



# BUILDING EXCELLENCE:

Competency Mapping in  
the ITeS Landscape

**Dr. Divya Pant**  
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# Building Excellence:

## Competency Mapping in the ITeS Landscape



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# Building Excellence: Competency Mapping in the ITeS Landscape

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## Preface

It is a comprehensive guide designed to empower professionals in the Information Technology-enabled Services (ITeS) industry with the knowledge and tools necessary to excel in their careers. This book delves into the critical aspect of competency mapping, providing a step-by-step approach to identify, assess, and develop the essential competencies required to thrive in the dynamic and competitive ITeS landscape.

Through a detailed exploration of various competencies, this manual offers valuable insights and practical strategies to help ITeS professionals enhance their performance, achieve personal and professional growth, and contribute to the success of their organizations. It covers a wide range of competencies, including technical skills, communication skills, problem-solving abilities, leadership qualities, adaptability, and teamwork, among others.

Drawing from real-life examples and best practices, the book provides a roadmap for self-assessment, skill gap analysis, and competency development planning. It offers a comprehensive toolkit of resources, exercises, and assessments to support professionals in their journey towards competency excellence. Additionally, it explores the role of continuous learning, feedback, and mentorship in nurturing and refining competencies over time.

**"Building Excellence: Competency Mapping in the ITeS Landscape "** serves as an indispensable resource for individuals seeking to enhance their capabilities, advance their careers, and make a significant impact in the ever-evolving ITeS industry. It is a guide that empowers professionals to unlock their full potential and become invaluable assets to their organizations.

## **Acknowledgement**

If I were an angel and had power to shower my magical powers and blessings, I would have chosen a big lot of charismatic, amazing, and learned people who truly enlightened my path, lived the journey of knowledge, passion, uncertainties, complexities, and adventures at every step and contributed immensely to the success and completion of this book. When I reflect, I see myself getting enriched by each passing day of this endeavour and living a magnificent life while laying a foundation of a strong future, it would be unfair if I do not mention the names of such key figures and pay my homage and gratitude for their immense contribution. Almighty has been always kind to me to fill my life with all what I need and keeps opening the doors of success and happiness, keep equipping me with the knowledge and people who could lead the path of wisdom and achievement. My millions of thanks to Almighty for being there with me always and for keep sparkling the choicest of blessings and helping me in completion of my work effortlessly and perfectly. I would like to express my earnest appreciation to love of my life my husband Manu for his unconditional love, help, patience, and cooperation at every stage of my personal and academic life; that has helped me to complete my book successfully. Credit goes to you only.

It shall be unfair if I forget to mention the unbiased love, blessings and support I got from my Loving Grandmother “Ijja” and my Caring mother and father, who acted as a divine force and light to lead my path to success and my loving and caring younger brother. It is his consistent guidance, counselling, and support that I passed through all the tough phases and materialize this dream. Rahul – This is for you with lots of love. Special thanks extended to Deepak Bhaiya, Prince and Kanak who helped a lot in all best possible ways.

I extend my deepest gratitude to Prof. (Dr) Daviender Narang for his invaluable guidance and unwavering support throughout the journey of writing this book. His expertise, mentorship, and insightful feedback have been instrumental in shaping the content and enhancing the overall quality of this work.

I am truly fortunate to have had the privilege of learning from Prof. (Dr) Surekha Rana whose dedication to academic excellence and passion for knowledge have been a constant source of inspiration. Her encouragement and constructive criticism have been pivotal in refining my ideas and honing my writing skills and completion of my research work so efficiently.

A book is a work of lifetime exploring concepts, theories, practical experiences, novice thoughts, applying principles and setting and breaking rules and finding something worthwhile for the benefit of population at large but for the writer it's an ocean of emotions, experiences, exploration and hard work, which is much more precious than what one established as a fact, My heartfelt thanks to all those whose name I couldn't cover in this acknowledgement but they became part of this precious journey of mine and contributed in any of the direct and indirect ways, every single drop of their contribution is loved, cherished and respected.

