regard to specific areas of improvement

- **Competency based training**

Competency based appraisal process leading to effective identification of training needs.

1. Opportunity to identify/ develop specific training programmes - Focused training investment.
2. Focused Training enabling improvement in specific technical and managerial competencies.

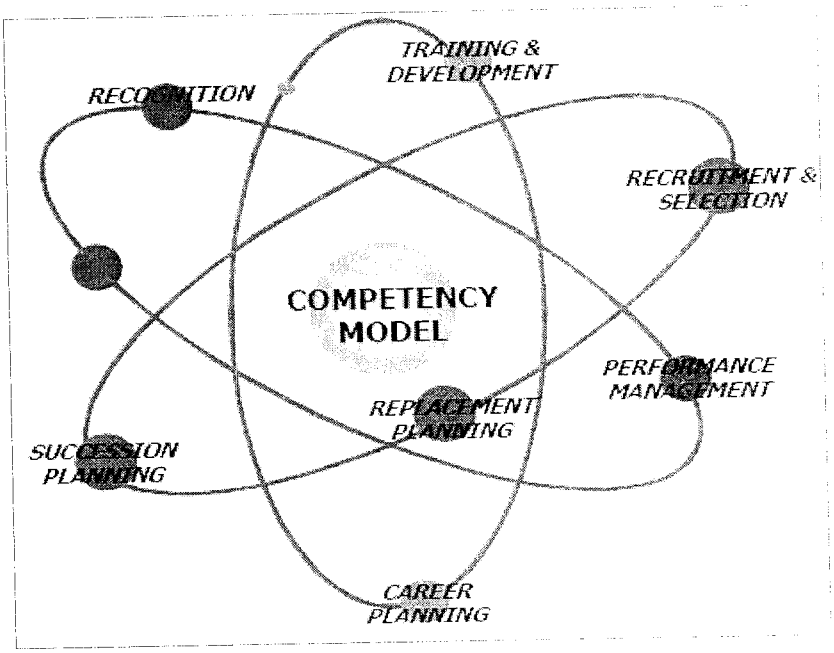
- **Competency based Development**

1.) Contribute to the understanding of what development really mean, giving the individual the tools to take responsibility for their own development.

2.) Give the line managers a tool to empower them to develop people..

- **Competency based succession planning**

Assessing employees' readiness or potential to take on new challenges. Determining the person job fit can be based on matching the competency profile of an individual to the set of competencies required for excellence within a profession. Individuals would know the competencies required for a particular position and therefore would have an opportunity to decide if they have the potential to pursue that position.



1.2 REVIEW OF LITERATURE

Geir Nybo[1]"Personnel development for dissolving jobs: towards a competency-based approach"

The traditional HRM system has been job-based and has reflected a bureaucratic model of organizing work. Such job-based personnel management systems have shown a tendency to break down when jobs are dissolving under more flexible work organization. The research has shown the importance of the two independent dimensions of job structuring: complexity and formalized control. Formal competency modelling seems best adjusted to the segment with a high degree of complexity and a high degree of formalized control.

Susan Meisinger [2] "Latest Competency Study Defines New HR Roles"

According to the study, it is no longer sufficient for HR professionals to master Strategic Contribution, Personal Credibility, HR Delivery, Business Knowledge and HR Technology; they must also become experts at "credible activism"—a role that requires HR to perform with attitude. Credible Activist,-Cultural Steward, Talent Manager/Organizational Designer, Strategy Architect, Business Ally and Operational Executor.

Seema Sanghi[3] "Building Competencies"

Strategies can only be effectively implemented if organizations have a competent force of employees. Environmental imperatives are playing an important role in redefining the role of human resources (HR) to the tune of a changing environment This can be done by developing a competency model and mapping each job incumbent on these competencies. Competency-based systems establish links between organizational and personal objectives. Recruitment and appraisal are fair and more open. Employers are clear about how they are expected to perform their jobs.

Richard Montier et al[4] "Competency Models Develop Top Performance"

The competency models must be better integrated into the company's selection and promotion procedures and its performance management process. There are different ways of

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[1] Geir Nybo ,"Personnel development for dissolving jobs: towards a competency-based approach" Int. J. of Human Resource Management 15:3 May 2004 549-564

[2]Susan Meisinger, " Latest Competency Study Defines New HR Roles", HR magazine, June 2007, pp 12-13.

[3] Seema Sanghi, "Building Competencies", Industrial management, may-june 2009, pp 14-17.

[4] Richard Montier, David Alai,and Diana Kramer, "Competency Models Develop Top Performance", ASTD, july 2006, pp 47-50.

achieving these goals, and part of the challenge will be matching options to the company's culture, resources, and needs.

David Trejo et all [5] "Framework for Competency and Capability Assessment for Resource Allocation "

Identifying strategic core competencies followed by identification of organizational and individual capabilities necessary to fulfill the needs of these core competencies will optimize human resource allocations. The proposed framework can complement and improve on available methods for identifying sourcing strategies with a goal of "rightsizing" organizations. Assessment of organizational competencies and capabilities can provide the necessary rationale behind human resource allocation and outsourcing decisions.

Arnaldo Camuffo and Fabrizio Gerli[6] "An integrated competency based approach to management education: an Italian MBA case study "

It is possible to design, deliver and monitor a management education programme that uses, in an integrated manner, a multiplicity of competency-based tools in all the stages of the process, This study provides a multiple constituency framework that integrates educational institutions, students and the companies that hire them in the design, implementation and control of effective, competency-based, management education.

Radha Sharma [7] "360 Degree Feedback, Competency Mapping and Assessment Centres for Personal and Business Development"

The 360 Degree Feedback Competency Assessment methodology is used predominantly, in the Indian context as also elsewhere, for issues pertaining to employee development rather than individual assessment factors as relevant to performance rating issues.

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[5] David Trejo, Shekhar Patil, Stuart Anderson and Elizabeth Cervantes" Framework for Competency and Capability Assessment for resource Allocation "

[6] Arnaldo Camuffo and Fabrizio Gerli[6] "An integrated competency based approach to management education: an Italian MBA case study " International Journal of Training and Development 8:4 ISSN 1360-3736.

[7] Radha Sharma [7]"360 Degree Feedback, Competency Mapping and Assessment Centres for Personal and Business Development" Tata McGraw-Hill, 2002, pp 239.

Steve Whiddett and Sarah Hollyforde[8] "How to get your competency framework right"

Many organisations develop a competency/behaviour framework with a view to managing performance and progression more effectively. However, many managers and individuals find it hard to use the frameworks to help achieve their goals and, therefore, the goals of the organisation. The most common reasons for this are that people don't see the benefit of the framework and aren't trained adequately; there aren't clear links to what the business is aiming to achieve and many frameworks are a mix of different concepts which makes them unwieldy.

Ernie Kahane [9] "Competency management: Cracking the Code for Organizational Impact"

Competency management is central to talent management initiatives, which have become critical in light of the impending skills shortage. Competencies provide standards and a roadmap for effective performance. Successful competency management ensures that employees can execute the company business plan, and guides the way organizational challenges of skill readiness, skill shortages, and leadership are addressed. The organizations that understand and succeed in competency management will be leaders in the competition for scarce talent and be viewed as employers of choice.

Jeffery s. Shippmann et all [10] "The practice of competency modelling "

Competency modeling is compared and contrasted to job analysis using a conceptual framework (reflected in a 10-dimension Level of Rigor Scale) that practitioners and researchers may use to guide future work efforts, and which could be used as a basis for developing standards for practice. The strengths and weaknesses of both competency modeling and job analysis are identified and, where appropriate, recommendations are made for leveraging strengths in one camp to shore-up weaknesses in the other.

---

[8] Steve Whiddett and Sarah Hollyforde" How to get your competency framework right" CIPD , pg 48.

[9] Ernie Kahane " competency management: Cracking the Code for Organizational Impact" ASTD may 2008.

[10] Jeffery s. Shippmann, Ronald.A.Ash, Mariangela battista and Linda Carr " The practice of competency modelling " Personnel psychology 2000. pg 53.

Richard Oyen [11] "Ten Best Practices for Successful Competency Management"

This paper offers ten best practices that will help define your competencies today, craft an effective competency plan, and ultimately use that plan intelligently in conjunction with your performance management system.

Deborah Kellie [12] "The Australian way: competency training in the corporate sector"

This article examines Australian endeavours within this trend both at the macro level of the state and at the micro level of the organisation. It is argued that generally corporate sector has responded well, albeit slowly, to the introduction of competency based training and development. As industry bears more of the cost, and the task, of meeting its training needs; it is more than ever keen to see a direct return on the training investment through concomitant increase in productivity.

Yves Emery [13] "Added value in human resource management : An analysis of the competency management process"

Competencies development by public employers should be seen as on of the leading facets of the new psychological contract capable of attracting and retaining competent people within the public sector.

Zhong-Ming-Wang[14] "Managerial competency modelling and the development of organizational psychology : a chinese approach"

Leadership competence assessment for personnel selection and development has become on of the key aspects of human resource management. Based upon the results from the structured interview and strategic hierarchical job analysis a model of leadership competency with four dimensions of leadership characteristics and the managerial performance is proposed.

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[11] Richard Oyen " Ten Best Practices for Successful Competency Management " Sum total.

[12] Deborah Kellie "The Australian way: competency training in the corporate sector" international journal of training and development 3:2

[13] Yves Emery " Added value in human resource management : An analysis of the competency management process" competency management in the public sector, IOS press 2002.

[14] Zhong-Ming-Wang " Managerial competency modelling and the development of organizational psychology : a chinese approach" International jpournal of psychology, 2003, pg 323-334

1.3 ORGANIZATION PROFILE

HISTORY OF THE ORGANIZATION

The pricol group of companies was started by Mr.Vikram Mohan who is the director and CEO.with his rich experience in the business and the able guidance of his father Mr.Vijay Mohan, the chairman of Pricol limited. He started the group of companies which have seven SBUs namely Pricol Corporate services Limited, Pricol Property Development Limited, Pricol Packaging Limited, Pricol Technologies Limited, Pricol Travels Limited, Pricol Cargo Limited, PAcE(Pricol Academy of Excellence)

The first company started was Pricol Packaging Limited in order to meet the heavy requirement of Pricol limited for packing the finished goods. Recognizing the opportunities in the other verticals the remaining SBUs were commenced and is now acting as successful and independent business units generating its own revenues.

PRICOL GROUP OF COMPANIES

Pricol Corporate Services Limited:

Pricol Corporate Services provides strategic planning and advisory services for all the other group companies. They provide expertise in many areas which include human resource, systems, finance, audit, corporate strategy etc.

Pricol Packaging Limited:

Pricol Packaging Limited is an ISO-9001 company which was started in 1999 to provide packing material and facilities to its parent concern Pricol. It has three manufacturing units,

Plant I-Periyanayakanpalayam.

Plant II & plant III- near Mettupalayam.

Pricol Technologies Limited:

Pricol technologies provide end-to-end solutions for the appliances industry. The newly added industrial design strengthens the vastly experienced product engineering and manufacturing team. The portfolio includes white goods, office automation products, handheld gadgets and devices. Prototype labs and product reliability test labs provide the necessary infrastructural support to the design team, which provides value engineered and cost effective solutions the high volume market.The core strength lies in our principle of

"system integration". Different disciplines like mechanical, Mechatronics, electrical, electronics converge to create complete products/systems.

Alliances:

Pricol Technologies has Dynasim as its alliance partner to offer Multi-Body Engineering Solutions to its global clientele. The next generation Multi body engineering team at Pricol Technologies provides the environment for modelling and simulation of complex systems for various domains like mechanical, thermal, pneumatic, hydraulic, thermo dynamics, vehicle dynamics and air conditioning. Tools for Model Calibration and Design Optimization are included along with User designed Dialogues and New Scripting facilities. There are also unique and unrivalled symbolic and numeric techniques handling complex models and fast simulations

Pricol Technologies has Blue Ridge Numerics, U.S.A as its alliance partner to offer computational fluid dynamics solutions for its global customers.

Pricol Technologies is equipped to deliver high power CFD simulation capabilities across all industries.

Aerospace and Defence

Automotive

Consumer Products

Electronics

HVAC

Pumps/Compressors

Valves/Fans

TurboTools™ Corporation is focused on the automation design process for electrical systems from concept to manufacturing of highly intregrated electronic equipment, mechatronic systems, high-tech instrumentation.TurboTools software and services are designed for electronic,electrical and electromagnectic engineers across industries.

CablEqulity™ is advanced CAD/EDA/PLM software, the most powerful and user friendly Hardware Electrical Systems design application available on the market today. It can handle unlimited number of products,projects, designs and revision control mechanism. CablEquity includes a comprehensive parametric components Database and libraries with over 6,000

components; engines that automatically generate assembly drawings, schematics and BOMs; control systems schematic capture; revision control; project management; PLM structure and other functionalities. It enables design re-use and partitioning and helps ensure that designs are right the first time, manufacturable the first time and operate reliably every time. CablEquity™ prevents potential system failure later in production, maintains data integrity, and manages all engineering, manufacturing and management process during development in an all in one, easy-to-use tool. Using CablEquity™ productivity increases more than 100x, and company's budget decreases more than100x.

Pricol Travels Limited:

Pricol Travels is a transportation company which was started to provide services in the field of transport. Pricol is a member of the worldwide UNIGLOBE travel franchise network. Uniglobe travel was started in 1979 by U.Gary Charlwood the company's chairman and CEO. It has over 750 travel agencies in over 24 countries which include Canada, US, Europe, Asia, Middle East and Southern Africa. It is the world's largest single brand travel franchise organization. Pricol is an IATA accredited travel agency.

Pricol Cargo Limited:

Pricol Cargo, a division of Pricol Travel Limited, as a leading Air & Sea Customs clearing and International Freight Forwarding Company. Pricol Cargo, accredited IATA cargo agent is endeavouring to set standards in this arena of cargo handling. Today, Pricol Cargo is handling good number of shipments.Corporate office is at Coimbatore and Head office at Chennai and branch offices at Cochin and Tuticorin. Pricol cargo is associated with Integrated Global Logistics Network (A part of World cargo Alliance Family) to cater the end to End Supply Chain Solution needs of its Customers across the Globe.

Pricol Property Development Limited:

Pricol Properties Limited, the real estate arm of the Pricol group has carried forth into property development, its excellence developed by experience over the years. With a mission towards creating, a greener and more natural living space, Pricol Properties Limited, provide all the amenities that modern housing has, along with the warmth of a real home. Objective is to change the face of property development with emphasis on environmentally centered building practices. Vision is to create a pristine environment where you can rest and

invigorate yourself. Our properties are the perfect blend between convenience and seclusion to give habitats that are surrounded by greenery. In short it's about 'Breathing Life into Spaces.

PAcE:

PAcE stands for Pricol Academy of Excellence. Pricol aims to train individuals. Their focus is on people and promoting individual growth to benefit the organization. Several courses in the field of travel and tourism, software and information technology courses, management development courses, and out bound training programmes. It is a non-profit organization. Some of the areas that would be addressed are;

- Employability factor
- Adaptability
- Global outlook
- Team building
- Assessment and development

1.4 OBJECTIVES OF THE STUDY

1.4.1Primary objective

The primary objective of the study is to map the competencies of the managers of the human resource and perform competency gap analysis

1.4.2 Secondary objectives

- To determine the competencies required for the position
- To perform competency gap analysis
- To develop job descriptions for the various functions (designation wise) to gain deeper understanding of the requirements at different position.

1.5 STATEMENT OF THE PROBLEM

Competency theory is relatively new phenomenon in Asian countries. Therefore it is necessary to see what constitutes competency in the context of Human resource development. Competency method 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 behavioural aspect behind that achievement. Hence competency mapping is studied and analysed in this project.

1.6 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

- Recruitment and selection
- Training and development
- Performance management
- Succession planning
- Replacement planning

1.7 LIMITATIONS OF THE STUDY

- The project is restricted to senior managers, managers, engineers and design engineers
- present in the organization
- Opinions, perceptions of the respondents can change over a period of time.
- The ratings given to the respondents are subjective based on the opinion of the supervisors.

CHAPTER-II

RESEARCH METHODOLOGY

CHAPTER II

RESEARCH METHODOLOGY

2.1 Research design

The nature of the study was descriptive.

2.2 Population

Senior Managers and Managers , Engineers, Design engineers

2.3 Population size

The population size is eight senior managers, fifteen managers, forty eight engineers. thirty six design engineers.

2.4 Sampling design

Sampling technique employed is purposive sampling

2.5 Methods of data collection

Primary data collection

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

Secondary data collection

The secondary data were mainly collected through websites, organization chart and company documents

2.6 TOOLS USED FOR ANALYSIS

Simple percentage analysis, gap analysis

2.7 METHODS USED FOR ANALYSIS

- Percentage analysis
- Ratio

CHAPTER-III

DATA ANALYSIS AND INTERPRETATION

CHAPTER-3

DATA ANALYSIS AND INTERPRETATION

3.1 PERSONAL COMPETENCIES FOR ENGINEERS AND DESIGN ENGINEERS

3.1.1 STRESS TOLERANCE

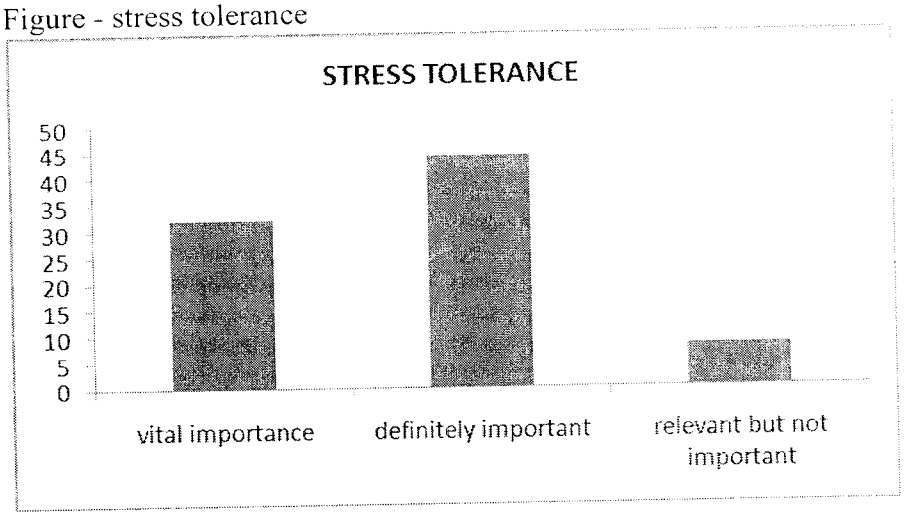
Table 1-Stress Tolerance

Particulars	Frequency	Percentage
vital importance	32	38.09
definitely important	44	52.38
least important	8	9.52
total	84	

Interpretation

From the above table it is inferred that 38.09% of the respondents consider stress tolerance to be a very important competence, 52.38% of the respondents consider it to be definitely important, and 9.52% of the respondents consider it to be least important. Stress tolerance is an important personal competence for the engineers and design engineers.

