



EXECUTING AND EVALUATING THE EFFECTIVENESS OF COMPETENCY MANAGEMENT

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ABSTRACT: Employee competence is a critical success factor for any organization. Competency management assists in the development of competencies by supporting processes such as needs assessment, intervention planning and implementation, and evaluation. However, designing competence management presents many technical and organizational challenges. This study addresses these challenges and discusses the development of competency management from a design theory perspective. When it comes to competitiveness, talent development is a key success factor for organizations and their employees. Competency management contributes to systematic competency development within an organization by supporting processes such as needs assessment, intervention planning and implementation, and evaluation. However, designing competence management presents many technical and organizational challenges. This study presents systematically developed design recommendations for competency management to overcome these challenges. Design recommendations in the organizational, user, resource, and capacity management categories range from managing attention to activating stakeholders through organizational structures and values.

KEYWORDS: Competency management, planning and implementation, systematic competency development

I. INTRODUCTION

Competency management is the process of identifying key skills (competencies) required for employees to help hit a business' goals and long-term objectives. The process of competency management has four key elements: Identifying the skills needed to achieve goals. Identifying current skills within your workforce.

Competency (or competency) management systems (CMS or Comp MS – because CMS is a more common homonym) are usually associated with, and may include, a learning management system (LMS). The LMS is typically a web-based tool that allows access to learning resources. Competency Management Systems tend to have a more multidimensional and comprehensive approach and include tools such as competency management, skills-gap analysis, succession planning, as well as competency analysis and profiling.

Modern techniques use competency-based management methodologies to develop a competency architecture for an organization. This architecture captures key competencies into a competency dictionary that is subsequently used in the creation of job descriptions. Competency-based performance management can then be employed to measure and discover learning gaps that then drive the training course selections for an employee.

Competency management integrates human resource planning with a strategic vision so that it can meet the mission and goal of the organization. It is used in every stage of human resource management, for instance, hiring process, succession planning, career planning, training, benefits, and compensation. This framework is also described as a comprehensive approach that lists required competencies so that it can prove useful in the assigned job.

The aim of the present study is to explain the competency management processes in modern organizations from a business perspective and to discuss the internal problems and possible solutions as well as advantages and disadvantages of these processes. This analysis also aims to provide an up-to-date contribution to science and research.

The more complex and dynamic the market, economy, and politics become, the more uncertain all



forecasts and therefore society become. People are increasingly having to make decisions with uncertainty. More and more they must organize their actions and the actions of groups, teams, or organizations. To do this, they need more and more special skills, namely the self-organization skills. This brings with it complex competencies that are often hidden in potential. They encapsulate the complex experiences, knowledge, skills, values, and ideals of a person or groups. Anyone who can recognize, expand, and unite them with others can hold the future on their side, because competencies hit the future.

Competencies and thus competency management play an increasing role in all organizations of the global economic system. In today's ever-changing business world, successful companies must continuously align their processes with the requirements of customers and products. Therefore, more and more companies are establishing competency management. The more competency management is anchored in organizations, the more successfully and smoothly run well-organized processes, policies, and procedures in an organization. Ultimately, competency management not only ensures lasting competitive advantages, but also the flexibility and innovative ability of employees and thus the survival of the company in a competitive business world.

The concept of managing competencies is used in numerous organizations to enhance the potential of its workforce that helps the firm in reaping competitive edge and revenues. It tests, evaluates, measures and develops the performance of a workforce at both organizational and individual levels. The competency management tool is a step-by-step plan that

- First describes core competencies that are required to be successful in business.
- Determining competency profiles so that it becomes clear which competency is needed for which position.
- Linking competency to performance indicators and result areas and making it measurable.
- Involving employees in creating competency profiles so that it can be taken to higher levels.

- Integrating all competencies to human resources policy.
- Seeking the help of competency management for career guidance.

The process of competency management has four key elements:

- Identifying the skills needed to achieve goals.
- Identifying current skills within workforce.
- Crafting a roadmap to develop employees from point A to point B.
- Implementing and iterating on that plan.

II. STATEMENT OF THE PROBLEM

To investigate if a difference in competency expectations held by the industries for their employees between the required competencies levels to the existing level of working. Research indicates that more of the employer competency expectations i.e., the required level of competency to the actual competency level of the employees brings the more chance of productivity improvement, waste elimination, multi skill development programmes and the higher employees will rate the overall job satisfaction. Competencies categories into: knowledge, ability and attitude. The managers asked to list the required competency to perform a job and they were also asked to fix the required level of competencies in the specific competency.

