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## AN OVERVIEW OF COMPETENCY MAPPING

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### ABSTRACT

Representative hard expertise, information and capacities are not adequate to accomplish the ideal presentation. What is furthermore required is representative's delicate ability like disposition, outlook, values, conviction and responsibility. In this way, complete human asset is fundamental to accomplish wanted execution as well as to have ability of worker. Hence, ability is the amount of information, abilities, mentality and character of a person as expected to perform current and future hierarchical jobs. Capability likewise means intention, self-idea, attributes and wanted conduct. This paper manages part of capability, ability model, skill planning interaction and advantages of utilizing capability.

**Keywords:** Abilities, Capacities, Information, Mentality

## **INTRODUCTION**

Skill Mapping is cycles of distinguishing key abilities for an association and additionally a task and fusing those capabilities all through the different cycles (for example work assessment, preparing, enlistment) of the association. It by and large looks at two regions: the capacity to understand anyone on a deeper level or enthusiastic remainder (EQ), and qualities of the person in regions like group construction, authority, and independent direction. Enormous associations oftentimes utilize some type of ability planning to see how to most actually utilize the skills of qualities of laborers. . Capability planning should likewise be possible for agreement or independent specialists, or for those looking for work to underline the particular abilities which would make them important to an expected business. These sorts of abilities not entirely set in stone, when one is prepared to accomplish the work.

## **ORIGIN**

Capability planning being used since 1960s.it has been being used in schooling in the USA where details of skills were to be acquired including the modularization of guidance, personalization and field insight. Abilities are likewise recognized as attributes of person. Ability planning was first utilized in the UK for dealing with the improvement of word related guidelines of execution.

## **MEANING AND OBJECTIVES**

Capability planning is the course of distinguishing proof, assessment of worker's abilities and hierarchical prerequisites and laying out ideal cooperation among them. Ability planning likewise incorporates improvement and maintainability of skills in light of the changing authoritative prerequisites.

- To adjust abilities to the methodologies of the business.
- To choose representatives in view of work and culture.
- To anticipate vocation and progression.
- To prepare and foster representatives.

- For individual and authoritative development

### **.DEFINITION:**

**According to Boyatzis(1982)** "A capacity that exists in a person that leads to behaviour that meets the job demands within parameters of organizational environment, and that, in turn brings about desired results" .

### **Why Do You Want?**

- Increased productivity
- Enhanced diversity of candidates

### **TYPES OF COMPETENCIES**

1. Organizational capabilities - special factors that make an association cutthroat.
2. Job/Role capabilities things an individual should show to be successful in a task, job, capacity, errand, or obligation, a hierarchical level, or on the other hand in the whole association.
3. Personal capabilities parts of a person that infer a degree of expertise, accomplishment, or result

### **COMPONENTS OF COMPETENCY**

There are four major components of competency:

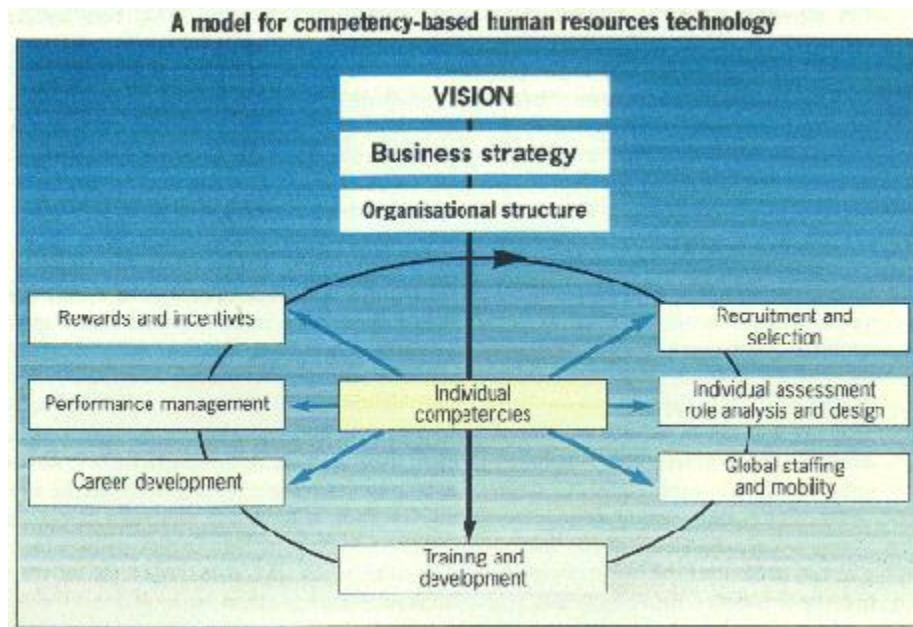
1. **SKILL:** capabilities acquired through practice. It can be a financial skill such as budgeting, or a verbal skill such as making a presentation.
2. **KNOWLEDGE:** understanding acquired through learning. This refers to a body of information relevant to job performance. It is what people have to know to be able to perform a job, such as knowledge of policies and procedures for a recruitment process.