Figure - stress tolerance



3.1.2 SELF STARTING AND PROACTIVE

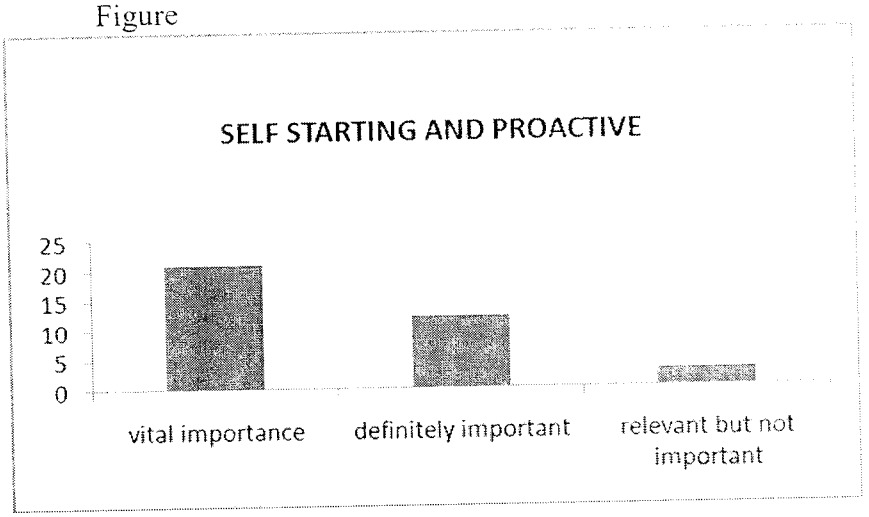
Table 1.2 - SELF STARTING AND PROACTIVE

Particulars	Frequency	Percentage
vital importance	26	30.95
definitely important	49	58.34
least important	9	10.71
Total	84	100

Interpretation

From the above table it is inferred that 30.95% of the respondents consider proactive to be a very important competence, 58.34% of the respondents consider it to be definitely important, and 10.71% of the respondents consider it to be least important.

Figure



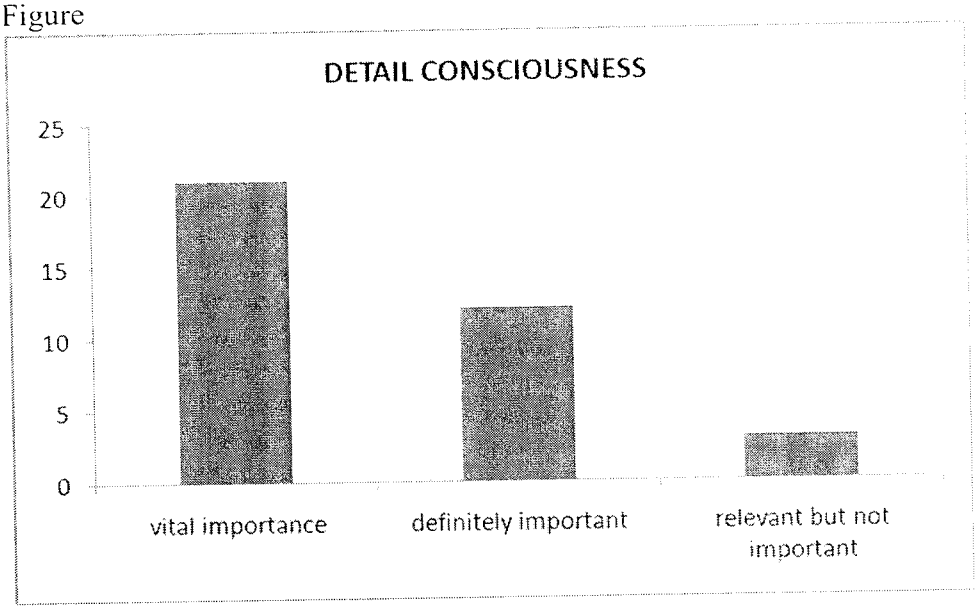
3.1.3 DETAIL CONSCIOUSNESS

Particulars	Frequency	Percentage
vital importance	41	48.8
definitely important	32	38.1
least important	11	13.1
total	84	100

Interpretation

From the above table it is inferred that 48.88% of the respondents consider detail consciousness to be a very important competence, 38.10% of the respondents consider it to be definitely important, and 13.10% of the respondents consider it to be least important.

Figure



3.2 KNOWLEDGE LEVEL COMPETENCIES FOR ENGINEERS

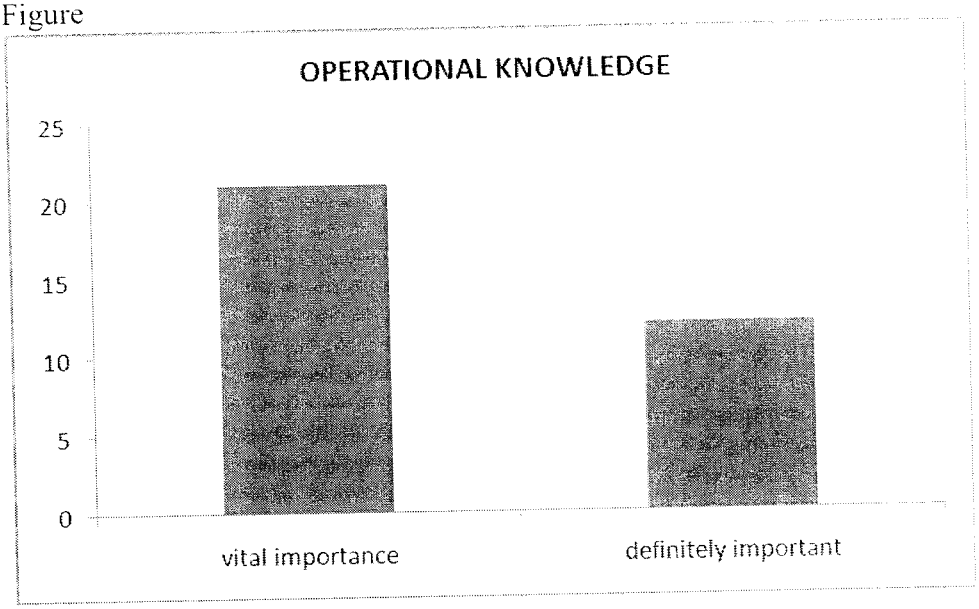
3.2.1 OPERATIONAL KNOWLEDGE:

Particulars	Frequency	Percentage
vital importance	32	66.67
definitely important	16	33.34
Total	48	

Interpretation

From the above table it is inferred that 66.67% of the respondents consider operational knowledge competencies to be very important, 33.34% of the respondents consider it to be definitely important.

Figure



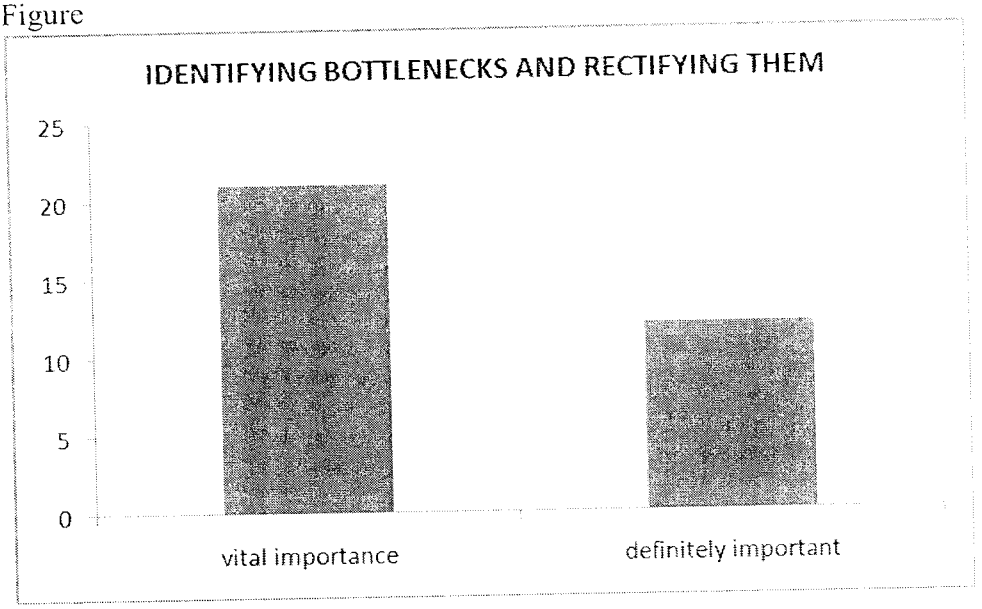
3.2.2 IDENTIFYING BOTTLENECKS AND RECTIFYING THEM

Particulars	Frequency	Percentage
vital importance	43	89.58
definitely important	5	10.42
total	48	

Interpretation

From the above table it is inferred that 89.58% of the respondents consider identifying the bottlenecks and rectifying them to be a very important competence, 10.42% of the respondents consider it to be definitely important.

Figure



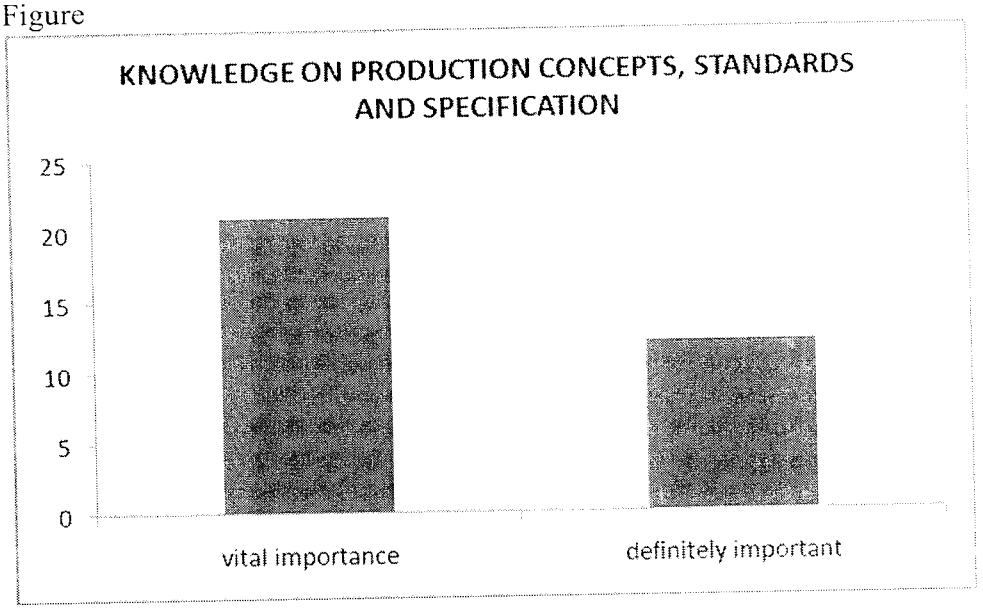
3.2.3 KNOWLEDGE ON PRODUCTION CONCEPTS, STANDARDS AND SPECIFICATION

Particulars	Frequency	Percentage
vital importance	41	85.42
definitely important	7	14.58
total	48	

Interpretation

From the above table it is inferred that 85.42% of the respondents consider knowledge on production concepts, standards and specification to be a very important competence. 14.58% of the respondents consider it to be definitely important.

Figure



3.3 JOB RELATED COMPETENCIES FOR ENGINEERS

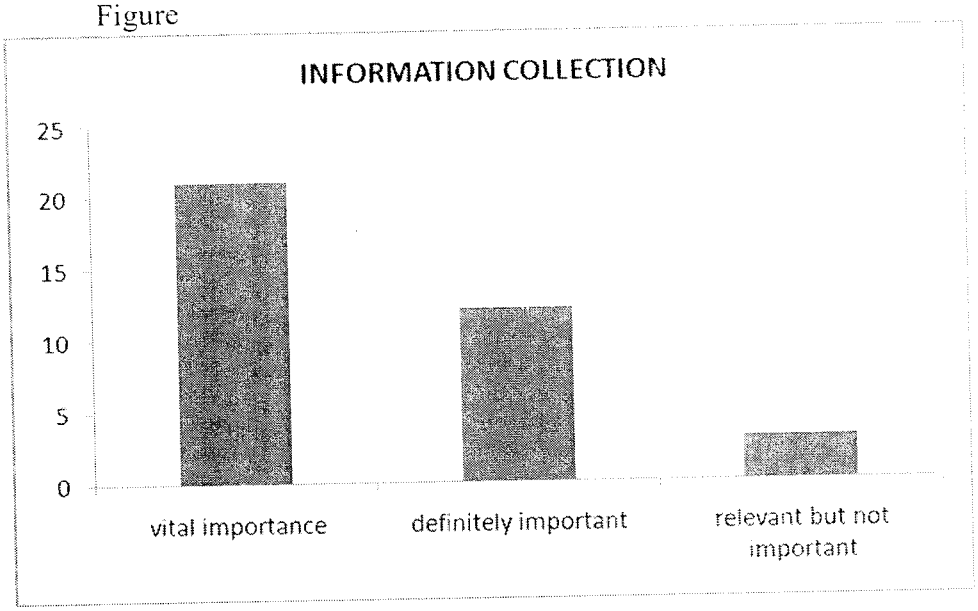
3.3.1 INFORMATION COLLECTION

Particulars	Frequency	Percentage
vital importance	17	35.42
definitely important	23	47.92
least important	8	16.66
total	48	

Interpretation

From the above table it is inferred that 35.42% of the respondents consider collecting information to be a very important competence, 47.92% of the respondents consider it to be definitely important, and 16.66% of the respondents consider it to be least important.

Figure



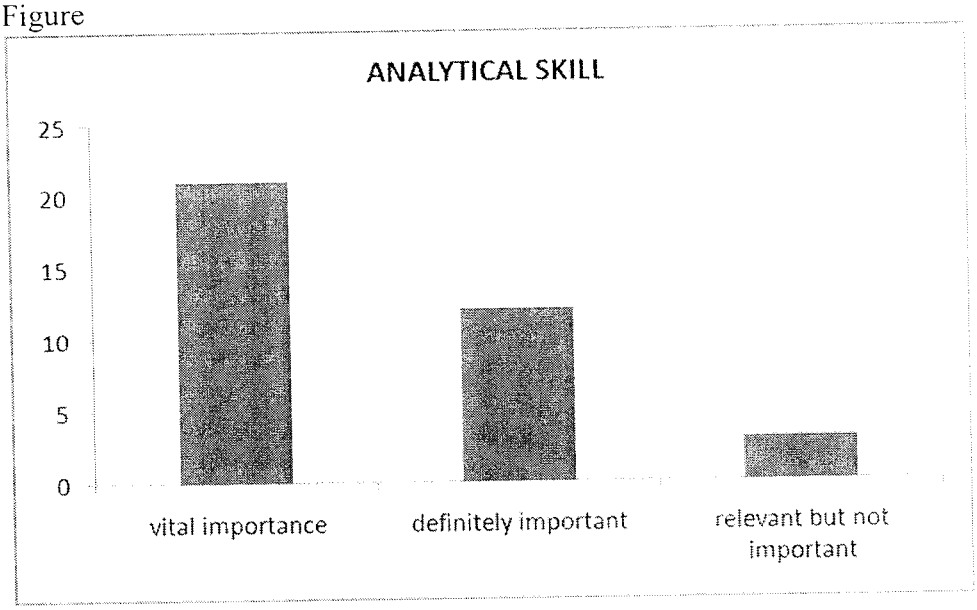
3.3.2 ANALYTICAL SKILL:

Particulars	Frequency	Percentage
vital importance	22	45.84
definitely important	19	39.58
least important	7	14.58
total	48	

Interpretation

From the above table it is inferred that 45.84% of the respondents consider analytical skills to be a very important competence, 39.58% of the respondents consider it to be definitely important, 14.58% of the respondents consider it to be least important.

Figure



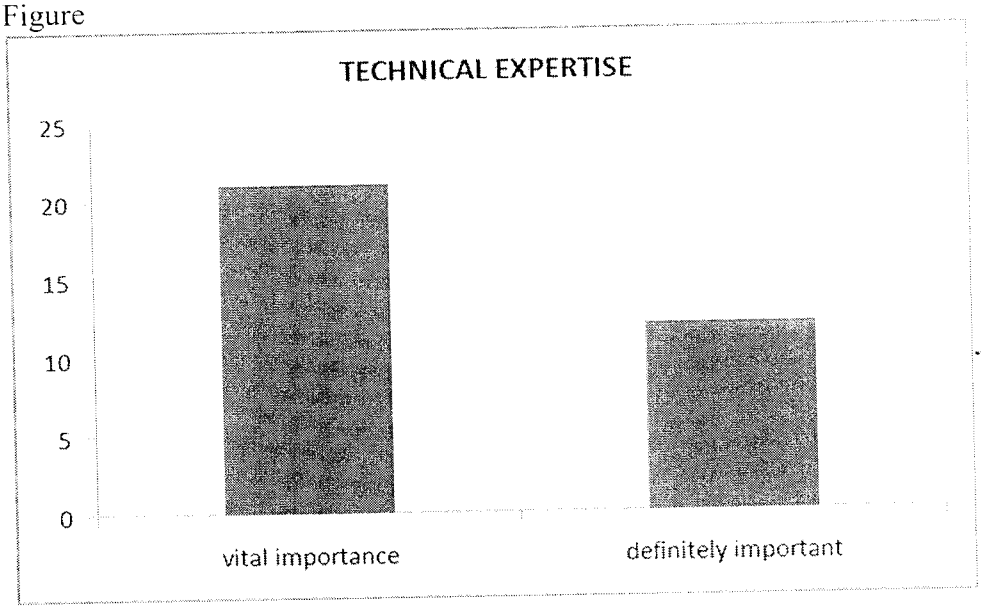
3.3.3 TECHNICAL EXPERTISE:

Particulars	Frequency	Percentage
vital importance	43	89.58
definitely important	5	10.42
total	48	

Interpretation

From the above table it is inferred that 89.58% of the respondents consider technical expertise to be a very important competence, 10.42% of the respondents consider it to be definitely important.