III. OBJECTIVES OF THE STUDY

- To study the competency management regarding human resources in organizations.
- To study the organizational goals of the competency management.
- To identify and understand core competencies for employees.
- To analyse competency profile based on data available through the existing facts.



- To evaluate the relationship between HR audit and competency management.
- To analyse the impact of HR audit on competency management.
- Setting clear expectations and job requirement.

IV. NEED OF THE STUDY

- The study to developing the skills of the team members and developing own competencies.
- Utilising the strengths of different types of people in different tasks.
- Defining the strengths and weakness of the employee.

VI. REVIEW OF LITERATURE

Robert Zaugg (2017) established that organisational success can be achieved only through the establishment of implicit competencies in human resource management, organisational development and knowledge management. Competencies help to promote a configurationally model of change and further result in the excellence of a company. If implicit competencies are successfully developed into success potentials, and in addition to core competencies, then competitive advantage can be attained. Authors identified that there is a considerable need for organisational generalist who have a broad knowledge of organisational work.

Tobias Ley (2017) presented a formalization for employee competencies which was based on a psychological framework separating the overt behavioural level from the underlying competency level. On the competency level, employees draw on action potentials which in a given situation produce performance out come on the behavioural level. The Skills Management approach was suggested to ensure that employee competencies are managed in line with the future needs of an organisation. In the process of Skills Management, required individual competencies are defined in terms of required skills and knowledge, management skills and social and personal skills which were derived from job requirements and were influenced by the core competencies.

V. SCOPE OF THE STUDY

This paper study was covered in-scope competency management i.e. occupation summary, selection of competencies, knowledge, skills and personal attributes. The competencies reflect the supervisory, human resource and strategic functions for social service worker/social services program worker positions in the organization of social services.

The study analyses the skill level of workmen in the organization, so that the training needs can be found. The study can also give an idea to the staff's multi-skill level.

Jennifer & Et Al (2018) explored the competencies required for a project manager to be effective in the workplace. Delphi technique was used to identify what competencies do experienced project management professionals believe are necessary for an effective project manager. The authors organized success factors into nine categories, eight of which included competencies that could be addressed effectively in an educational and training program. Problem-solving expertise, leadership skills, context knowledge, communication skills were identified as most important and required competencies for the project managers.

Seema Sanghi (2018) discovered that human competency is undoubtedly the key and critical element for the success of an organisation and the individual. It calls for a right blend of right person with right competencies. Corporate core competencies were identified and efforts were made to establish core competencies throughout the organisation. The author has discussed he personal competency framework which embraces competencies discussed under six broad parameters such as intellectual, personal, communication, interpersonal, leadership and result-oriented.

Coll & Zegward (2018) focused on establishing what competencies the various stake holders think are the ideal competencies needed by employees in the field in the industry. Employers have indicated that candidates are often not prepared for the workplace and calls for assessment of competencies rather than



on intelligence scores. By improving and developing candidates' competencies such as interpersonal skills, teamwork, communication and problemsolving skills, value will be added to their intellectual capabilities making them more employable. There are varieties of interpretations of the term competency and can be viewed as a characteristic of an individual and related to personal attributers rather than technical skills.

Talbot & Et Al (2019) argued that competencies are a useful tool to assist the process of curriculum development, selection of assessment items, and on-going quality assurance for health promotion education. The authors provided a case study that applied the competencies in curriculum development, assessment selection and quality assurance in an industry. Competencies set performance expectations for professionals working in the field.

Divnie Kwaku & etel (2019) accentuated that the identification and development of appropriate competency-based measures was widely seen as the only viable means for validating and engendering managerial best practices. The research represented a proactive effort to identify competency based measures for Project Managers in the industry within the context of developing country. The author highlighted that task competencies usually vary between different job descriptions in the same organisation whereas contextual competencies are not job specific but usually common to many jobs. Task competencies would normally be best predicted by individual differences in cognitive ability, knowledge, job proficiency and experience while contextual competencies would be best predicted by individual differences in job dedication and interpersonal facilitation.

Alan (2019) emphasized the importance of core competencies as the critical basis for sustainable competitive advantage. The research insisted on the role of HRD function and practitioner in core competency development and management. Three strategic roles for the HRD function in core competency management are proposed and discussed: participating in strategic planning, developing core competencies, and protecting them. Core competencies are often based on intangible and tacit capabilities found in shared and coordinated employee attitudes, actions, knowledge, and skills. It should be addressed the question of what the firm's specific competencies are and how they are developed, maintained and used which should result

in a map or blueprint of the firm's competency generating process.