**Dr. Divya Pant**  
**Jagmohan Chhabra**

## About the Book

"**Building Excellence**" is a definitive guide designed to empower individuals within the Information Technology-enabled Services (ITeS) industry. This comprehensive resource is curated for professionals eager to amplify their capabilities, elevate their careers, and contribute significantly to the dynamic landscape of the ITeS sector. Rooted in practical insights and actionable strategies, this book serves as an indispensable companion for those aiming to unlock their full potential and become indispensable assets within their organizations.

### **Key Features:**

**Holistic Approach to Competency Development:** The book adopts a holistic approach to competency development, guiding readers through a journey of self-discovery and growth. It addresses not only technical competencies but also interpersonal skills, leadership qualities, and adaptability—attributes essential for success in the multifaceted ITeS industry.

**Empowerment for Professional Advancement:** "Building Excellence" is more than a guide; it is a tool for empowerment. It provides actionable insights and practical tools to help professionals take charge of their career trajectories. By emphasizing the development of core competencies, the book positions individuals to advance confidently in their chosen career paths.

**Navigating the Ever-evolving ITeS Landscape:** Recognizing the ever-evolving nature of the ITeS industry, the book equips readers with the knowledge and skills needed to navigate change successfully. It delves into strategies for staying relevant in a dynamic environment, ensuring that professionals not only survive but thrive amid technological advancements and industry shifts.



**Unlocking Full Potential:** The central theme revolves around unlocking one's full potential. Through competency models, theoretical aspects and practical examples, the book inspires readers to realize their inherent strengths and develop competencies that align with their unique abilities. It encourages a mindset of continuous improvement and self-discovery.

**Invaluable Contribution to Organizations:** "Building Excellence" goes beyond individual development; it underscores the importance of becoming an invaluable asset to organizations. By fostering core competencies, professionals are positioned to make significant contributions to their teams, projects, and overall organizational success.

**Practical Strategies for Skill Enhancement:** The book doesn't just provide theoretical concepts; it offers practical strategies for skill enhancement. Whether it's technical proficiency, effective communication, leadership, or adaptability, readers will find actionable steps to enhance their competencies and excel in their roles.

**Professional Impact and Industry Significance:** By guiding professionals to develop competencies that align with industry demands, "Building Excellence" positions them to make a lasting impact. The book instils a sense of purpose and a commitment to excellence, encouraging readers to contribute meaningfully to the growth and innovation of the ITeS sector.

"**Building Excellence**" is not just a guide; it's a roadmap for individuals seeking to thrive in the ITeS industry. Through its pages, readers embark on a transformative journey, discovering the keys to unlocking their full potential and making a lasting mark in this dynamic and ever-evolving field.