Figure



3.4 INTERPERSONAL AND LEADERSHIP SKILLS/COMPETENCIES FOR ENGINEERS

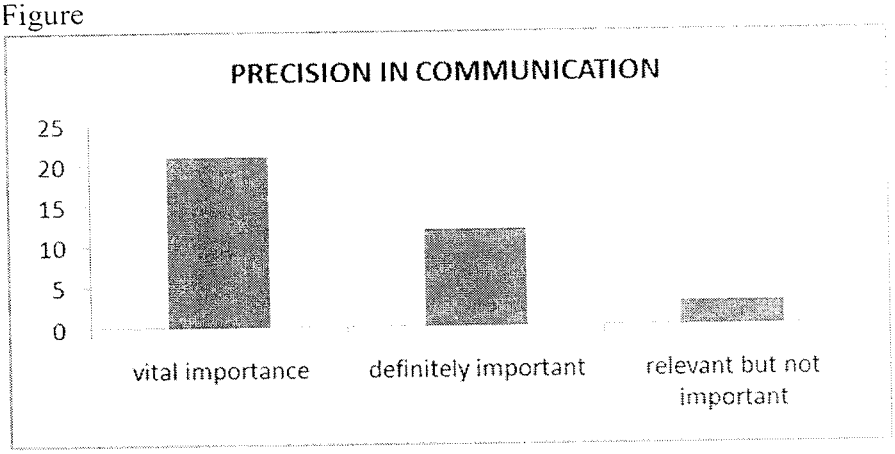
3.4.1 PRECISION IN COMMUNICATION

Particulars	Frequency	Percentage
vital importance	18	37.5
definitely important	21	43.75
least important	9	18.75
Total	48	

Interpretation

From the above table it is inferred that 37.50% of the respondents consider precision in communication to be a very important competence, 43.75% of the respondents consider it to be definitely important, and 18.75% of the respondents consider it to be least important.

Figure



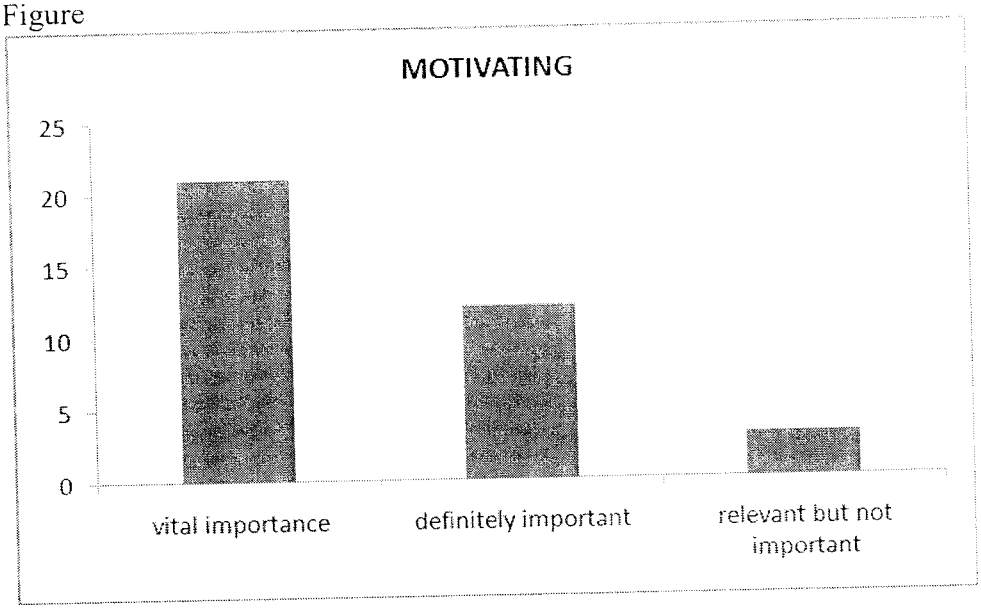
3.4.2 MOTIVATING

Particulars	Frequency	Percentage
vital importance	27	56.25
definitely important	17	35.42
least important	4	8.34
total	48	

Interpretation

From the above table it is inferred that 56.25% of the respondents consider motivating to be a very important competence, 35.42% of the respondents consider it to be definitely important, and 8.34% of the respondents consider it to be least important.

Figure



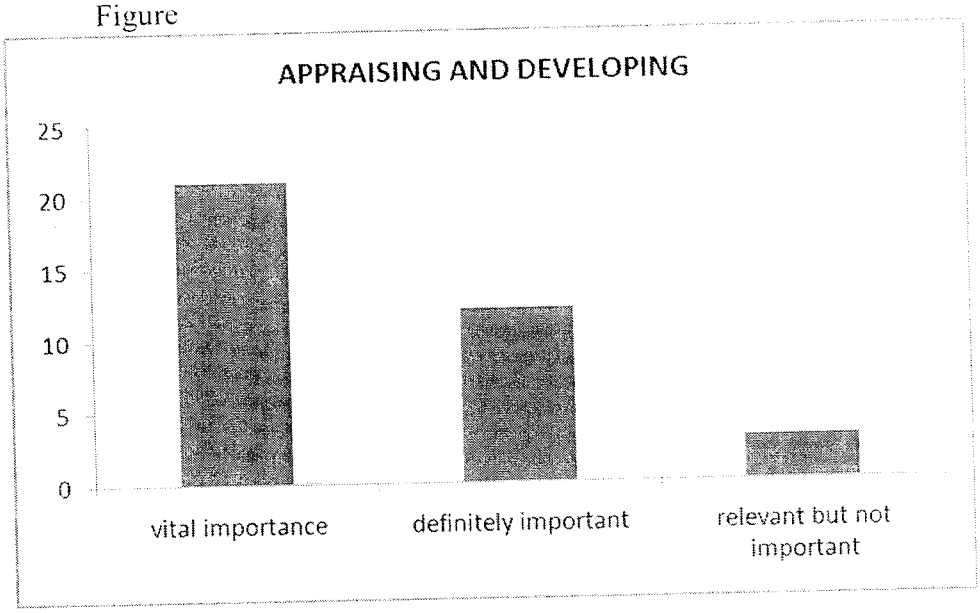
3.4.3 APPRAISING AND DEVELOPING

Particulars	Frequency	Percentage
vital importance	33	68.75
definitely important	12	25
least important	3	6.25
total	48	

Interpretation

From the above table it is inferred that 68.75% of the respondents consider appraising and developing to be a very important competence, 25% of the respondents consider it to be definitely important, 6.25% of the respondents consider it to be least important.

Figure



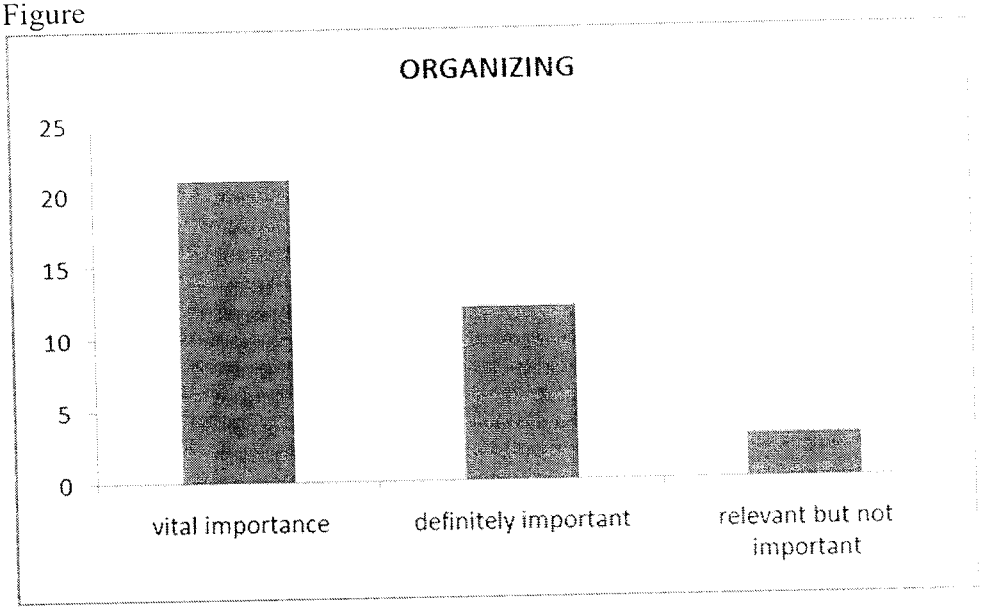
3.4.4 ORGANIZING

Particulars	Frequency	Percentage
vital importance	40	83.34
definitely important	7	14.58
least important	1	2.08
total	48	

Interpretation

From the above table it is inferred that 83.34% of the respondents consider organizing to be a very important competence, 14.58% of the respondents consider it to be definitely important, and 2.08% of the respondents consider it to be least important.

Figure



3.5 KNOWLEDGE LEVEL COMPETENCIES FOR DESIGN ENGINEERS

3.5.1 PRODUCT KNOWLEDGE

Particulars	Frequency	Percentage
vital importance	36	100
definitely important		
least important		
highly marginal relevance		
irrelevant		
total	36	

Interpretation

From the above table it is inferred that all the respondents consider product knowledge to be a very important competence.

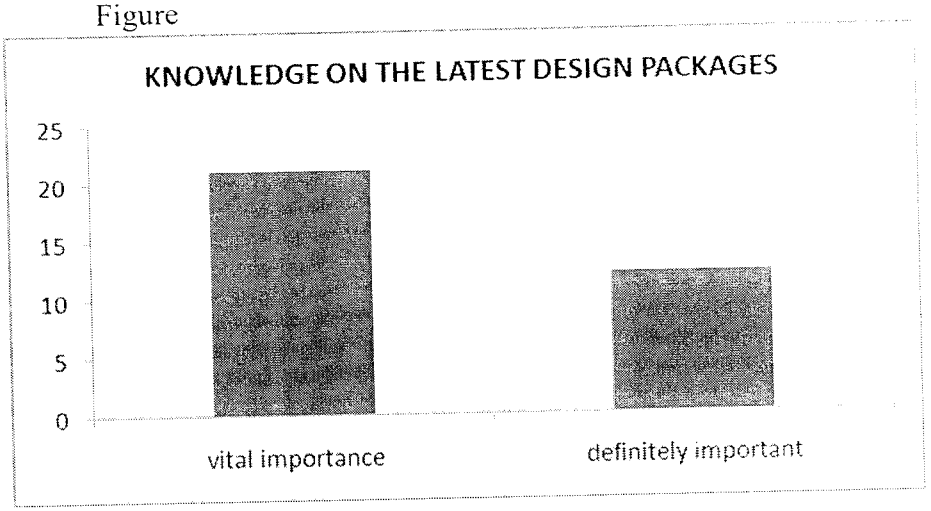
3.5.2 KNOWLEDGE ON THE LATEST DESIGN PACKAGES

Particulars	Frequency	Percentage
vital importance	31	86.12
definitely important	5	13.08
least important		
highly marginal relevance		
irrelevant		
Total	36	

Interpretation

From the above table it is inferred that 86.12% of the respondents consider knowledge on the latest design packages to be a very important competence, 13.08% of the respondents consider it to be definitely important.

Figure



3.6. JOB RELATED COMPETENCIES FOR DESIGN ENGINEERS

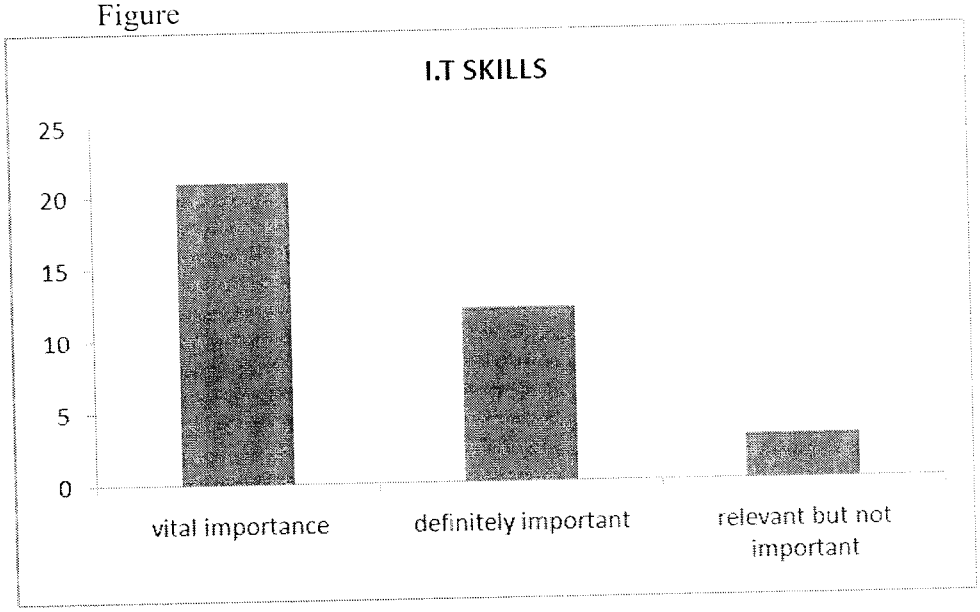
3.6.1 I.T SKILLS:

Particulars	Frequency	Percentage
vital importance	14	38.88
definitely important	18	50
least important	4	11.12
total	36	

Interpretation

From the above table it is inferred that 38.88% of the respondents consider I.T skills to be a very important competence, 50% of the respondents consider it to be definitely important, and 11.12% of the respondents consider it to be least important.

Figure



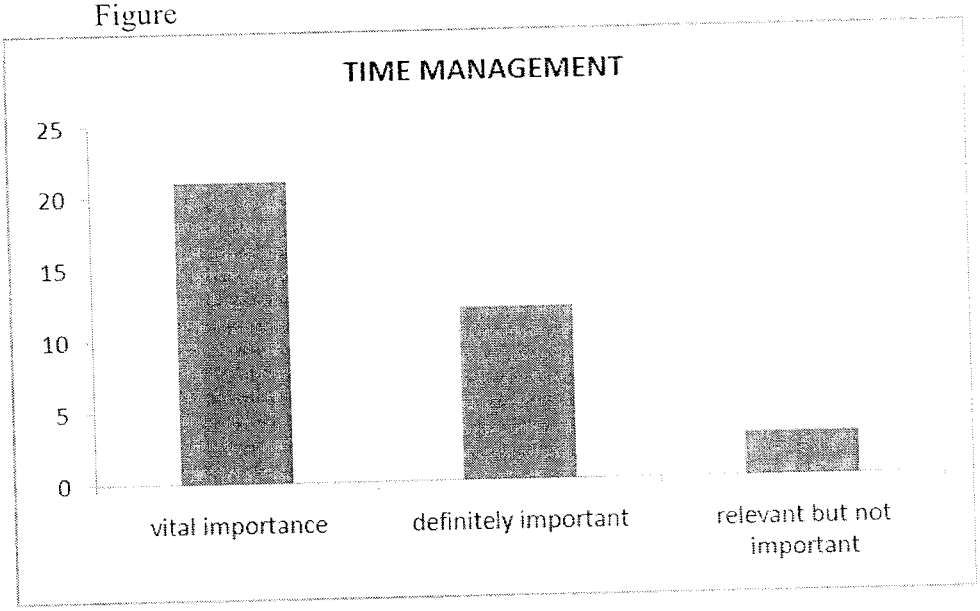
3.6.2 TIME MANAGEMENT

Particulars	Frequency	Percentage
vital importance	17	47.22
definitely important	10	27.78
least important	9	25
total	36	

Interpretation

From the above table it is inferred that 47.22% of the respondents consider time management to be a very important competence, 27.78% of the respondents consider it to be definitely important, and 25% of the respondents consider it to be least important.

Figure



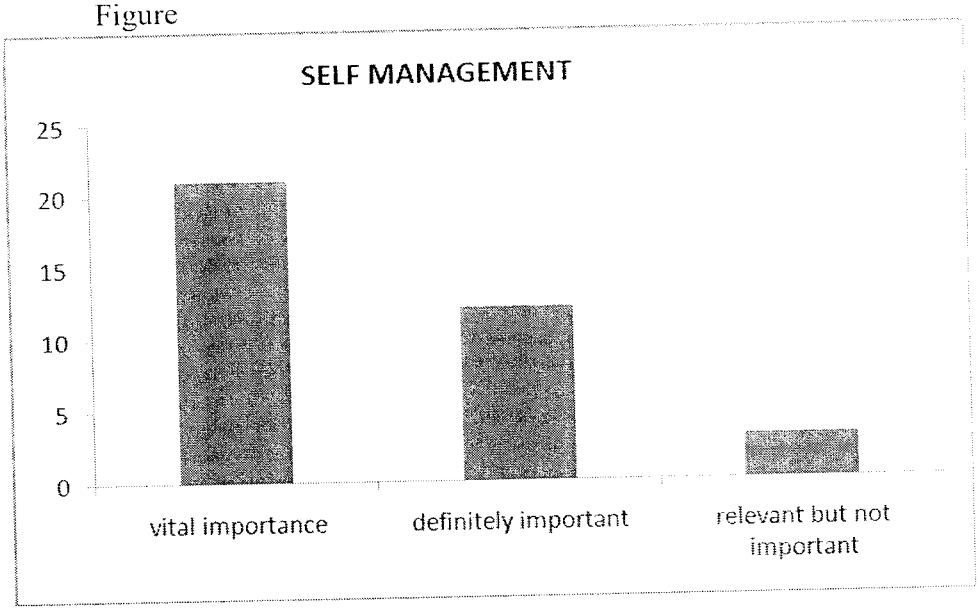
3.6.3 SELF MANAGEMENT

Particulars	Frequency	Percentage
vital importance	27	75
definitely important	7	19.45
least important	2	5.55
highly marginal relevance		
irrelevant		
total	36	

Interpretation

From the above table it is inferred that 75% of the respondents consider self-management to be a very important competence, 19.45% of the respondents consider it to be definitely important, and 5.55% of the respondents consider it to be least important.

Figure



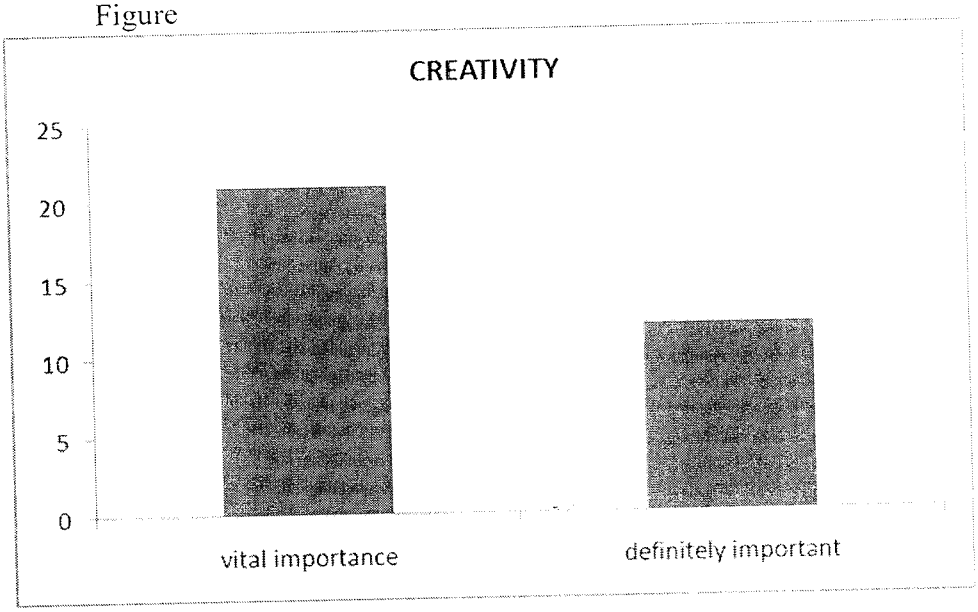
3.6.4 CREATIVITY

Particulars	Frequency	Percentage
vital importance	34	94.45
definitely important	2	5.55
least important		
highly marginal relevance		
irrelevant		
total	36	

Interpretation

From the above table it is inferred that 94.45% of the respondents consider creativity to be a very important competence, 5.55% of the respondents consider it to be definitely important.