Charles Kamen & et al (2020) explored that training programs have increasingly focused on development of competencies as a benchmark for training progress. Competency base training program had gained much attention in the field of the firm. Focus of training programs has shifted towards a culture of competency. Conceptualization of the importance of competency-based assessment highlighted the need to use assessments of competency to optimize employee development. A list of competencies was derived for improvement of training programs which includes interpersonal skills, cognitive skills, affective skills, personal skills, expressive and reflective skills.

Joas Rosas Luis (2020) conducted a study in order to carry an assessment of competencies for determining the suitability of potential partners and to establish which activities should be assigned to which organisations. Competencies and its assessment inform about the organisation's capability to perform a number of related tasks, activities or processes. The research contributed to the identification of the effects of soft competencies on the performance of the hard ones within a collaboration context. The duality between soft and hard competencies was observed from a behavioural perspective, considering the very value of an organisation, its straits and their influence on the activities performed at a more functional and technical level.

Nadine J. Kaslow & et. Al (2020) emphasized the need for competencies required for transformational leadership. The research was carried out to develop competency based supervision in the field of the firm and training. It addressed specific leadership competencies that facilitate change, with attention paid to the supervisory process. Various strategies were offered for implementing an approach to competency based clinical supervision.

Patricia & et. al. (2021) explored that competencies can be considered as talent-based interpretations of business needs. Competencies add value by communicating what people must know to help the business succeed. Competency and performance based pay are necessary partners in linking rewards to business strategy and direction. Competencies are most likely to serve as a learning platform for performance. To explore competency models



actually in use, the authors reviewed the competencies that company's award.

May & Roger (2021) proposed a core competency framework for service firms operating within internationally competitive markets. Authors developed a framework of core competencies relevant to strategic marketing in the industry. The framework was created by applying the core competency concept to the literature on the industries. The study extended the concept of core competency, originally applied to organisations in the manufacturing industries, to organisations in the high service industries. A market sensing core competency is proposed, consisting of knowledge of the market environment together with skills in conducting market and consumer research. The research explored a number of core competencies relevant to service firms: nurturing, empowerment, operating, data management, new service development, alliancing, communication, and market sensing.

Edwin D. Davidson (2021) explored the subject of management competencies and provides a framework for contextualizing competency modelling within an organisation. The author also highlighted the types of typically employed in the construction of competency models. The research includes the various approaches for developing competency dimensions, typical organisational uses for competency models, types of competency model, and management competencies as predictors of performance. The article concludes with an example of actual competency model.

VII. RESEARCH METHODOLOGY

The research methodology is scientific and systematic for pertinent information on specific topic. It is a careful investigation or inquiry especially through search for new facts in any branch of knowledge. Research is a systematized effort to gain knowledge and hence, it helps to practical knowledge in study various steps that are generated adopted by research in studying his research problem along with the logic behind them.

RESEARCH DESIGN

Research is a process in which the researcher wishes to find out the end result for a given problem and thus the solution helps in future course action. The research has been defined as "A

Lucian Cernusca & et. al. (2022) presented a paper explaining the concept of competency and how competency is linked to performance and one's career development. The authors also looked into some models of competency mapping and appraisal tools for performance management. A business might possess extremely capable human resources, but they might not work on positions that suit them. This is where competency mapping and appraisal tools come to help the HR experts choose who should work on those positions.

Farah Naqvi (2022) sought to delve deeper into the concept of competency, tracing its history and its role in the present context. It has been explained how the concept had constantly evolved over the years, its applications in human resource management, and development in the present scenario. It also studied its future prospects in the light of other emerging areas like talent management. It is to be noted that the competency model and mapping are being applied more for three basic functions, i.e. recruitment, training and development. The situation, where employees are demanding companies to be proactive with respect to their careers requires that the companies should fine-tune their HR system, making it more competency-based, thereby resolving some major issues of talent management like development and retention of human asset.

careful investigation or enquire especially through search for new facts in any branch of knowledge". The type of research is descriptive in nature; since an attempt was made to find out inter relationship between variables.

SAMPLING METHOD

Sample Design:

A sample is a subset from the total population. A sample is a subset from the total population. It refers to the techniques or the procedure to the research would adopt in selecting items for the sample (i.e) the size of the sample.



Sampling Size:

Sample size means the number of sampling units selected from the organization for investigation. The total sample size that is taken for this study is 120.