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## **1.1 HOLISTIC APPROACH TO COMPETENCY DEVELOPMENT**

In 2016, Tata Consultancy Services, one of the world's largest IT companies, abandoned the bell curve system and began focusing on employee feedback and development. This move was later adopted in 2014, by companies such as Accenture, Microsoft, Google, Adobe, KPMG discarding the annual appraisal process. As a result, organisations introduced a Competency Based Performance Management System. The goal of introducing a Competency based approach is to drive business fundamentals with a new Performance paradigm and building capability in an accelerated way among the working professionals and assisting the organizations in addressing business challenges. The need for a quicker and flexible approach for managerial personnel resulted in the development of competency approaches in the workplace (Losey, Spangenberg, et al., 1999). The competency movement was first initiated by Taylor (1911) with his functional view of management, that provides the 'one best way' of fulfilling a task, which would improve efficiency, effectiveness, and production within an organization. The importance of competency has become widely acknowledged, since McClelland (1973) advocated the measurement of competence as a substitute for intelligence quotient (IQ) and aptitude testing as a predictor of job performance. According to Hogg (1993), competencies describe the characteristics of an employee that refers to the presentation of skills and abilities, that gives the effective performance as an output for the industry. According to Kotonen et al., (2012, 22) and Baker et al., (1997, 266) the characteristics required by an individual to perform his duties effectively are termed as competences. There are two types of competencies: individual and collective competences. Competences linked with behaviour, knowledge, skills and attitudes are termed as Individual competencies, however competences related with team, process and organisational capabilities are called Collective competencies. Baker et al., (1997, 269) defines the individual competence as a match between the priorities of a task and the skills and knowledge of an individual performing that task. Sydänmaalakka (2003, 142) said that competence of an individual consists of knowledge, skillset, attitude, experiences and contacts that enables the individual to perform well under certain circumstances. The competence, thus, is the ability to act and apply the knowledge and skillset into action. On the other hand, the literature also debates whether a competent individual is "an individual who just satisfactorily able to perform the needed tasks", or "an individual with a broad set of skills and knowledge that can be applied in various situations". Generally, competence or being competent is linked with capability of the person, that denotes the key attributes of an individual wherein he shows some proficiency and are termed as individual competencies. The competences in the sufficiency sense can best be described with the word "congruence" (Baker et al., 1997, 267). The common finding in almost all the studies is the fact that a competency-based approach leads to a significant increase in performance within the organization. Most of the standard competency approaches identified for the organization reflects the minuscule levels of performance, depicting accepted behaviour for some definite job positions or tasks. Most of these competency parameters fail to reflect the interrelatedness of tasks and actual work experience of employees (Spencer and Spencer, 1993). This necessitates a stable set of quantifiable qualities that can predict managerial effectiveness in an unstable working environment.

The efficient management of different ITeS competence is essential for the success of ITeS units for creating sustainable competitive advantage. Globalisation and speedy technological changes are a certainty for companies today. It has changed the manner in which business has been routinely handled and has illustrated the importance of focus and delivery of results in real time. Though the technology is viewed to be of greater importance and as a competitive weapon in the present market, still the management remains the critical element which can make or break an organization. As such, the executives are expected to effectively blend the technical and non-technical resources of the organization, so as to facilitate, gain and maintain a competitive advantage. In today's competitive world the performance of employees tends to play a focal function in determining the effectiveness of an organization.

There is a limited studies reported in the literature for identifying the competencies required by the executives in the ITeS organisation. Therefore, this study has tried to explore the competencies that are critical for the success for performance these executives. The essential parameter of present study is to carry out an empirical investigation on the competency-based individuals' performance evaluation in the ITeS units and the relationship between executive's competency and individuals' performance. The competency requirement of ITeS professionals within ITeS units have an immense impact on the efficiency, effectiveness, overall performance and development of an organization. These competencies would allow an organization to ascertain the critical competencies that are vital for organizational success, sustainability and survival.

## 1.2 CONCEPT OF COMPETENCY AND COMPETENCY MAPPING

The traces of competencies and competency mapping has emerged and originated in India. An excerpt from Chanayka's renowned work known as "The Arthshastra"

**'AnaagatvidhaataaChaPrattutpannamatistathaa  
DvaavetauSukhamevetaYaddbhavishyoVinashyati.'**

**-Arthshastra, 330 BC**

'He who is aware of the future troubles and who possesses sharp intelligence remains happy'. -  
Arthshastra, 330 BC

In early seventies the subject of Competencies and Competency Mapping gained importance. Towards the 1970s the need for identification of competencies pertaining to specific jobs was identified. Competencies are usually defined as the behaviours, knowledge, and motivations that are required to be effective in a job. Most companies these days have some form of competency model that maps competencies to all the positions in the company. Employees "see" at least some of these competencies at evaluation time when their managers rate them on extent to which they have exhibited each of the competencies that are essential for apply to them in their respective positions.