Figure



3.7 INTERPERSONAL AND COMMUNICATION SKILLS/COMPETENCIES FOR DESIGN ENGINEERS

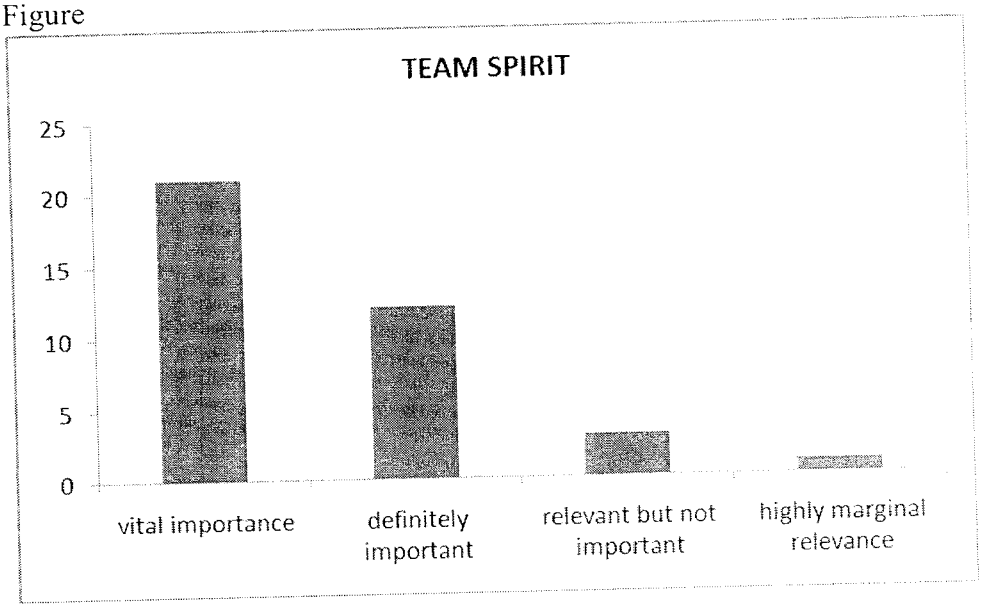
3.7.1 TEAM SPIRIT

Particulars	Frequency	Percentage
vital importance	12	33.34
definitely important	17	47.22
least important	6	16.66
highly marginal relevance	1	2.78
irrelevant		
total	36	

Interpretation

From the above table it is inferred that 33.34% of the respondents consider team spirit to be a very important competence, 47.22% of the respondents consider it to be definitely important, 16.66% of the respondents consider it to be least important, 2.78% of the respondents consider it to marginally relevant.

Figure



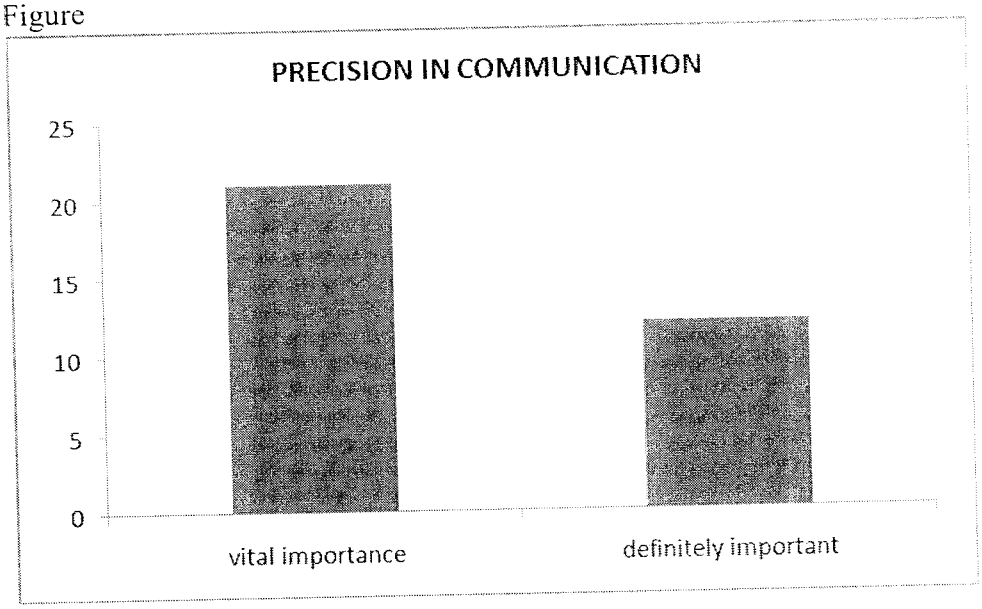
3.7.2 PRECISION IN COMMUNICATION

Particulars	Frequency	Percentage
vital importance	19	52.78
definitely important	17	47.22
total	36	

Interpretation

From the above table it is inferred that 52.78% of the respondents consider precision in communication to be a very important competence, 47.22% of the respondents consider it to be definitely important.

Figure



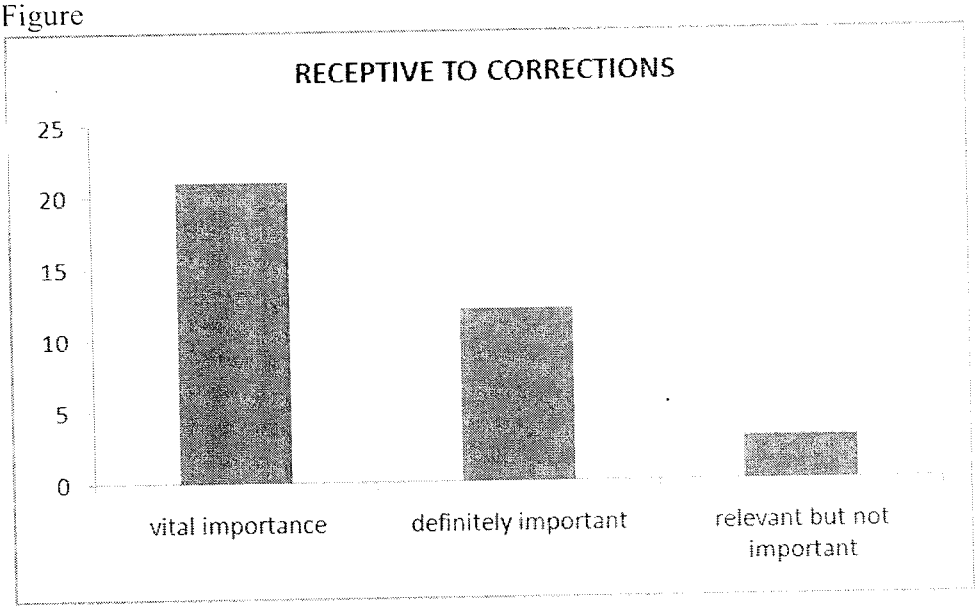
3.7.3 RECEPTIVE TO CORRECTIONS

Particulars	Frequency	Percentage
vital importance	21	58.34
definitely important	12	33.34
least important	3	8.32
total	36	

Interpretation

From the above table it is inferred that 58.34% of the respondents consider receptive to corrections to be a very important competence, 33.34% of the respondents consider it to be definitely important, and 8.32% of the respondents consider it to be least important.

Figure



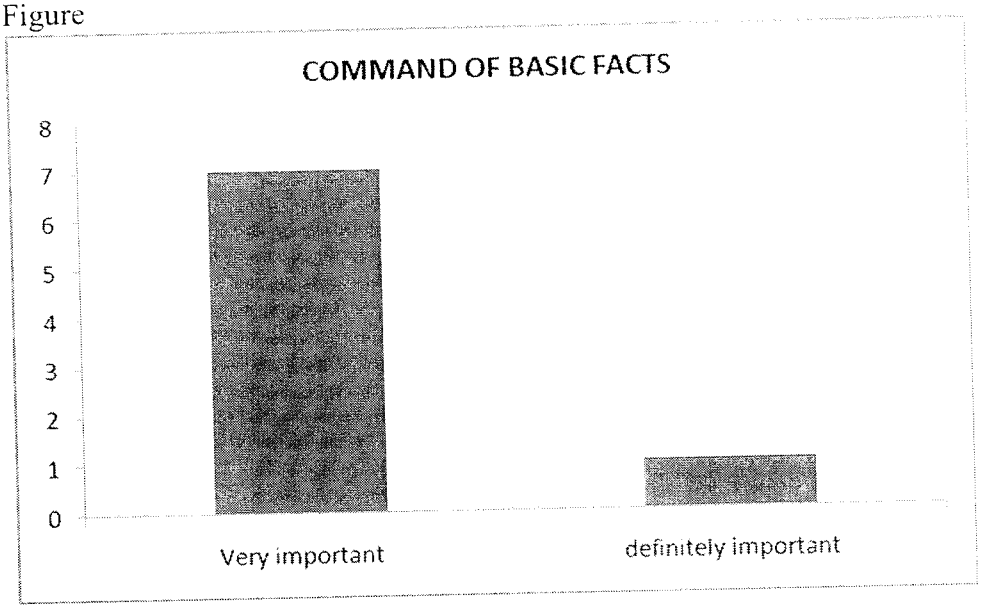
3.8 COMPETENCIES FOR THE MANAGERIAL POSITION
3.8 BASIC KNOWLEDGE AND INFORMATION
3.8.1 COMMAND OF BASIC FACTS

Particulars	Frequency	Percentage
Very important	7	87.5
definitely important	1	12.5
total	8	

Interpretation

From the above table it is inferred that 87.5% of the respondents consider command of basic facts to be a very important competence, 12.5% of the respondents consider it to be definitely important.

Figure



3.8.2 RELEVANT PROFESSIONAL KNOWLEDGE

Particulars	Frequency	Percentage
Very important	8	100
total	8	

Interpretation

From the above table it is inferred that all the respondents consider relevant professional knowledge to be a very important competence.so this is considered to be an important competency for this position.

3.9 SKILLS AND ATTRIBUTES

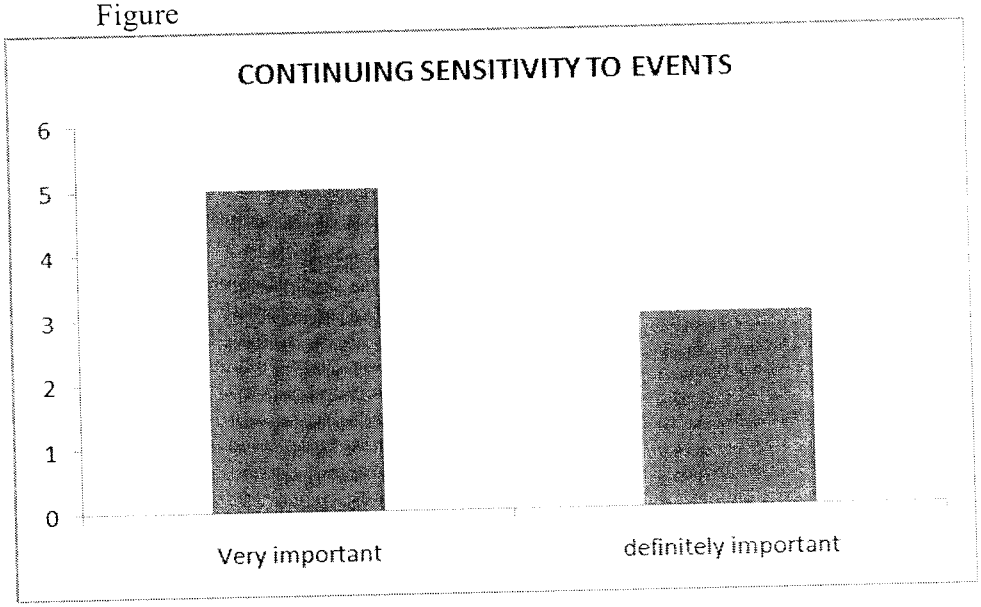
3.9.1 CONTINUING SENSITIVITY TO EVENTS

Particulars	Frequency	Percentage
Very important	5	62.5
definitely important	3	37.5
total	8	

Interpretation

From the above table it is inferred that 62.5% of the respondents consider continuing sensitivity to events to be a very important competence, 37.5% of the respondents consider it to be definitely important.

Figure



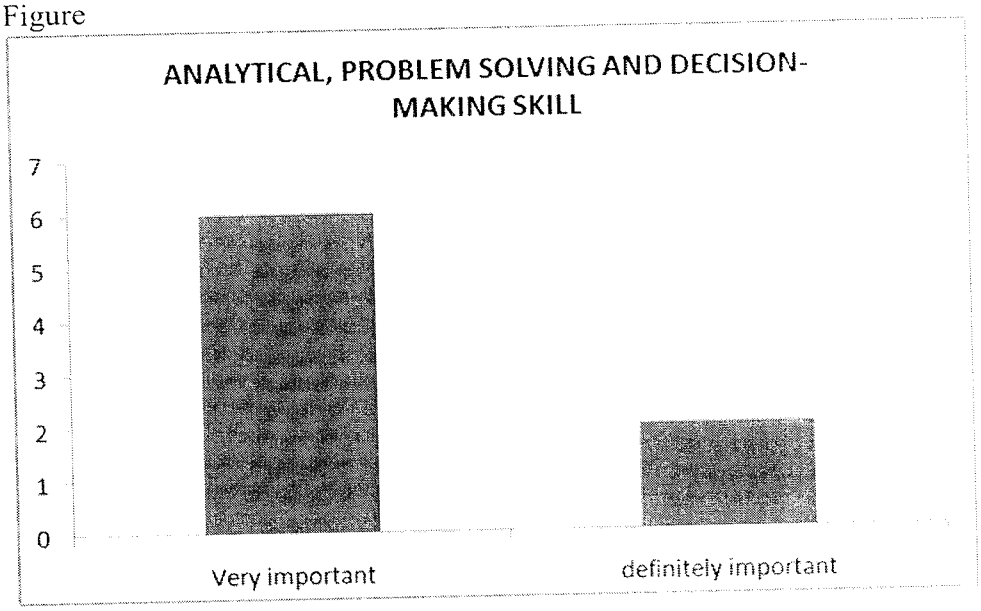
3.9.2 ANALYTICAL, PROBLEM SOLVING AND DECISION-MAKING SKILL

Particulars	Frequency	Percentage
Very important	6	75
definitely important	2	25
total	8	

Interpretation

From the above table it is inferred that 75% of the respondents consider analytical, problem solving and decision-making skill to be a very important competence, 25% of the respondents consider it to be definitely important.

Figure



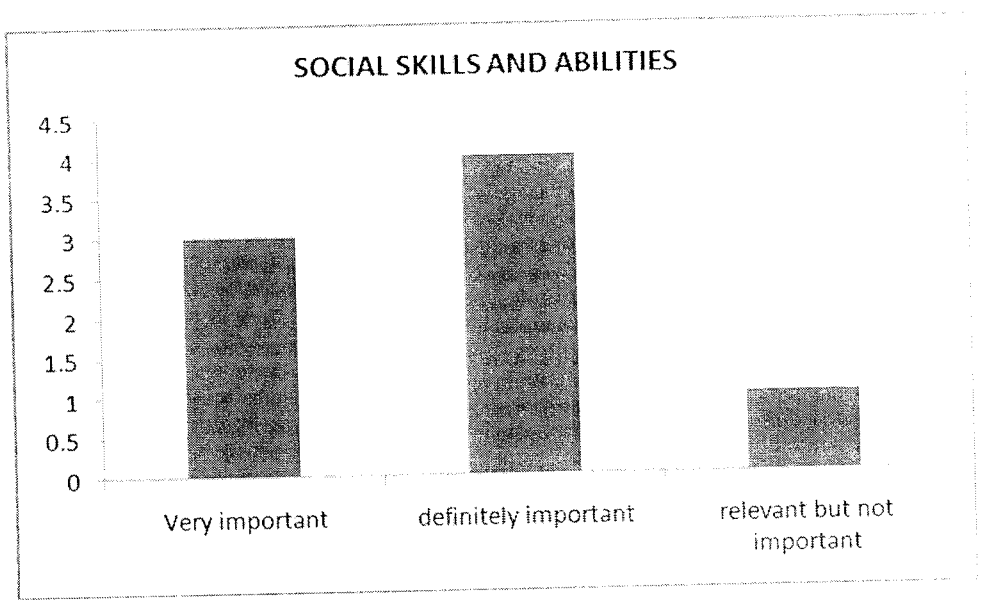
3.9.3 SOCIAL SKILLS AND ABILITIES

Particulars	Frequency	Percentage
Very important	3	37.50
definitely important	4	50
least important	1	12.50
total	8	

Interpretation

From the above table it is inferred that 37.5% of the respondents consider social skills and abilities to be a very important competence, 50% of the respondents consider it to be definitely important, 12.5% of the respondents consider it to be least important.

Figure



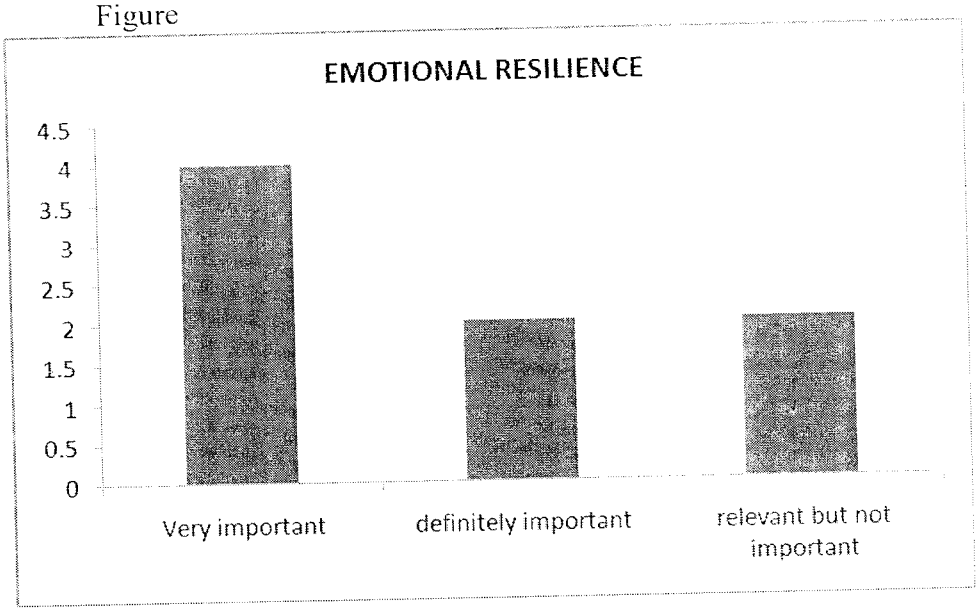
3.9.4 EMOTIONAL RESILIENCE

Particulars	Frequency	Percentage
Very important	4	50
definitely important	2	25
least important	2	25
total	8	

Interpretation

From the above table it is inferred that 50% of the respondents consider emotional resilience to be a very important competence, 25% of the respondents consider it to be definitely important, and 25% of the respondents consider it to be least important.