Sampling Technique

A simple random sampling technique has been used in sampling. It provides information about parts of the all the area of Coimbatore.

Sampling Population

There are 200 employees are there at RRK Alloys industry.

Statistical Tools Used:

In order to come out with the findings of the study the following statistical tools are used by the researcher.

1. Simple Percentage analysis
2. Chi-square Analysis
3. Correlation
4. Anova

SIMPLE PERCENTAGE ANALYSIS

In this project percentage analysis test was used. The percentage method is used to know the accurate percentage of the data we took. The following formula was used,

$$\text{Simple percentage} = \frac{\text{No. of respondents}}{\text{Total no. of respondents}} \times 100$$

CHI- SQUARE ANALYSIS

The Chi- square test is one of the simplest and most wickedly used non-parametric tests in statistical work. The quantity χ^2 describes the magnitude at the discrepancy between theory and observation

$$\chi^2 = \frac{(O - E)^2}{E}$$

where

O – Observed value, E – Expected value

In general, the expected frequency for any cell can be calculated from the following equation.

$$E = \frac{RT \times CT}{N}$$

E = Expected frequencies,

RT = The Row Total for the Row containing the cell

CT = The Column Total for the Column containing the cell,

N = The total number of observations.

CORRELATION

Correlation is computed into what is known as the correlation coefficient, which ranges between -1 and +1. Perfect positive correlation (a correlation co-efficient of +1) implies that as one security moves, either up or down, the other security will move in lockstep, in the same direction. Alternatively, perfect negative correlation means that if one security moves in either direction the security that is perfectly negatively correlated will move in the opposite direction. If the correlation is 0, the movements of the securities are said to have no correlation; they are completely random.

$$r = \frac{\sum XY}{\sqrt{(\sum X^2) (\sum Y^2)}}$$

ANOVA

Examination of change, or ANOVA, is a solid measurable method that is utilized to show contrast between at least two methods or parts through importance tests. It likewise shows us an approach to make numerous examinations of a few populaces implies. The Anova test is performed by looking at two sorts of variety, the variety between the example implies, just as the variety inside every one of the examples. Beneath referenced recipe addresses one-way. Anova test measurements.

$$F = \frac{MST}{MSE}$$



VIII. DATA ANALYSIS AND INTERPRETATIONS

CHI-SQUARE

NULL HYPOTHESIS

H₀: There is no significance relationship between experience of the respondents and aware of the competency level and competency gaps.

Symmetric Measures

	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal Gamma	1.000	.000	55.307	.000
Measure of Agreement Kappa	.823	.039	16.572	.000
N of Valid Cases	120			

- Not assuming the null hypothesis.
- Using the asymptotic standard error assuming the null hypothesis.

ALTERNATIVE HYPOTHESIS

H₁: There is a significance relationship between experience of the respondents and aware of the competency level and competency gaps.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Experience of the respondents * aware of the competency level and competency gaps	120	100.0%	0	.0%	120	100.0%

EXPERIENCE OF THE RESPONDENTS * AWARE OF THE COMPETENCY LEVEL AND COMPETENCY GAPS Cross tabulation



Count	AWARE OF THE COMPETENCY LEVEL AND COMPETENCY GAPS					Total	
	Extremely aware	Aware	Somewhat aware	Partially aware	Not aware		
EXPERIENCE OF THE RESPONDENTS	1 – 2 years	33	0	0	0	0	33
	2 - 3 years	1	39	0	0	0	40
	3 - 4 years	0	0	20	0	0	20
	4 - 5 years	0	0	10	6	0	16
	Above 5 years	0	0	0	5	6	11
Total		34	39	30	11	6	120

Chi-Square Tests			
Pearson Chi-Square	Pearson Chi-Square	Pearson Chi-Square	Pearson Chi-Square
Likelihood Ratio	Likelihood Ratio	Likelihood Ratio	Likelihood Ratio
Linear-by-Linear Association	Linear-by-Linear Association	Linear-by-Linear Association	Linear-by-Linear Association
N of Valid Cases	N of Valid Cases	N of Valid Cases	N of Valid Cases
a. 15 cells (60.0%) have expected count less than 5. The minimum expected count is .55.			

RESULT

Since the calculated value is less than the table value. So we accept the null hypothesis. There is no relationship between experience of the respondents and aware of the competency level and competency gaps.