3. **PERSONAL ATTRIBUTES:** inherent characteristics which are brought to the job, representing the essential foundation upon which knowledge and skill can be developed.

4. **BEHAVIOR:** The observable demonstration of some competency, skill, knowledge and personal attributes. It is an essentially definitive expression of a competency in that it is a set of action that, presumably, can be observed, taught, learned, and measured.

### COMPETENCY MODEL:

Competency model is a set of competencies that include the key behaviors required for excellent performance in a particular role.



### DESIGN DECISION

In term of grand design, competency model should be guided by firm's strategy which is shaped by four factors: vision & mission, stakeholder requirements, market realities and core capabilities of the firm.

In a more technical design, competency model development should be determined in the process of design decision. In this stage, one should discuss the design of the model with clients, based on their specific needs and expected outcomes of the competency model.

The following are some factors that need to be considered in deciding the design of the competency model.

### **1. CONTEXT:**

Competencies are actually context bound. They answer the question 'What does a superior performer look like in a specific setting?' In other words, effective competencies are linked to a particular organizational target or goal. Therefore, depending on the context, the design of models may be geared toward:

- The total organization (e.g., core competencies or values)
- An entire function (e.g., finance, human resources)
- A specific role (e.g., HR generalist)
- A specific job (e.g., compensation analyst)

### **2. LEVEL OF ORIENTATION:**

This factor deals with the level of orientation of the model: will the model reflect future or current job requirements. The degree of future orientation depends on how the organization plans to apply the model and the pace and nature of changes occurring within the organization. If an organization decides that their model will be based on future requirements, they might use future performance needs (i.e., benchmark data; best practices) to create competencies.

### **3. LEVEL OF COMPLEXITY:**

Two other critical factors should be considered in developing competencies the length of models and the degree of complexity and detail described in behavioral indicators. Frequently, competency initiatives fail because models are too long and too detailed or because organizations spend too much time and too many resources researching and editing behaviors. Consequently, organizations fail to provide a simple framework to users in a timely manner. Models that work best follow the 80-20 rule. They provide the 20% of behaviors that drive 80% of excellent performance.

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#### **4. THE MODEL SHOULD BE LINKED TO STRATEGY:**

Effective competency models support and contribute to the company's and the function's strategy and goals. For instance, if a goal of the company is to transcend functional barriers, the model needs to describe the behaviors that demonstrate that competency. Likewise, if a goal is ensuring that all employees communicate and work together effectively, the model should describe the behaviors that demonstrate that competency.

#### **5. THE MODEL SHOULD BE COMPANY SPECIFIC:**

Unlike many job descriptions, competency models are not easily transferable among companies. Competencies needed for a company are determined by the company's unique characteristics, such as culture, strategy, size, and industry. This is true even of the competencies needed for a position common to many companies, such as the job of a financial analyst. The competencies required of a financial analyst at an automobile manufacturer are vastly different from those required of a financial analyst at a health care company, for instance.

#### **6. THE DEVELOPED MODEL SHOULD BE FLEXIBLE:**

A good competency model functions as a performance management tool. It provides enough detail to distinguish between employees who are operating at different levels of proficiency. It also helps a company articulate why an employee is at the current level and the competencies needed to advance. In this sense, a competency model is prescriptive, yet it must not be too binding. It needs to be flexible enough to accommodate differing approaches to success, simple enough to be easily understood, and readily adaptable to changing business environments.