Figure



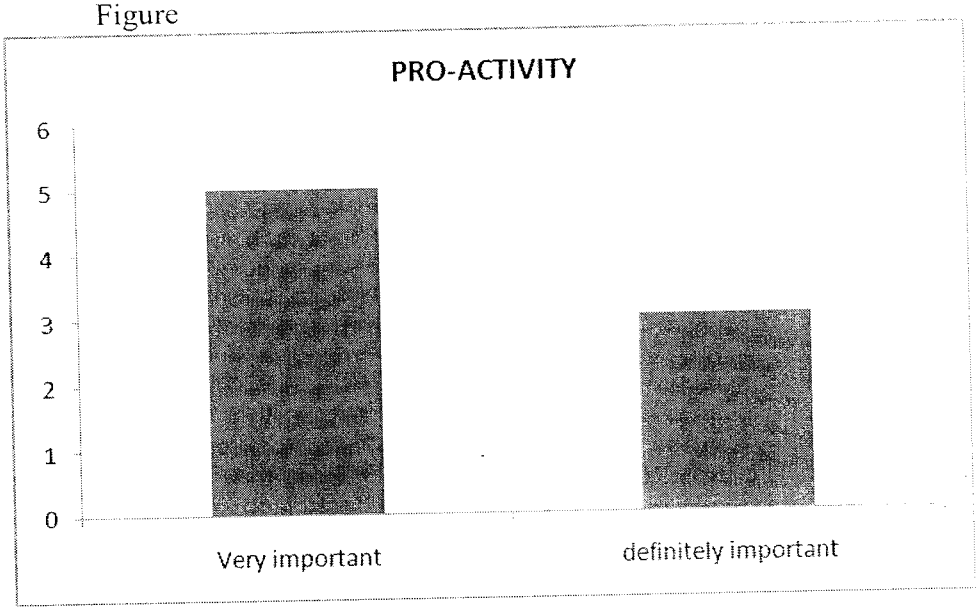
3.9.5 PRO-ACTIVITY

Particulars	Frequency	Percentage
Very important	5	62.5
definitely important	3	37.5
total	8	

Interpretation

From the above table it is inferred that 62.5% of the respondents consider pro-activity to be a very important competence, 37.5% of the respondents consider it to be definitely important.

Figure



3.10 META QUALITIES

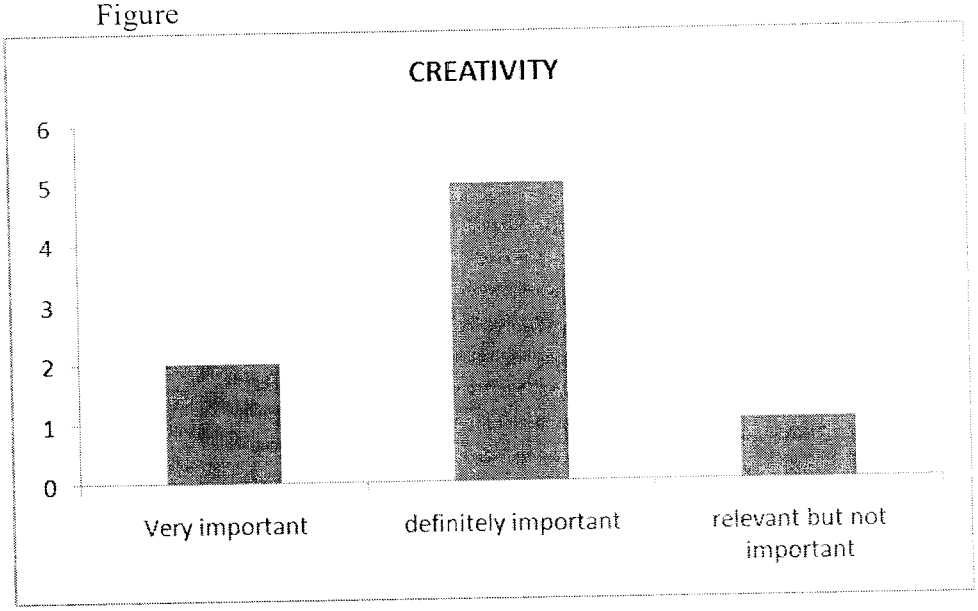
3.10.1 CREATIVITY

Particulars	Frequency	Percentage
Very important	2	25
definitely important	5	62.5
least important	1	12.5
total	8	

Interpretation

From the above table it is inferred that 25% of the respondents consider creativity to be a very important competence, 62.5% of the respondents consider it to be definitely important, and 12.5% of the respondents consider it to be least important.

Figure



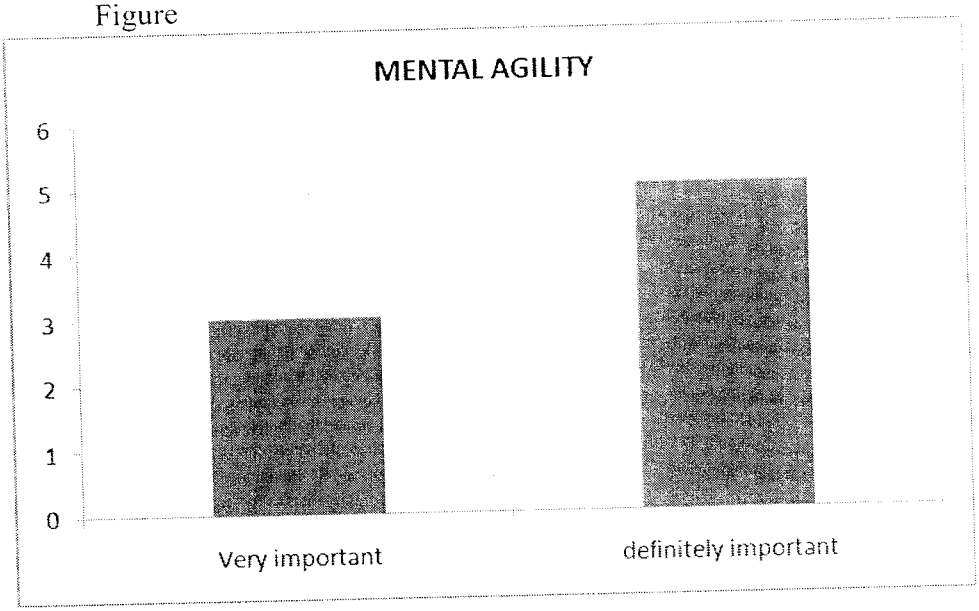
3.10.2 MENTAL AGILITY

Particulars	Frequency	Percentage
Very important	3	37.5
definitely important	5	62.5
total	8	

Interpretation

From the above table it is inferred that 37.5% of the respondents consider mental agility to be a very important competence, 62.5% of the respondents consider it to be definitely important.

Figure



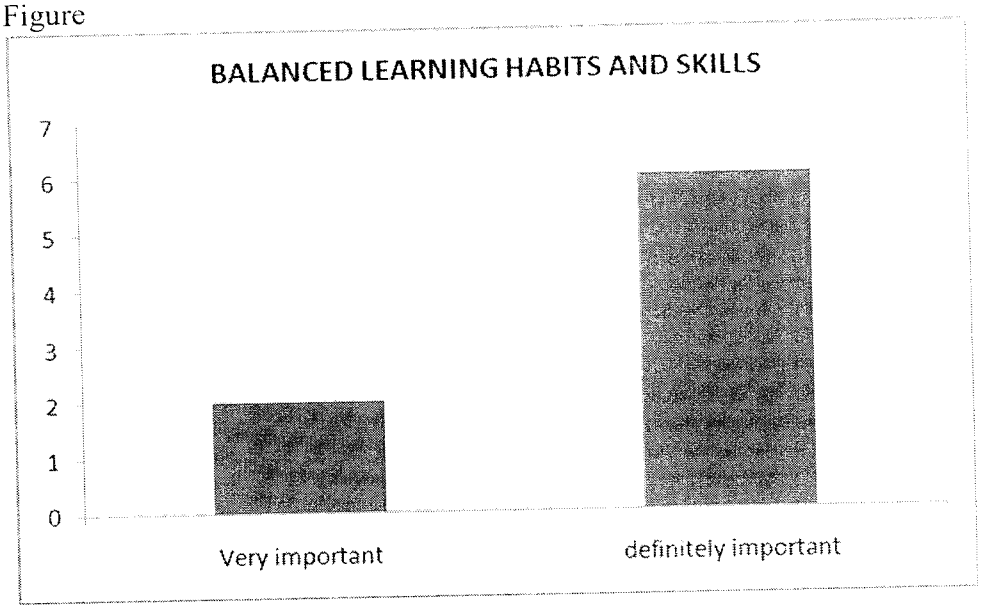
3.10.3 BALANCED LEARNING HABITS AND SKILLS

Particulars	Frequency	Percentage
Very important	2	25
definitely important	6	75
total	8	

Interpretation

From the above table it is inferred that 25% of the respondents consider balanced learning habits and skills to be a very important competence, 75% of the respondents consider it to be definitely important.

Figure



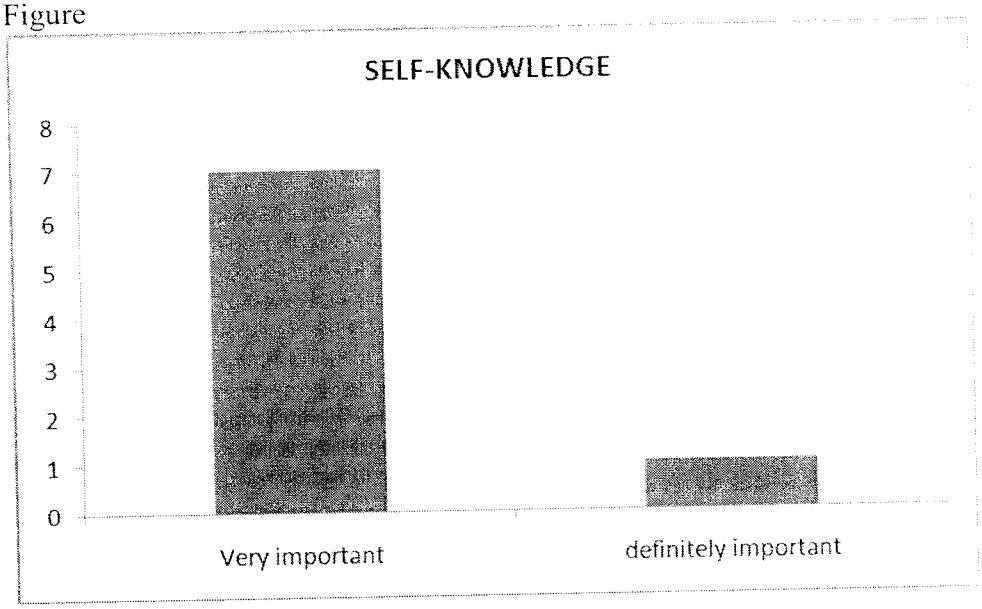
3.10.4 SELF-KNOWLEDGE

Particulars	Frequency	Percentage
Very important	7	87.5
definitely important	1	12.5
total	8	

Interpretation

From the above table it is inferred that 87.5% of the respondents consider self-knowledge to be a very important competence, 12.5% of the respondents consider it to be definitely important.

Figure



3.11 COMPETENCIES AT THE EXECUTIVE LEVEL

3.11 PERSONAL COMPETENCIES

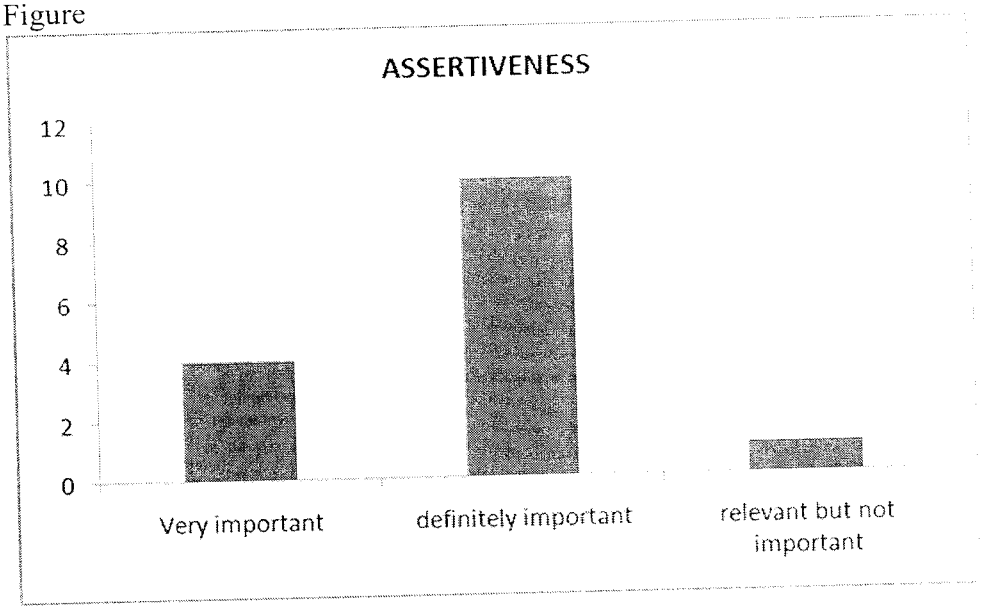
3.11.1 ASSERTIVENESS

Particulars	Frequency	Percentage
Very important	4	26.67
definitely important	10	66.67
least important	1	6.66
total	15	

Interpretation

From the above table it is inferred that 26.67% of the respondents consider assertiveness to be a very important competence, 66.67% of the respondents consider it to be definitely important, and 6.66% of the respondents consider it to be least important.

Figure



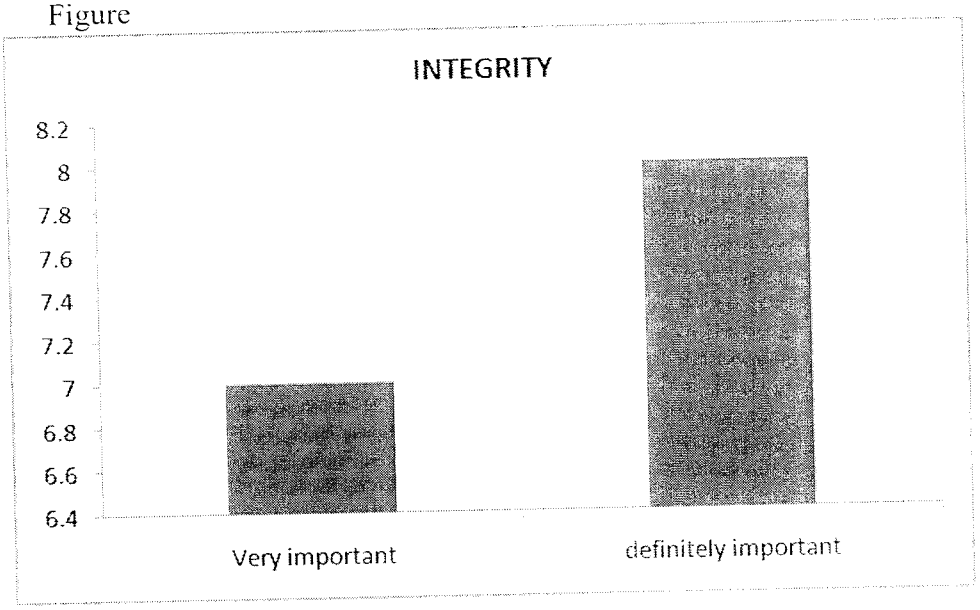
3.11.2 INTEGRITY

Particulars	Frequency	Percentage
Very important	7	46.66
definitely important	8	53.34
total	15	

Interpretation

From the above table it is inferred that 46.66% of the respondents consider integrity to be a very important competence, 53.34% of the respondents consider it to be definitely important.

Figure



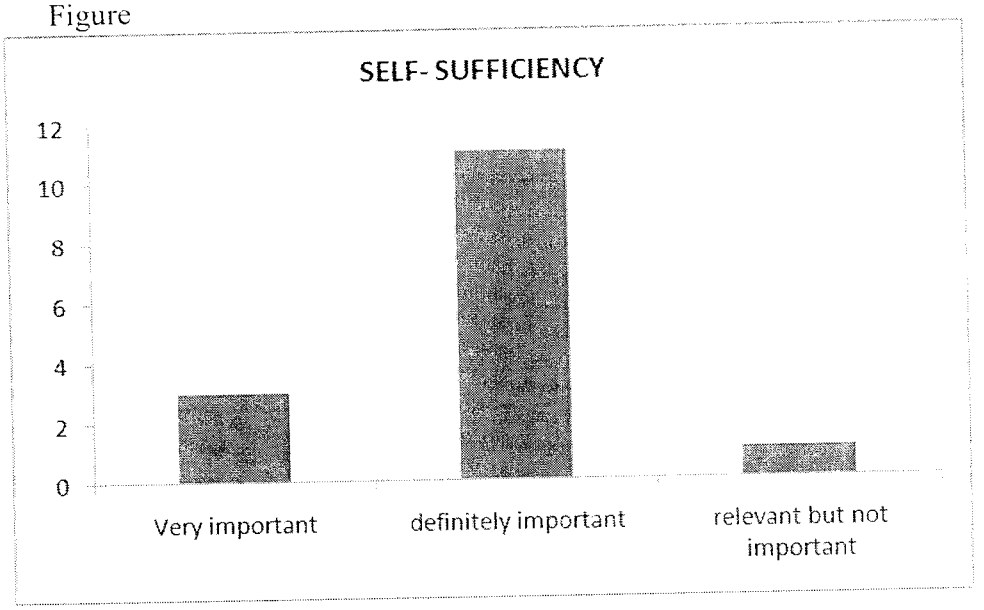
3.11.3 SELF- SUFFICIENCY

Particulars	Frequency	Percentage
Very important	3	20
definitely important	11	73.33
least important	1	6.67
total	15	

Interpretation

From the above table it is inferred that 20% of the respondents consider self-suficiency to be a very important competence, 73.33% of the respondents consider it to be definitely important, 6.67% of the respondents consider it to be least important.