CORRELATION

The table shows the relationship between education qualification of the respondents and company understanding individual strength and weakness

Correlations

		EDUCATION QUALIFICATION OF THE RESPONDENTS	COMPANY UNDERSTANDING INDIVIDUAL STRENGTH AND WEAKNESS
EDUCATION QUALIFICATION OF THE RESPONDENTS	Pearson Correlation	1	.916**
	Sig. (2-tailed)		.000
	N	120	120
COMPANY UNDERSTANDING INDIVIDUAL STRENGTH AND WEAKNESS	Pearson Correlation	.916**	1
	Sig. (2-tailed)	.000	
	N	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

NONPARAMETRIC CORRELATIONS

Correlations

			EDUCATION QUALIFICATION OF THE RESPONDENTS	COMPANY UNDERSTANDING INDIVIDUAL STRENGTH AND WEAKNESS
Kendall's tau_b	EDUCATION QUALIFICATION OF THE RESPONDENTS	Correlation Coefficient	1.000	.884**
		Sig. (2-tailed)	.	.000
		N	120	120
	COMPANY UNDERSTANDING INDIVIDUAL STRENGTH AND WEAKNESS	Correlation Coefficient	.884**	1.000
		Sig. (2-tailed)	.000	.
		N	120	120
Spearman's rho	EDUCATION QUALIFICATION OF THE RESPONDENTS	Correlation Coefficient	1.000	.929**
		Sig. (2-tailed)	.	.000
		N	120	120
	COMPANY UNDERSTANDING INDIVIDUAL STRENGTH AND WEAKNESS	Correlation Coefficient	.929**	1.000
		Sig. (2-tailed)	.000	.
		N	120	120

** . Correlation is significant at the 0.01 level (2-tailed).



RESULT

This is positive correlation. There is a relationship between education qualification of the respondents and company understanding individual strength and weakness.

ANOVA

NULL HYPOTHESIS

H₀: There is no significant relationship between monthly income of the respondents and firm provide competency management process.

ALTERNATIVE HYPOTHESIS

H₁: There is a significant relationship between monthly income of the respondents and firm provide competency management process.

Descriptives

MONTHLY INCOME OF THE RESPONDENTS	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Defining and evaluating competencies	38	1.45	.504	.082	1.28	1.61	1	2	
Comparing and evaluating the competencies to the future demands	42	2.86	.354	.055	2.75	2.97	2	3	
Developing competencies	40	3.75	.776	.123	3.50	4.00	3	5	
Total	120	2.71	1.095	.100	2.51	2.91	1	5	
Model			.570	.052	2.61	2.81			
Fixed Effects									
Random Effects				.661	-.14	5.55			1.302

Test of Homogeneity of Variances

MONTHLY INCOME OF THE RESPONDENTS

Levene Statistic	df1	df2	Sig.
28.004	2	117	.000



ANOVA

MONTHLY INCOME OF THE RESPONDENTS	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	104.754	2	52.377	161.107	.000
Linear Term	103.323	1	103.323	317.812	.000
Unweighted	102.931	1	102.931	316.605	.000
Weighted	1.823	1	1.823	5.608	.020
Deviation	38.038	117	.325		
Within Groups	142.792	119			
Total					

Robust Tests of Equality of Means

MONTHLY INCOME OF THE RESPONDENTS	Statistic ^a	df1	df2	Sig.
Welch	152.840	2	70.320	.000
Brown-Forsythe	159.504	2	84.349	.000

a. Asymptotically F distributed.

1X. FINDINGS SUGGESTIONS AND CONCLUSION

FINDINGS

- ✓ Majority 65.0% of the respondents are male.
- ✓ Majority 33.3% of the respondents belong to the age of 25-30 years.
- ✓ Majority 25.8% of the respondent's education qualification is diploma.
- ✓ Majority 33.3% of the respondents are experienced in 2 - 3 years.
- ✓ Majority 45.0% of the respondents are earning Rs.20,000 - Rs.25,000.
- ✓ Majority 28.3% of the respondents said firm implement competency management for growth plans
- ✓ Mostly 23.3% of the respondents said firm manage personal and social competencies
- ✓ Majority 23.3% of the respondents said firm using planning competency techniques
- ✓ Majority 23.3% of the respondents are influenced by knowledge