#### **7. THE MODEL SHOULD BE FUTURE-ORIENTED:**

Competency models with a forward-looking perspective stimulate organizational change. Rather than defining competencies in the context of "tasks," or how a job has traditionally been carried out, useful competencies articulate how the job is evolving and

will best be performed in the future. Not only does this approach increase a model's shelf life, it ensures that employees have enough time to understand what the required competencies are and to develop them.

### **MAPPING PROCESS:**

There are about five stages while performing competency mapping. The following are the five stages discussed in detail.

#### **FIRST STAGE:**

The first stage of mapping requires understanding the vision and mission of the organization.

#### **SECOND STAGE:**

Second stage requires understanding from the superior performers the behavioral as well as the functional aspects required to perform job effectively.

#### **THIRD STAGE:**

Third stage involves thorough study of the Structured Interview Reports.

- Identification of the competency based on competency frame work.
- Measurement of competency.
- Required levels of competency for each job family.
- Development of dictionary which involves detail description of the competency based on the indicators.
- Care should be taken that the indicators should be measurable and gives objective judgment.

#### **FOURTH STAGE:**

a. This stage requires preparation for assessment.

**b.** Methods of assessment can be either through assessment centers or 360 Degree Feedback

**c.** If assessment centre is the choice for assessment then tools has to be ready beforehand

**i.** Tools should objectively measure the entire competency required.

**ii.** Determine the type of the tools for measuring competency

**iii.** Prepare the schedule for assessment

**iv.** Training to the assessor should indicate their thorough understanding of the competencies and the tools and also as to how the behavior has to be documented.

#### **FIFTH STAGE:**

This stage involves conducting assessment centre. Usually it is a two day program which would involve giving a brief feedback to the participant about the competencies that has been assessed and where they stand to.

#### **SIXTH STAGE:**

Sixth stage involves detailed report of the competencies assessed and also the development plan for the developmental areas.

#### **BENEFITS OF USING COMPETENCY MODEL**

There are some useful benefits of using competency model for the company, managers, and employees as well.

#### **FOR THE COMPANY**

- Reinforce corporate strategy, culture, and vision.



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- Establish expectations for performance excellence, resulting in a systematic approach to professional development, improved job satisfaction, and better employee retention.
  - Increase the effectiveness of training and professional development programs by linking them to the success criteria (i.e., behavioral standards of excellence).
  - Provide a common framework and language for discussing how to implement and communicate key strategies.
  - Provide a common understanding of the scope and requirements of a specific role.
  - Provide common, organization-wide standards for career levels that enable employees to move across business boundaries.

**FOR MANAGERS:**

- Identify performance criteria to improve the accuracy and ease of the hiring and selection process.
- Provide more objective performance standards.
- Clarify standards of excellence for easier communication of performance expectations to direct reports.
- Provide a clear foundation for dialogue to occur between the manager and employee about performance, development, and career-related issues.

**FOR EMPLOYEES:**

- Identify the success criteria (i.e., behavioral standards of performance excellence) required to be successful in their role.
- Support a more specific and objective assessment of their strengths and specify targeted areas for professional development.
- Provide development tools and methods for enhancing their skills.
- Provide the basis for a more objective dialogue with their manager or team about performance, development, and career related issues.

## SUCCESSFUL COMPETENCY-BASED HR SYSTEM COMPANY:

L&T InfoTech, a PCMM Level 5 company, has a successful competency-based HR system. Recruitment, training, job rotation, succession planning and promotions-all are defined by competency mapping. Says DrDevendraNath, executive vice-president of the company, who had initiated the PCMM process in the parent company (L&T) in 1997, "Nearly all our HR interventions are linked to competency. Competencies are enhanced through training and job rotation." He adds that all people who have gone through job rotation undergo a transformation and get a broader perspective of the company. For instance, a person lacking in negotiation skills might be put in the sales or purchase department for a year to hone his skills in the area.



Competency Profile of a Project Manager in an SBU at L&T InfoTech

## CONCLUSION:

People and their competencies have become the most significant factors that give a competitive edge to any corporation. The future is going to be that of competent people and competency based organizations. HR professionals and HR practices can contribute a great deal to develop competency based organizations. Competencies include the collection of success factors necessary for achieving important results in a specific job or work role in a particular organization.

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