Figure



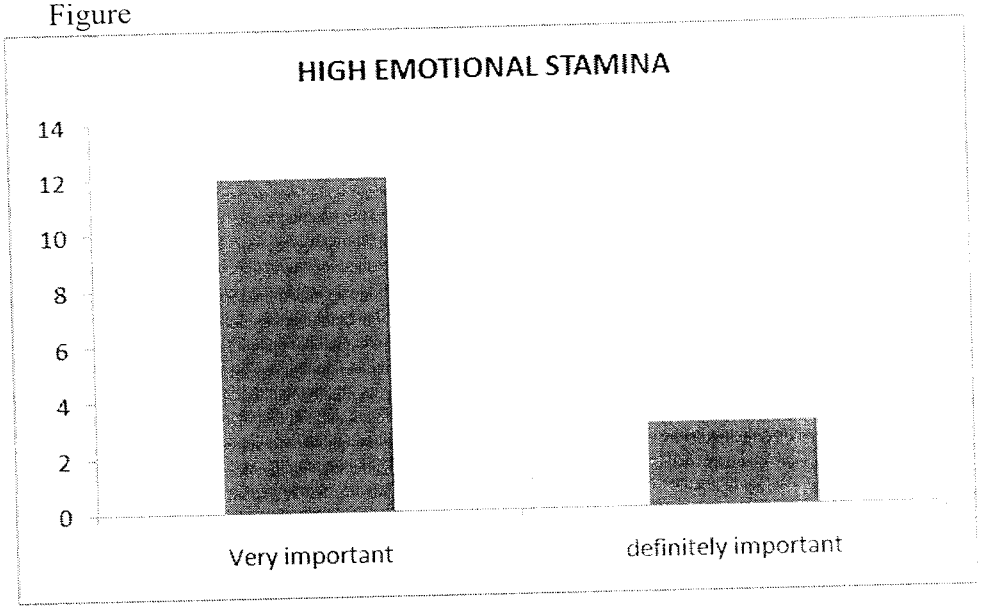
3.11.4 HIGH EMOTIONAL STAMINA

Particulars	Frequency	Percentage
Very important	12	80
definitely important	3	20
total	15	

Interpretation

From the above table it is inferred that 12% of the respondents consider high emotional stamina to be a very important competence, 3% of the respondents consider it to be definitely important.

Figure



3.12 KNOWLEDGE LEVEL COMPETENCIES

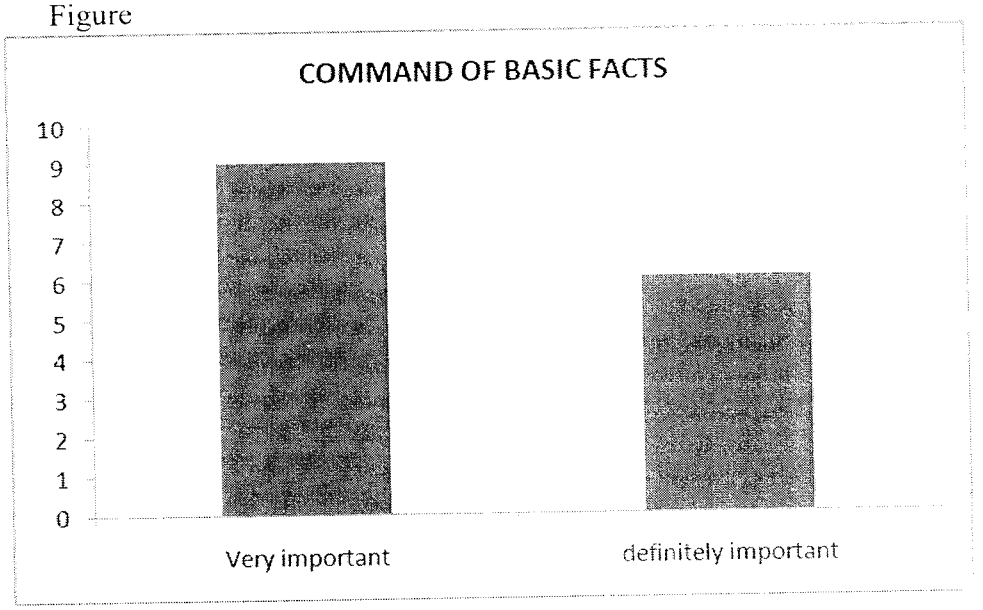
3.12.1 COMMAND OF BASIC FACTS

Particulars	Frequency	Percentage
Very important	9	60
definitely important	6	40
total	15	

Interpretation

From the above table it is inferred that 60% of the respondents consider command of basic facts to be a very important competence, 40% of the respondents consider it to be definitely important.

Figure



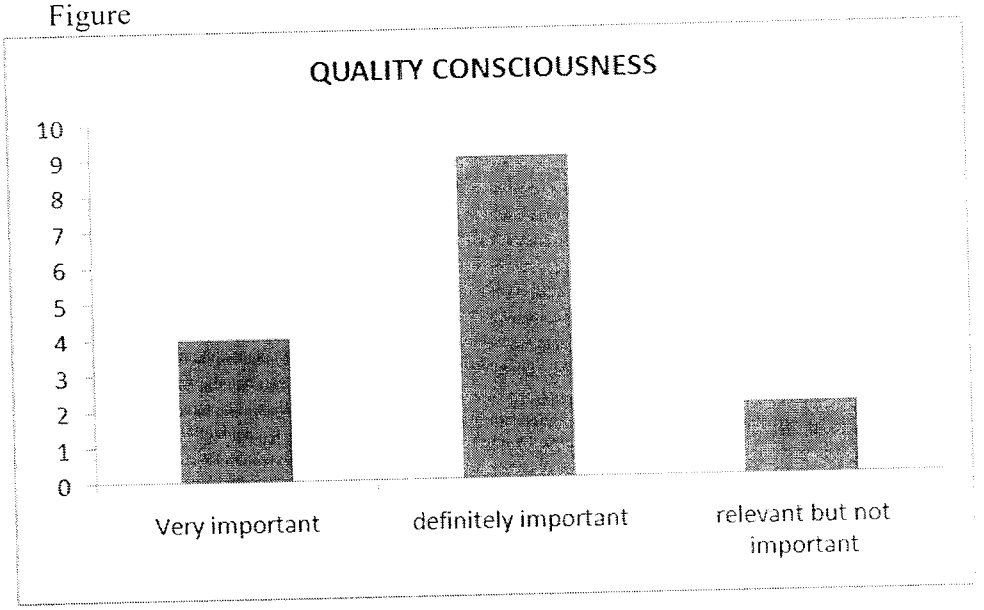
3.12.2 QUALITY CONSCIOUSNESS

Particulars	Frequency	Percentage
Very important	4	26.67
definitely important	9	60
least important	2	13.33
total	15	

Interpretation

From the above table it is inferred that 26.67% of the respondents consider quality consciousness to be a very important competence, 60% of the respondents consider it to be definitely important, 13.33% of the respondents consider it to be least important.

Figure



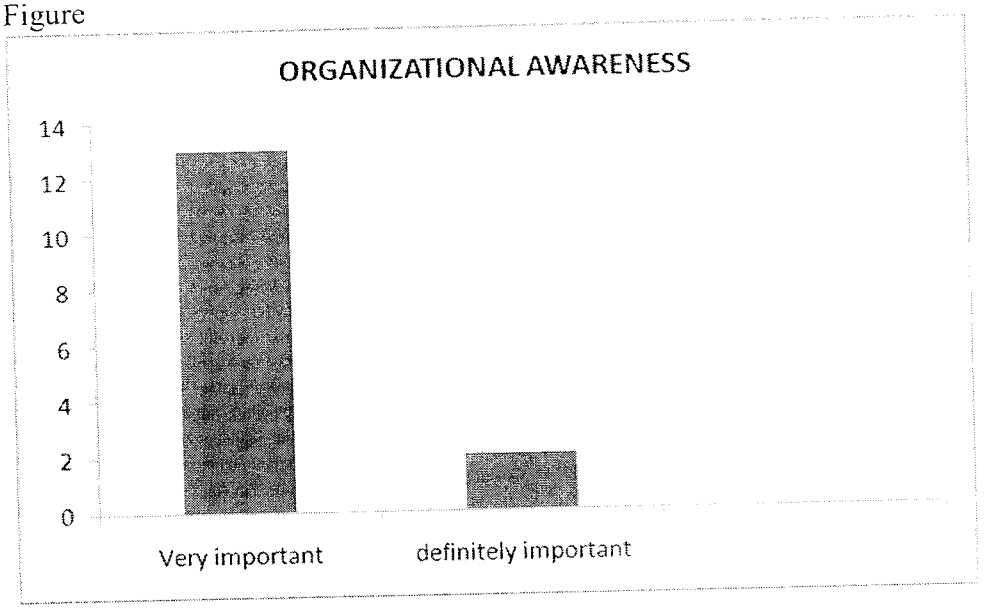
3.12.3 ORGANIZATIONAL AWARENESS

Particulars	Frequency	Percentage
Very important	13	86.67
definitely important	2	13.33
total	15	

Interpretation

From the above table it is inferred that 86.67% of the respondents consider organizational awareness to be a very important competence, 13.33% of the respondents consider it to be definitely important.

Figure



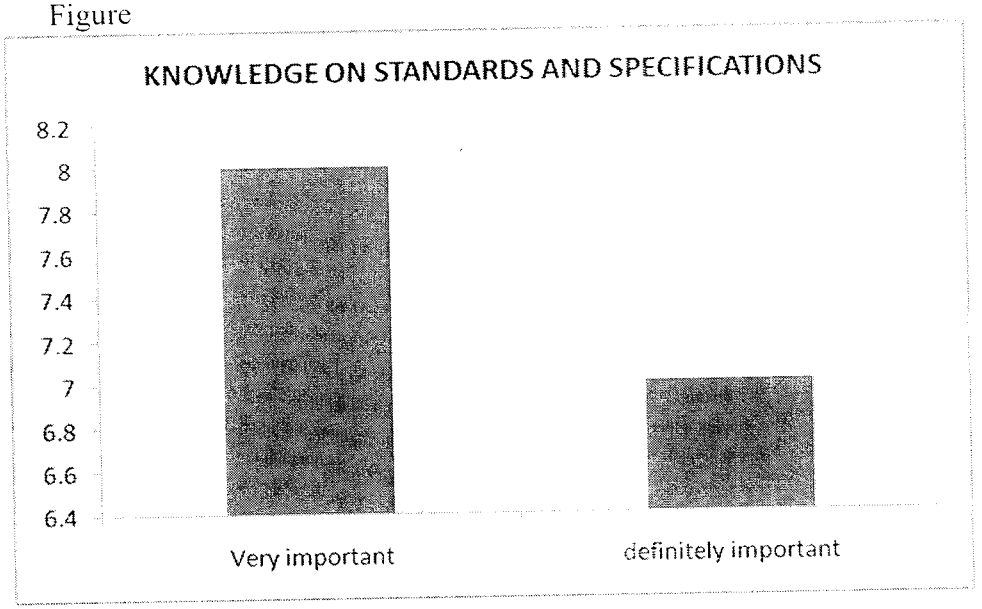
3.12.4 KNOWLEDGE ON STANDARDS AND SPECIFICATIONS

Particulars	Frequency	Percentage
Very important	8	53.33
definitely important	7	46.67
Total	15	

Interpretation

From the above table it is inferred that 53.33% of the respondents consider knowledge on standards and specifications to be a very important competence, 46.67% of the respondents consider it to be definitely important.

Figure



3.13 JOB RELATED SKILLS/COMPETENCIES

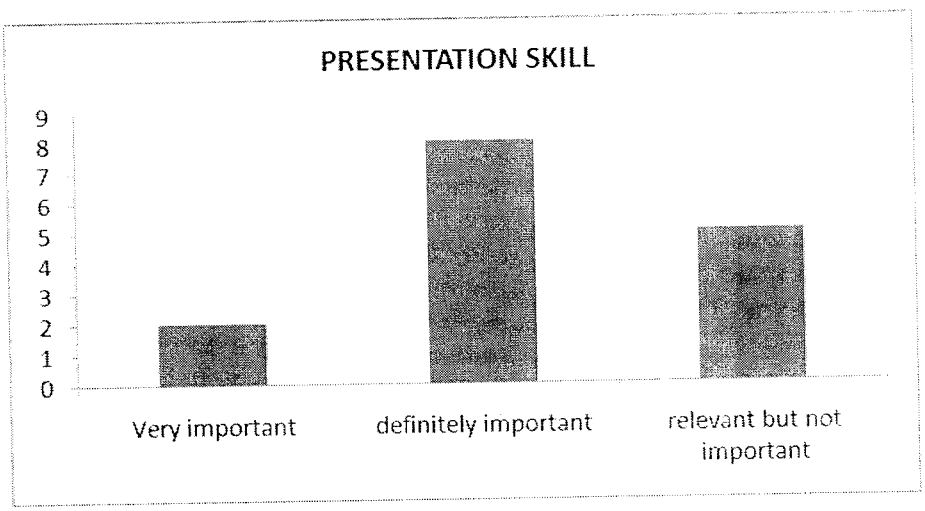
4.13.1 PRESENTATION SKILL

Particulars	Frequency	Percentage
Very important	2	13.33
definitely important	8	53.34
least important	5	33.33
Total	15	

Interpretation

From the above table it is inferred that 13.33% of the respondents consider presentation skill to be a very important competence, 53.34% of the respondents consider it to be definitely important, and 33.33% of the respondents consider it to be least important.

Figure



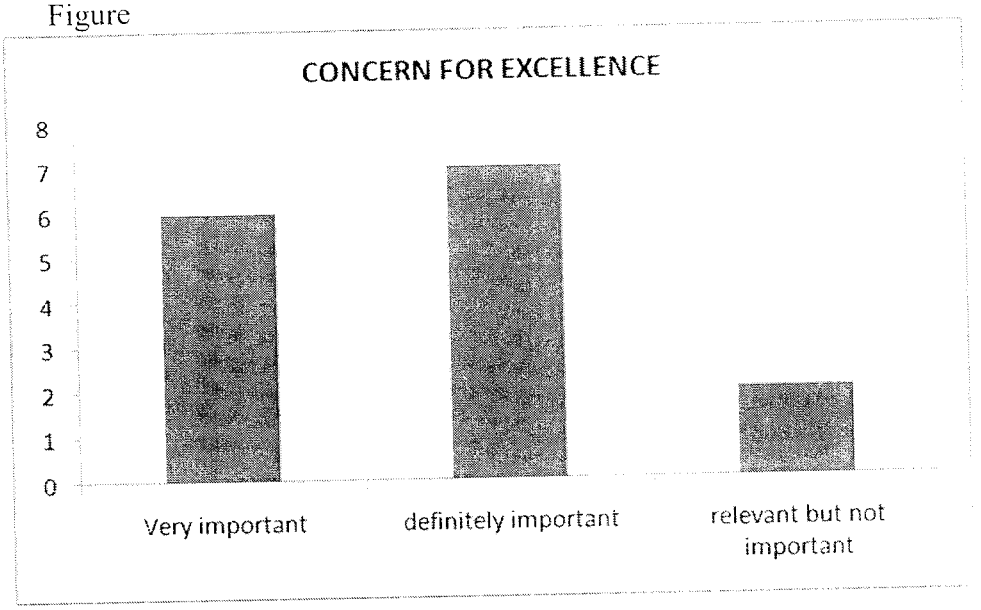
3.13.2 CONCERN FOR EXCELLENCE

Particulars	Frequency	Percentage
Very important	6	40
definitely important	7	46.67
least important	2	13.33
Total	15	

Interpretation

From the above table it is inferred that 40% of the respondents consider concern for excellence to be a very important competence, 46.67% of the respondents consider it to be definitely important, and 13.33% of the respondents consider it to be least important.

Figure



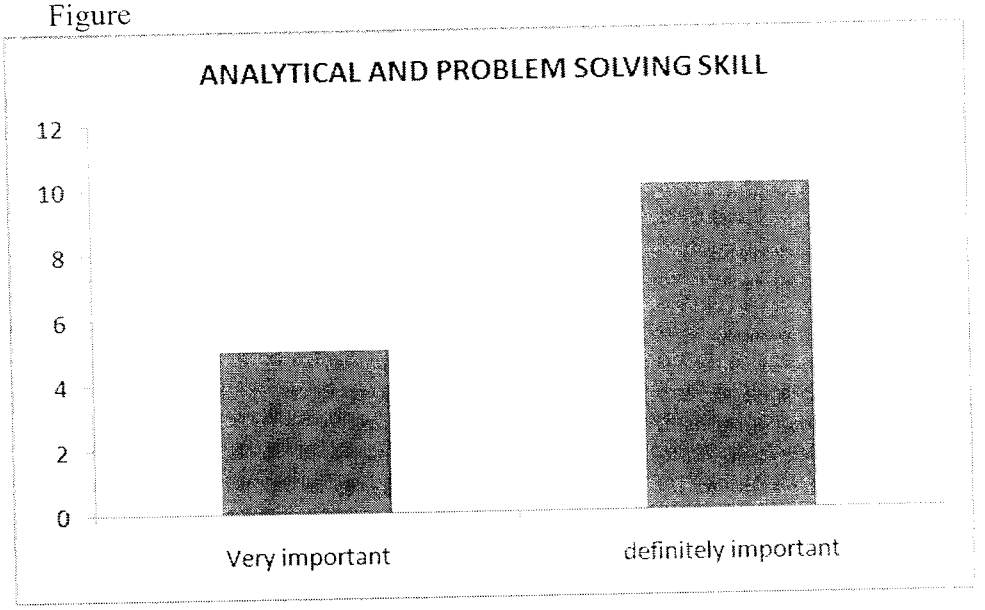
3.13.3 ANALYTICAL AND PROBLEM SOLVING SKILL

Particulars	Frequency	Percentage
Very important	5	33.33
definitely important	10	66.67
Total	15	

Interpretation

From the above table it is inferred that 33.33% of the respondents consider analytical and problem solving skill to be a very important competence, 66.67% of the respondents consider it to be definitely important.

Figure



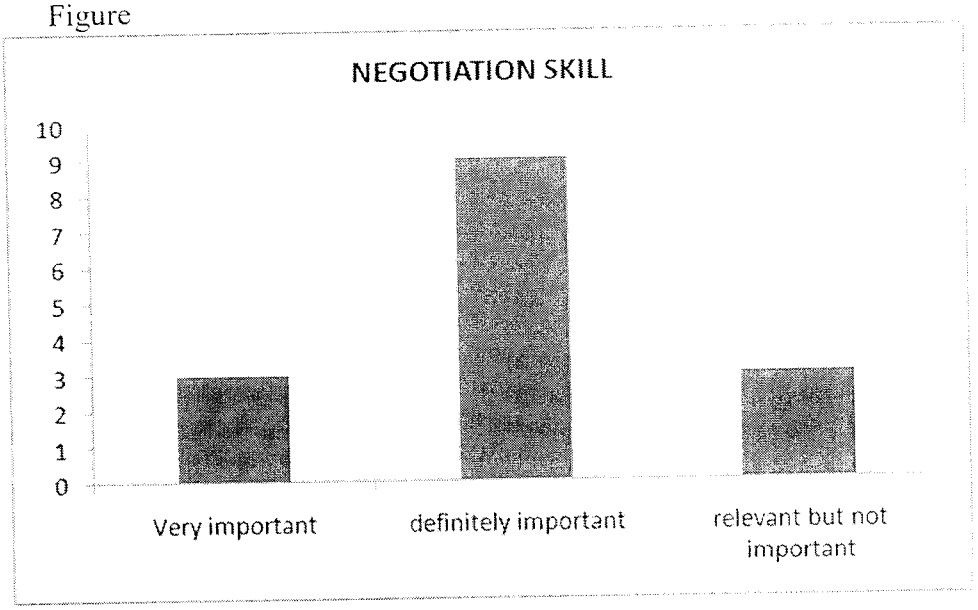
3.13.4 NEGOTIATION SKILL

Particulars	Frequency	Percentage
Very important	3	20
definitely important	9	60
least important	3	20
Total	15	

Interpretation

From the above table it is inferred that 20% of the respondents consider negotiation skill to be a very important competence, 60% of the respondents consider it to be definitely important, and 20% of the respondents consider it to be least important.