- ✓ Majority 33.3% of the respondents are strongly agreed with firm integrate human resource planning.
- ✓ Majority 43.3% of the respondents are agreed with 360-degree assessments.
- ✓ Majority 35.0% of the respondents are satisfied with skills communication skills.
- ✓ Majority 23.3% of the respondents said relationship skills is the components of competency planning.
- ✓ Majority 35.0% of the respondents are comparing and evaluating the competencies to the future demands.
- ✓ Majority 41.7% of the respondents are highly satisfied with improved worker safety and morale and satisfied with improved decision making.
- ✓ Mostly 28.3% of the respondents are following strategic planning in their firm.
- ✓ Mostly 32.5% of the respondents are aware about the competency level and competency gaps.
- ✓ Mostly 23.3% of the respondents are follow learning and development process.
- ✓ Majority 50.0% of the respondents are feeling

POST HOC

Multiple Comparisons

Dependent Variable: monthly income of the respondents

firm provide competency management process (J) firm provide competency management process			Mean Differen ce (I-J)	Std · Err or	Sig ·	95% Confidence Interval	
						Lower Bound	Upp er Boun d
LSD	Defining and evaluating competencies	Comparing and evaluating the competencies to the future demands	-1.410 [*]	.12 8	.00 0	-1.66	-1.16
		Developing competencies	-2.303 [*]	.12 9	.00 0	-2.56	-2.05
	Comparing and evaluating the competencies to the future demands	Defining and evaluating competencies	1.410 [*]	.12 8	.00 0	1.16	1.66
		Developing competencies	-.893 [*]	.12 6	.00 0	-1.14	-.64
	Developing competencies	Defining and evaluating competencies	2.303 [*]	.12 9	.00 0	2.05	2.56
		Comparing and evaluating the competencies to the future demands	.893 [*]	.12 6	.00 0	.64	1.14
Tamhane	Defining and evaluating competencies	Comparing and evaluating the competencies to the future demands	-1.410 [*]	.09 8	.00 0	-1.65	-1.17
		Developing competencies	-2.303 [*]	.14 7	.00 0	-2.66	-1.94
	Comparing and evaluating the competencies to the future demands	Defining and evaluating competencies	1.410 [*]	.09 8	.00 0	1.17	1.65
		Developing competencies	-.893 [*]	.13 4	.00 0	-1.22	-.56
	Developing competencies	Defining and evaluating competencies	2.303 [*]	.14 7	.00 0	1.94	2.66
		Comparing and evaluating the competencies to the future demands	.893 [*]	.13 4	.00 0	.56	1.22
Dunnett T3	Defining and evaluating competencies	Comparing and evaluating the competencies to the future demands	-1.410 [*]	.09 8	.00 0	-1.65	-1.17
		Developing competencies	-2.303 [*]	.14 7	.00 0	-2.66	-1.94
	Comparing and evaluating the competencies to the future demands	Defining and evaluating competencies	1.410 [*]	.09 8	.00 0	1.17	1.65
		Developing competencies	-.893 [*]	.13 4	.00 0	-1.22	-.56
	Developing competencies	Defining and evaluating competencies	2.303 [*]	.14 7	.00 0	1.94	2.66
		Comparing and evaluating the competencies to the future demands	.893 [*]	.13 4	.00 0	.56	1.22



- ✓ very important about select tools or methods to optimise production.
- ✓ Majority 36.7% of the respondents are felt important about technical skills
- ✓ Majority 43.3% of the respondents are satisfied with adaptability
- ✓ Majority 43.3% of the respondents are strongly agreed with company understanding individual strength and weakness.

SUGGESTIONS

HR should create different ways to increase the level of acceptance for competency management-based performance appraisal. HR should show the fairness and transparency in the competency-based performance appraisal. The organizations should define their organizations expectations clearly through the deployment of competencies in the selection process. HR should determine the role and the job fit using the competencies. HR should create the awareness and importance of anticipating the competencies required for the future. HR should convey the importance of investing time in forecasting the future competencies to the senior management. Different sources of competency techniques may be encouraged among the employees. The company shall organize career development programme frequently at regular intervals to improve their efficiency. The management shall regularly implement the 360-degree feedback system to increase the performance level of employees. Motivation should be given to the employees so that more interest can be inculcated in knowledge enhancement and management

CONCLUSION

Competency management is a set of knowledge, skills and attitudes required to perform a job effectively and efficiently and it describes what has to be done. From the above study it can be concluded that competency management is definitely a new era in the field of HR. It promises economical use of the most important resource, human capital by ensuring the best suitable job to the person. It also ensures individuals growth and development. An individual can map his or her competencies and find the job which suits him the most. In simple words it not only ensures the best person is recruited and placed in the best job suitable to the person, but also through

training and appraisal makes the less competent person into more proficient.

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