Figure



3.14 COMMUNICATION AND INTERPERSONAL COMPETENCIES

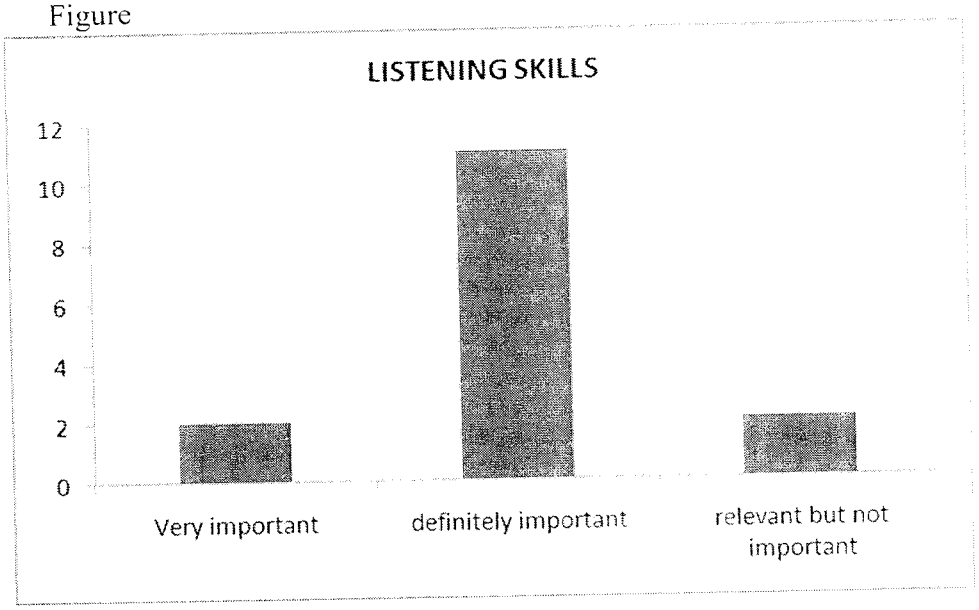
3.14.1 LISTENING SKILLS

Particulars	Frequency	Percentage
Very important	2	13.33
definitely important	11	73.34
least important	2	13.33
Total	15	

Interpretation

From the above table it is inferred that 13.33% of the respondents consider listening skills to be a very important competence, 73.34% of the respondents consider it to be definitely important, and 13.33% of the respondents consider it to be least important.

Figure



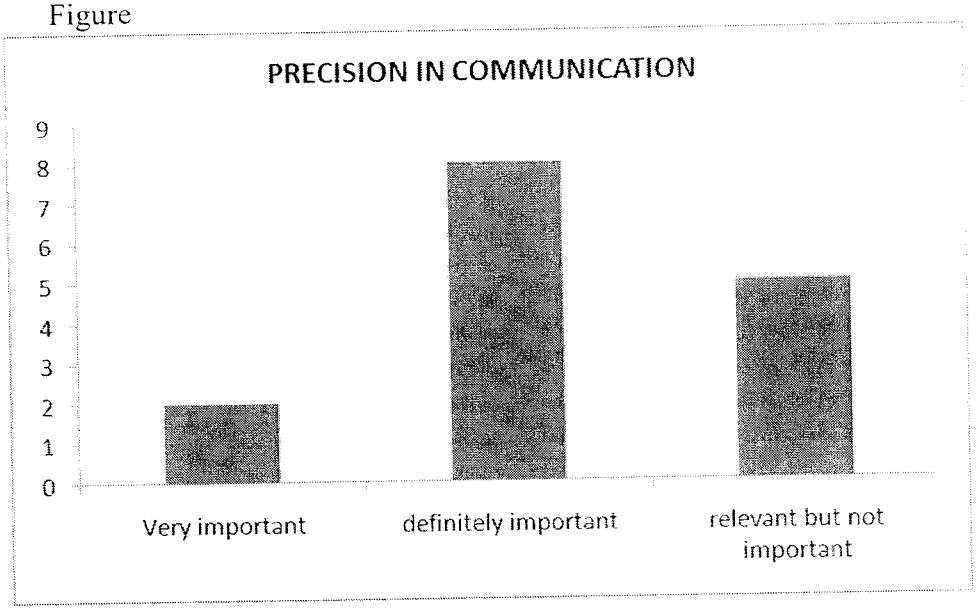
3.14.2 PRECISION IN COMMUNICATION

Particulars	Frequency	Percentage
Very important	2	13.33
definitely important	8	53.33
least important	5	33.34
Total	15	

Interpretation

From the above table it is inferred that 13.33% of the respondents consider precision in communication to be a very important competence, 53.33% of the respondents consider it to be definitely important, 33.34% of the respondents consider it to be least important.

Figure



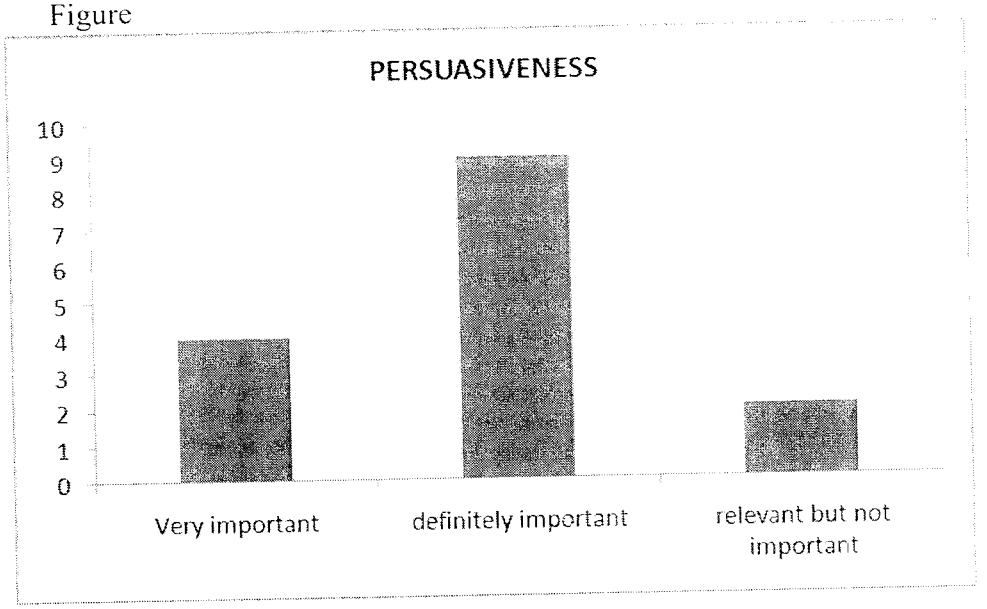
3.14.3 PERSUASIVENESS

Particulars	Frequency	Percentage
Very important	4	26.67
definitely important	9	60
least important	2	13.33
Total	15	

Interpretation

From the above table it is inferred that 26.67% of the respondents consider persuasiveness to be a very important competence, 60% of the respondents consider it to be definitely important, and 13.33% of the respondents consider it to be least important.

Figure



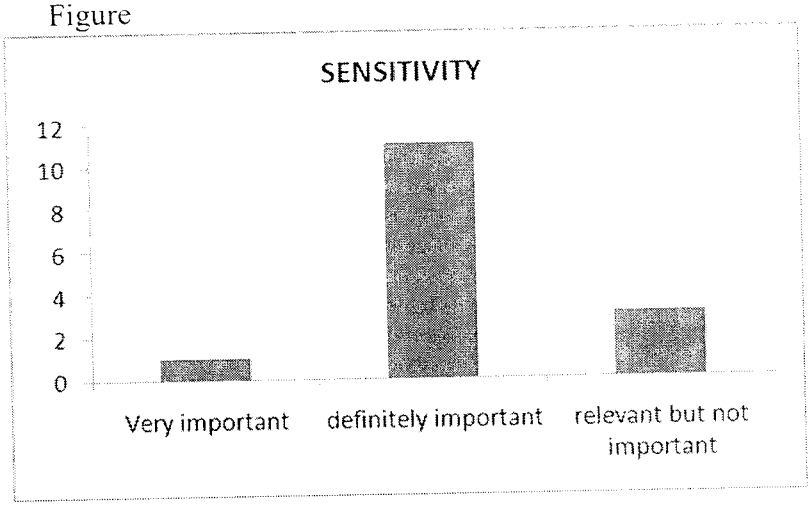
3.14.4 SENSITIVITY

Particulars	Frequency	Percentage
Very important	1	6.67
definitely important	11	73.33
least important	3	20
Total	15	

Interpretation

From the above table it is inferred that 6.67% of the respondents consider sensitivity to be a very important competence, 73.33% of the respondents consider it to be definitely important, and 20% of the respondents consider it to be least important.

Figure



COMPETENCY GAP ANALYSIS

INTRODUCTION TO COMPETENCY GAP ANALYSIS

The main objective of the gap analysis is to predict the gap between the expected and the actual competency values. It shows the areas of improvement required to meet the expected values. The competency gap has been tabulated by comparing the expected competency with the existing competency level.

Competency gap= Expected competency level – Existing competency level

Chart 1: RADAR CHART

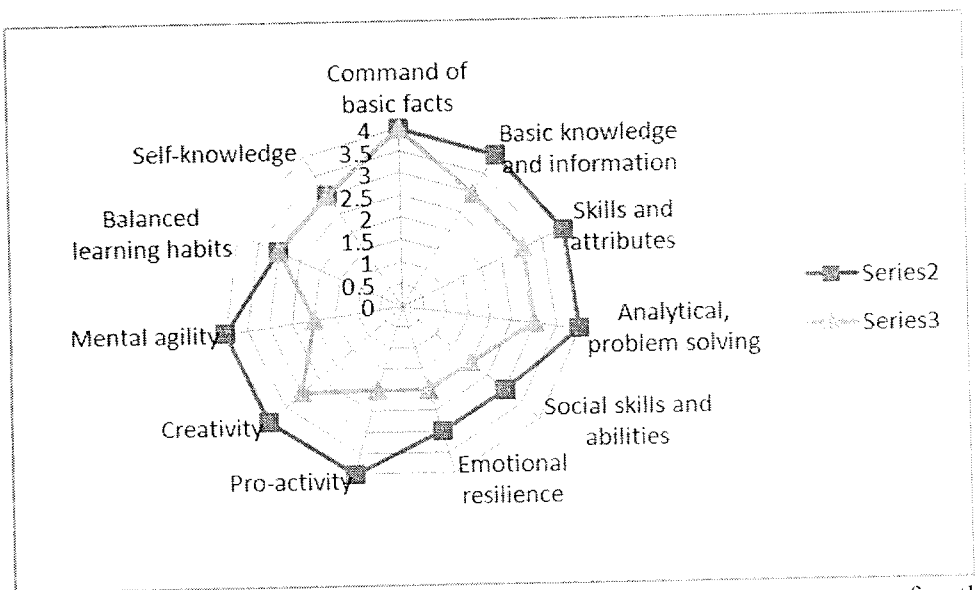
Radar charts are usually used to compare performance of different entities on a same set of axes. A radar chart graphically shows the size of the gaps among five to ten organizational performance areas. The chart displays the important categories of performance and makes visible concentrations of strengths and weaknesses. A radar chart shows how a team has evaluated a number of organizational performance areas.

In this project radar chart is used to show the competency gaps that exist at a particular job position.

Present: the competency level that exists in the organization(series 1)

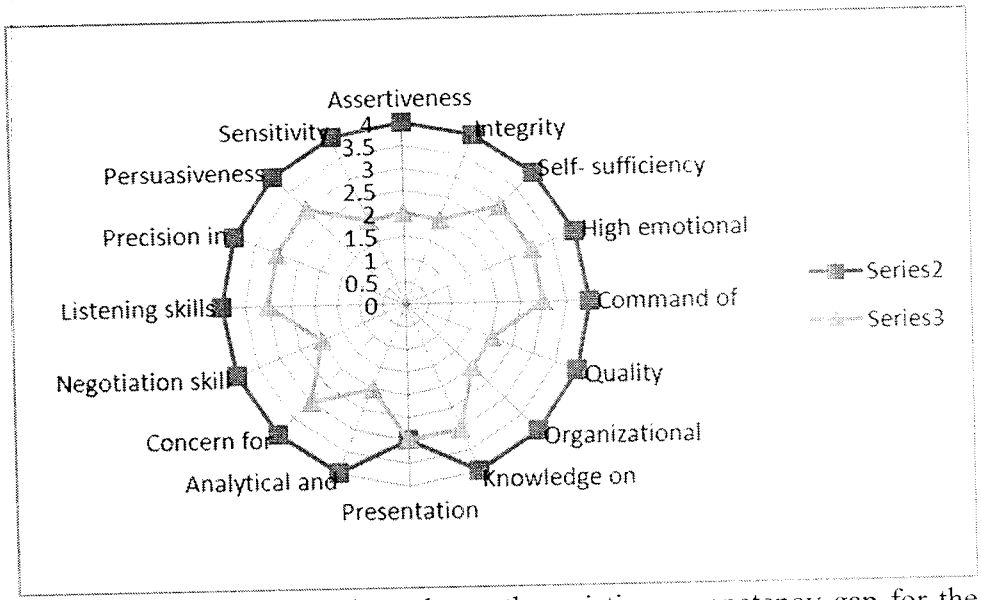
Requirement: The competency levels that is required for a particular job position(series 2)

Job position: Senior manager



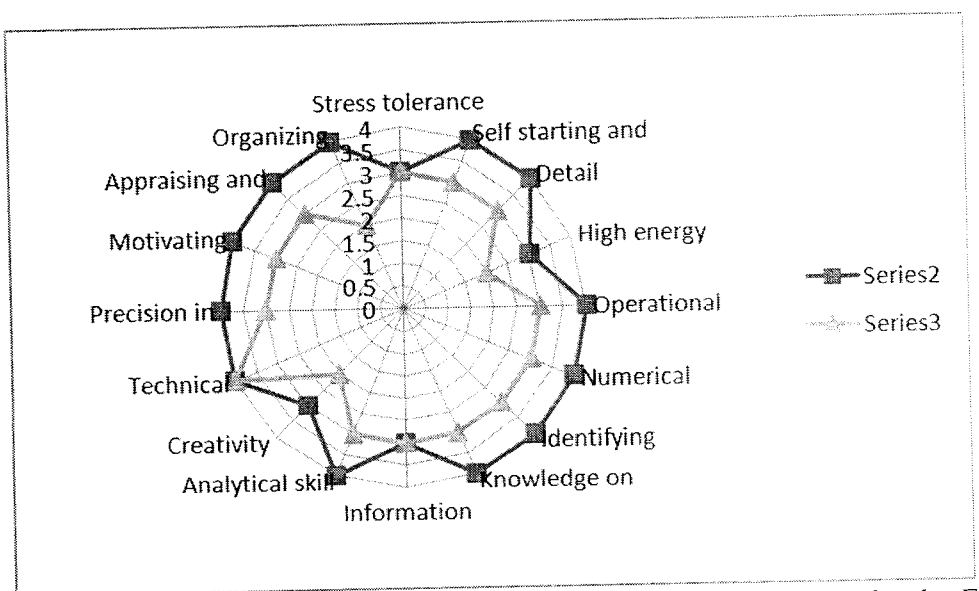
The above radar chart shows the existing competency gap for the senior manager level. The gaps are identified and training needs are planned. The gap is zero in case of command of basic facts. The gap is high in case of mental agility and pro-activity. Training programs are suggested by the human resource department.

Job position: Manager



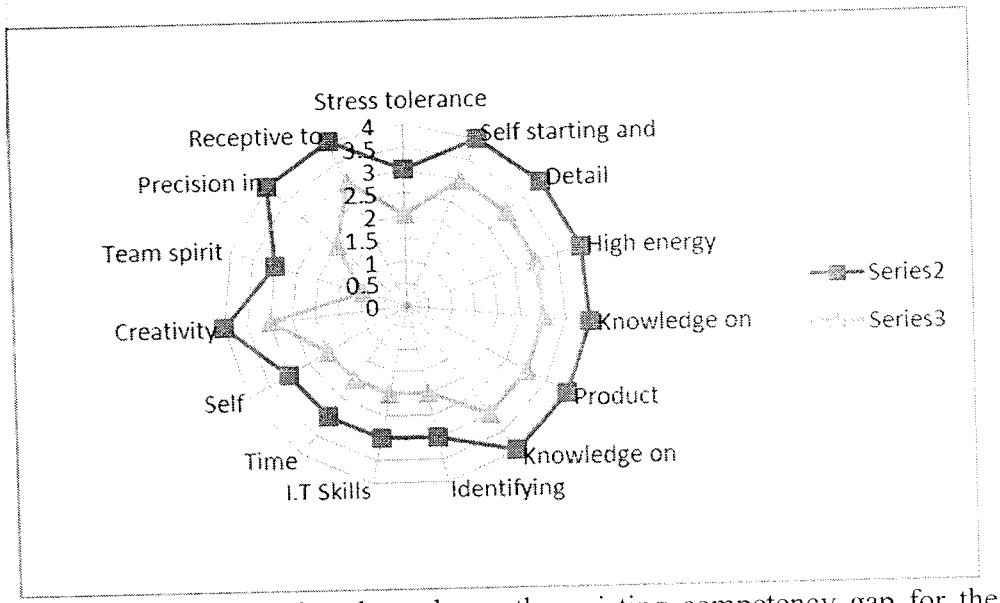
The above radar chart shows the existing competency gap for the Managerial level. The gaps are identified and training needs are planned. The gap is zero in case of presentation skills. The gap is high in case of assertiveness, organizational awareness and negotiation skills. Training programs are suggested by the human resource department to minimize these gaps.

Job position: Engineer,SOU



The above radar chart shows the existing competency gap for the Engineer level. The gaps are identified and training needs are planned. The gap is minimum in case of technical expertise, information collection, knowledge on production concepts, standards and specifications. The gap is high in case of organizing, stress tolerance. Training programs are suggested by the human resource department to minimize these gaps.

Job position: Design Engineer



The above radar chart shows the existing competency gap for the design engineer level. The gaps are identified and training needs are planned. The gap is minimum in case of knowledge on latest design packages, details and product details. The gap is high in case team spirit, precision in communication and self-starting and pro activity. Training programs are suggested by the human resource department to minimize these gaps.

CHAPTER-IV

FINDINGS

CHAPTER-4
4.1 FINDINGS

The important findings of this study are

1) Identification of competency levels of employees.
2) Discovery of competency gaps.
3) Identification of training needs.

PEOPLE WHO REQUIRE TRAINING :

LEVELS	COMPETENCY TYPE	COMPETENCY NAME
➢ Senior Manager	Professional knowledge Continuing sensitivity to events Meta qualities	➢ Command of basic facts ➢ Pro-activity ➢ Mental agility
➢ Manager	Personal Knowledge level Job related Communication	➢ Assertiveness ➢ Organizational awareness ➢ Negotiation skills ➢ Listening skills
➢ Engineers	Personal Knowledge level Job related Interpersonal	➢ Self starting and pro active ➢ Numerical interpretation ➢ Analytical skill ➢ Organizing
➢ Design engineers	Personal Knowledge level Job related Interpersonal	➢ Self starting and pro active ➢ Knowledge on the latest design packages ➢ Creativity ➢ Precision in communication

SUGGESTIONS

4.2 SUMMARY

After a thorough study of the topic following objectives were framed:

- To develop job descriptions for the various functions (designation wise)
- To identify the KPA'S (Key Performance Areas) of the desired levels
- Develop a competency dictionary
- Establish proficiency levels required for each competency identified for a particular position.
- To develop a competency model as applicable for the various managerial positions at pricol
- To prepare the employees for succession plan by improving their KPA's through proper training.

For framing job descriptions and specifications data was obtained from employees with the help of carefully structured forms. After obtaining the data from the sample of employees, the data was carefully analyzed and job descriptions and specifications were framed. It was found that training is required at all level based on the competency gap.

Recommended Direction For Future Research In Competency Mapping

It would be useful to direct future research on the following lines:

- Attempt to overcome the limitations based on a Job-Organization-Environment in the context of time approach to mapping future ready competencies. This method is called JOE (T) method. The method seeks to
  - To take a comprehensive view the role of job characteristics, organizational finger prints and impact of environment on the organization.
  - Consider elements of future roles of the organization.
- Objectively assigning priorities (or weights) to various impacting behaviors of a competency based organization finger print.
- Balancing weights to be given to current and future focused competencies in different environmental contexts.

The procedure followed is as follows:

- Laying down of Objectives
- Preparation of questionnaire and distributing it amongst all the employees
- Collecting of data and responses through Experts and Resource Panels, Critical event interviews and generic competency dictionaries.
- Analysis of data to build up a model.
- Building up of Model

CONCLUSION

4.3 CONCLUSION

Competency Mapping therefore, is a process of identifying key competencies for an organization and/or a job and incorporating those competencies throughout the various processes (i.e. job evaluation, training, recruitment) of the organization.

A lot is going on in recent times on the issue of competency mapping. A lot of resources are spent and consultants are being invited to do 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.

In the report we have discussed how competent employees have become need of the hour in every organization and it is now essential that they undertake competency mapping, identify models, gaps and imbibe this as an everyday practice in an organization.

Often competency mapping runs the risk of being just another new-fangled process that happens to be the flavour of the season. Such a powerful organizational tool is often resorted just because rival organizations have implemented it and not because there is genuine appreciation of its benefits. Competency mapping should not be seen as just another means to apportion and dispense rewards.

All the stakeholders must see in the exercise an opportunity for long-term growth. The key is to look at competency mapping as going beyond mere processes. And to see in it an exercise that has a significant and lasting value to project managers as well as to the organization.

ANNEXURE

APPENDIX

A STUDY ON COMPETENCY MAPPING IN A MANUFACTURING COMPANY WITH REFERENCE TO PRICOL

Questionnaire

1. Name : _____
2. Age : a) 25-35 ☐ b) 36-40 ☐ c) 41-45 ☐
   d) 46-50 ☐ e) >50 ☐
3. Gender : a) male ☐ b) female ☐
4. Educational qualification : _____
5. Department : _____
6. Experience(in years) : a) 5-10 ☐ b) 11-15 ☐ c) 16-20 ☐ d) above 20 ☐

Objective

- This is sent to you as a part of my MBA project I am undertaking in this organization on the topic '**competency mapping**' from Human Resource perspective.
- From the organizational point of view this questionnaire is a part of development exercise to know the strength and the areas needing improvements in terms of various competencies at various levels of the Manufacturing department, namely managerial level, executive level and for Engineers.

Tick the option which best suits your response to the below questions

1) STRONGLY AGREE 2) AGREE 3) NEUTRAL 4) DISAGREE

5) STRONGLY DISAGREE

S.NO	particulars	1	2	3	4	5
1.	Employees knowledge will be enhanced by providing competency based training program					
2.	Employees skills will be sharpened by conducting competency based training					
3.	Competitive advantage within the team of the employees					
4.	It can increase employees amount of initiative and self-reliance towards work					
5.	It will be helpful in selecting the competitive candidates in recruitment process					
6.	It will be a tool for performance appraisal					
7.	Training program helped me to increase my performance					
8.	There is encouragement for creative and innovative activities in the organization					
9.	My job makes best use of my abilities					
10.	It helps in meeting target of the employees					
11.	Individual work rather than team work matters a lot					
12.	Completely aware of the competencies required for my role in the organization					
13.	Training programs are regularly conducted					
14.	It pay way for the career development of employees					
15.	It will help in meeting the current demands of the industry					

Questionnaire to assess the importance of each competency in the overall performance of the job at Managerial level

Please rate the importance of each competency using the 5-point rating scale

This competency is of vital importance to a successful performance of my job	5
This competency is definitely important to the successful performance of my job	4
This competency is relevant but not important to the successful performance of my job	3
This competency is of highly marginal relevance to the successful performance of my job	2
This competency is not relevant to the successful performance of my job	1

Please tick what you feel most appropriate

1. **Basic knowledge and information**

1	**Command of basic facts**: Understand the business and have sound knowledge of basic facts surrounding the business such as short and long term goals, product knowledge and the roles and relationships between various departments.	5	4	3	2	1
2	**Relevant professional knowledge**: Know the background of management principles including planning, organizing controlling and directing	5	4	3	2	1

2. **Skills and attributes**

1	**Continuing sensitivity to events**: Aware of what is going on and is perceptive and open to information; hard information such as figures and facts, and soft information such as feeling of other people	5	4	3	2	1
2	**Analytical, problem solving and decision-making skill**: Weigh the pros and cons in an uncertain and ambiguous situation, calling for a high level of judgment or taking appropriate decision without much delay	5	4	3	2	1
3	**Social skills and abilities**: Develop, negotiate, resolve conflict, persuade, use and respond to authority and power so as to get things done	5	4	3	2	1
4	**Emotional resilience**: Deal with emotional stress and strain that arises as consequence of working situations of authority, leadership, power, targets and deadlines	5	4	3	2	1
5	**Pro-activity**: Respond to the needs of the instant situation, but while making such a response consider the long-term aims and goals and the impact of immediate decision	5	4	3	2	1

3. **Meta Qualities**

1	**Creativity**: Come up with unique ideas or solutions – either one's own ideas or ideas from another source	5	4	3	2	1
2	**Mental agility**: Grasp problems quickly, think about several things at once, understand the whole situation quickly and 'think on ones feet'	5	4	3	2	1
3	**Balanced learning habits and skills**: Use a range of learning process including use of inputs like teaching, discovery from one's own personal experiences and reflection	5	4	3	2	1
4	**Self-knowledge**: Aware of one's own beliefs, goals, values, feeling, behavior and the part they play in influencing their actions	5	4	3	2	1

Questionnaire to assess the importance of each competency in the overall performance of the job at the Executive level

Please rate the importance of each competency using the 5-point rating scale

This competency is of vital importance to a successful performance of my job	5
This competency is definitely important to the successful performance of my job	4
This competency is relevant but not important to the successful performance of my job	3
This competency is of highly marginal relevance to the successful performance of my job	2
This competency is not relevant to the successful performance of my job	1

Please tick what you feel most appropriate

1. **Personal competencies**

1	**Assertiveness**: Able to state one's opinion firmly and positively	5	4	3	2	1
2	**Integrity:** Gain trust and confidence by interacting with fairness, honesty and truthfulness	5	4	3	2	1
3	**Self- sufficiency**: Exercises the professional duties without assistance	5	4	3	2	1
4	**High emotional stamina**: Relaxed & poised. Maintain effectiveness even under pressure	5	4	3	2	1

2. Knowledge level competencies

1	**Command of basic facts**: Understand the business holistically and have a sound knowledge of the basic facts of business	5	4	3	2	1
2	**Quality consciousness**: Work always with quality awareness	5	4	3	2	1
3	**Organizational awareness**: Have wide knowledge about the organization, its departments and functions	5	4	3	2	1
4	Knowledge on standards and specifications	5	4	3	2	1

3. Job related skills/competencies

1	**Presentation skill**: Able to present ideas, concepts, plan and procedures clearly to the target group	5	4	3	2	1
2	**Analytical and problem solving skill**: Weigh the pros and cons in an ambiguous situation and takes appropriate decision without delay	5	4	3	2	1
3	**Concern for excellence**: Work with burning desire to perform outstandingly	5	4	3	2	1
4	**Negotiation skill**: Discuss and share opinions so as to arrive at a constructive agreement.	5	4	3	2	1

4. Communication and interpersonal competencies

1	**Listening skills**: Listen to others views with patience	5	4	3	2	1
2	**Precision in communication**: Listen to others and express the idea with clarity and precision	5	4	3	2	1
3	**Persuasiveness:** Able to move others in getting things done	5	4	3	2	1
4	**Sensitivity:** Aware of what is going on in the work place and responds in a suitable manner to situations as they arise	5	4	3	2	1

Questionnaire to assess the importance of each competency in the overall performance of the job at the Engineers level

Please rate the importance of each competency using the 5-point rating scale

This competency is of vital importance to a successful performance of my job	5
This competency is definitely important to the successful performance of my job	4
This competency is relevant but not important to the successful performance of my job	3
This competency is of highly marginal relevance to the successful performance of my job	2
This competency is not relevant to the successful performance of my job	1

Please tick what you feel most appropriate

1. **Personal competencies**

1	**Stress tolerance**: Cope up with work strains that arises as a consequence of working situations of targets, deadlines, work load and pressure from superiors	5	4	3	2	1
2	**Self-starting and proactive**: Respond to the needs of the instant situations voluntarily	5	4	3	2	1
3	**Detail consciousness**: Explore into the necessary details, so as to get the exact information needed	5	4	3	2	1
4	**High energy level:** Operate and maintain fast pace and tempo at the work place	5	4	3	2	1

2. **Knowledge level competencies**

1	**Operational knowledge**: Know each and every details of production process	5	4	3	2	1
2	**Numerical interpretation**: Comfortable with numerical facts and exercises quantitative reasoning effectively to derive solution	5	4	3	2	1
3	**Identifying bottlenecks and rectifying them**: Recognize situations that retards wok progress and gives immediate attention and rectification to the problem	5	4	3	2	1
4	Knowledge on production concepts, standards and specification	5	4	3	2	1

3. **Job related skills/ competencies**

1	**Information collection**: Gather relevant data from different sources that are needed to perform the job	5	4	3	2	1
2	**Analytical skill:** Use relevant facts, data and analytical tools to draw accurate and meaningful conclusion	5	4	3	2	1
3	**Creativity:** Come up with unique ideas, insights and solutions	5	4	3	2	1
4	**Technical expertise**: Know in detail about the technology used in production	5	4	3	2	1

4. **Interpersonal and leadership skills/competencies**

1	**Precision in communication**: Express the ideas with clarity and precision	5	4	3	2	1
2	**Motivating**: Encourage the technicians and operators to work towards the organizational goal	5	4	3	2	1
3	**Appraising and developing**: Evaluate the performance of technician and operators and provide corrective steps whenever required	5	4	3	2	1
4	**Organizing:** Arrange works systematically and provides structure and order to works	5	4	3	2	1

Questionnaire to assess the importance of each competency in the overall performance of the job at Design Engineers level

Please rate the importance of each competency using the 5-point rating scale

This competency is of vital importance to a successful performance of my job	5
This competency is definitely important to the successful performance of my job	4
This competency is relevant but not important to the successful performance of my job	3
This competency is of highly marginal relevance to the successful performance of my job	2
This competency is not relevant to the successful performance of my job	1

Please tick what you feel most appropriate

1. **Personal competencies**

1	**Stress tolerance**: Cope up with work strains that arises as a consequence of working situations of targets, deadlines, work load and pressure from superiors	5	4	3	2	1
2	**Self-starting and proactive**: Respond to the needs of the instant situations voluntarily	5	4	3	2	1
3	**Detail consciousness**: Explore into the necessary details, so as to get the exact information needed	5	4	3	2	1
4	**High energy level**: Operate and maintain fast pace and tempo at the work place	5	4	3	2	1

2. **Knowledge level Competencies**

1	**Knowledge on accuracy**: Able to check the correctness of the drawing	5	4	3	2	1
2	**Product knowledge**: Know the physical structure of each product and its parts	5	4	3	2	1
3	**Knowledge on the latest design packages**	5	4	3	2	1
4	**Identifying bottlenecks and rectifying them**	5	4	3	2	1

3. **Job related competencies/skills**

1	**I.T Skills**: Have excellent I.T knowledge and able to apply this knowledge to the work for the effective performance of the job	5	4	3	2	1
2	**Time management**: timely plan the works and complete them as scheduled.	5	4	3	2	1
3	**Self-management**: Exercise the expected professional duties without repeated guidance and monitoring	5	4	3	2	1
4	**Creativity**: Come up with unique ideas, insights and solutions	5	4	3	2	1

4. **Interpersonal and communication skills/competencies**

1	**Team spirit**: Work with the spirit of unity and shares knowledge with one another	5	4	3	2	1
2	**Flexibility:** Alter and deviate individual work plan to suite to the changing needs of the organization and the department	5	4	3	2	1
3	Precision in communication	5	4	3	2	1
4	**Receptive to corrections**: Accept corrections and advices from the superiors and experts	5	4	3	2	1

S.NO	COMPETENCIES	POSITION							
	competencies for General Manager		1	2	3	4	5	6	7	8
1	**Relevant professional knowledge**									
	Command of basic facts	4	4	3	3	2	3	2	1	3
	Basic knowledge and inform	4	3	4	4	3	3	3	2	3
2	**Continuing sensitivity to events**									
	Skills and attributes	4	3	3	3	2	3	2	3	2
	Analytical, problem solving :	4	3	3	2	3	2	3	2	3
	Social skills and abilities	3	2	3	2	2	2	3	3	2
	Emotional resilience	3	2	1	3	2	3	2	1	3
	Pro-activity	4	2	3	2	2	3	2	2	3
3	**Meta Qualities**									
	Creativity	4	3	2	3	3	2	2	3	3
	Mental agility	4	2	3	1	2	3	2	1	3
	Balanced learning habits an	3	3	3	2	3	3	2	2	2
	Self-knowledge	3	3	2	3	3	2	2	3	3
	competencies for Manager		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
1	**Personal competencies**									
	Assertiveness	4	2	2	2	3	3	3	2	2
	Integrity	4	2	2	3	3	2	2	2	2
	Self- sufficiency	4	3	3	3	2	2	2	2	3
	High emotional stamina	4	3	3	3	3	2	2	2	2
2	**Knowledge level competencies**									
	Command of basic facts	4	3	3	3	3	3	2	2	3
	Quality consciousness	4	2	2	2	3	2	3	3	2
	Organizational awareness	4	2	2	2	3	3	3	2	2
	Knowledge on standards an	4	3	3	3	3	3	2	2	2
3	**Job related skills/competencies**									
	Presentation skill	3	3	2	2	3	1	3	2	2
	Analytical and problem solvi	4	2	2	2	3	3	3	3	3
	Concern for excellence	4	3	3	3	3	2	3	2	3
	Negotiation skill	4	2	2	1	3	2	2	2	1

4	**Communication and interpersonal competencies**								
	Listening skills	4	3	3	3	2	3	1	2	3
	Precision in communication	4	3	3	3	3	2	2	2	2
	Persuasiveness	4	3	3	3	3	2	2	2	3
	Sensitivity	4	2	2	2	1	1	2	2	1
	competencies for Engineers		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
1	**Personal competencies**									
	Stress tolerance	3	3	2	2	2	2	2	3	3
	Self starting and proactive	4	3	2	2	3	3	3	3	2
	Detail consciousness	4	3	3	3	4	4	4	4	3
	High energy level	3	2	2	2	2	3	3	2	2
2	**Knowledge level competencies**									
	Operational knowledge	4	3	3	3	2	4	3	2	3
	Numerical interpretation	4	3	3	3	2	2	3	2	3
	Identifying bottlenecks and	4	3	3	3	3	3	3	2	2
	Knowledge on production c(	4	3	4	4	3	3	2	2	2
3	**Job related skills/ competencies**									
	Information collection	3	3	2	2	2	3	3	3	2
	Analytical skill	4	3	3	3	4	3	2	3	2
	Creativity	3	2	3	3	2	2	2	2	2
	Technical expertise	4	4	3	3	4	3	2	4	3
4	**Interpersonal and leadership skills/competencies**									
	Precision in communication	4	3	3	3	2	2	3	2	3
	Motivating	4	3	2	2	2	2	2	3	3
	Appraising and developing	4	3	2	2	2	2	3	3	4
	Organizing	4	2	3	1	2	3	4	3	2
	competencies for Design Engineers		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
1	**Personal competencies**									
	Stress tolerance	3	2	3	2	1	2	2	1	2
	Self starting and proactive	4	3	3	2	2	2	2	3	3
	Detail consciousness	4	3	4	3	3	3	4	2	2
	High energy level	4	3	3	2	2	3	2	3	2
2	**Knowledge level Competencies**									

	Knowledge on accuracy	4	3	3	2	3	2	3	3	3
	Product knowledge	4	3	2	2	2	2	4	3	3
	Knowledge on the latest des	4	3	2	2	3	2	4	3	3
	Identifying bottlenecks and	3	2	2	2	2	2	3	2	2
3	**Job related competencies/skills**									
	I.T Skills	3	2	2	2	3	2	3	3	2
	Time management	3	2	3	3	2	2	2	3	2
	Self management	3	2	2	3	2	2	2	3	2
	Creativity	4	3	2	3	2	3	3	3	3
4	**Interpersonal and communication skills/competencies**									
	Team spirit	3	1	2	2	3	1	1	3	3
	Precision in communication	4	2	2	2	2	2	2	1	1
	Receptive to corrections	4	3	3	2	2	3	2	1	1

Position – the competency level expected for the position
Person – the competency level of the current occupant of the position

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