The enhancement in employee competence results in the augmentation of core benefits to organization by achieving absolute organizational development. This acts as a significant factor and helps in enhanced employee productivity. Furthermore, developing the competencies of the employees by training and motivating, leads to organizational success, organizational effectiveness and efficiency. Competencies have been mapped over generations and have proved a definitive factor in the wholesome development of the organization. Any underlying characteristic required for performing a given task, activity, or role successfully can be considered a competency. Boyatzis, 2008, defined a competency as a 'capability or an ability'. It is a set of related but different sets of behaviour organized around an underlying construct, which is called 'intent'. The behaviours are alternate expressions of the intent, as suitable in various circumstances or times. For example, Listening and Asking questions are numerous behaviours. There can be numerous reasons or intents behind exhibition of such behaviours. A person can ask questions and listen to someone to ingratiate him or herself or to appear interested, thereby gaining standing in the other person's view. Or a person can ask questions and listen to someone because he or she is interested in understanding this other person, his or her priorities, or thoughts in a situation. The latter can be termed as reflection of empathy. Whereas the core idea is to comprehend the person. A cohesive idea of emotional, social, and cerebral intelligence competencies presents a much wider and appropriate context for defining human dispositions. It presents an academic layout to establish a connect among personality, action and job performance. The most elementary benefits of using competency, or behavioural approach is its flexibility with which one can be nurtured in adulthood unlike other traits. However, the consideration of competencies as critical factors has been stretched for about thirty years, but major traction has been witnessed in the last fifteen years. Decades of research on the effects of psychotherapy (Hubble et al., 1999), self-help programs (Kanfer and Goldstein, 1991), cognitive behaviour therapy (Barlow, 1988), training programs (Morrow et al., 1997), and education (Pascarella and Terenzini, 1991; Winter et al., 1981) have established that people

have ability to change their behaviour, moods, and self-image. Identifying deeply rooted competencies that can most accurately determine high-potential candidates requires expertise and organizational commitment (Hay Group, 2003).

While expressing competencies, it must differentiate between two major classifications: **Threshold Competencies**, Characteristics required by an employee in order to perform his job effectively—but this don not differentiate an average performer with excellent performer. **Differentiating Competencies**, characteristics possessed by Top performers, but are missing in mediocre performers.

Competence is a set of noticeable characteristics and skills that improve the efficiency on the job of an individual performance. ‘Competence’ thus can be defined as a “measurable human capability required for effective performance.” (Hoge, et al., 2005) The concept of competence has been traced back to 3000 years ago. It was when the Chinese empire recognized the differences in human abilities by employing civil services exam for various government jobs. In medieval time, craftsmen were required to develop skills by learning it from master craftsman. Also, educators have incorporated knowledge and skills together to be covered in the curricula for overall development of an individual. An English biologist and an American Psychologist - Sir Francis Galton and James McKeen initiated the development for measuring Human Intellectual Capabilities in the late 19th and early 20th centuries. During 1960s, quite a many psychologists attempted to identify human abilities that would identify their competencies in their respective job fields. Numerous research studies demonstrated that the academic aptitude tests, grades, and credentials were not good indicators of the future individual performance or success in life. In 1978, federal USA Government published Uniform Guidelines on Employee Selection Procedures to specify the guidelines set down for selecting candidates based on job-related qualifications. Few of the modern-day job analysis approaches that are still in use were developed in response to the persuasive need to identify individual effective variables, unbiased predictors of future job performance to help in the employment decisions by the organizations (Hoge et al., 2005).

Social scientists have adapted several concepts in order to define the term competency, alternatively characterising the construct as a combination of knowledge, skills, ability and behaviour used to improve performance of an individual. In recent years, researchers have begun to coalesce around the conceptualisation of competency as a phenomenon which includes elements of emotional intelligence, influence and negotiation, leadership and learning, and processing of knowledge (Boyatzis et al., 2008; Crawford and Nahmias, 2010; Lopez and Alegre, 2012). The evolution of competency-based management models over a period of time has revealed that the executive’s workplace reality is faced with multitude complexities. The importance of managerial skills was comprehended during the first quarter of the century, which stressed on the managerial responsibilities and their role in enhancing the productivity and efficiency of the organisation through human relationships (Taylor, 1911; White, 1959). The significance of competency management became widely accredited, with the works of McClelland (1973), that advocated the measurement of competence as a substitute for intelligence quotient (IQ) and aptitude testing to predict the job performance within an organisation. It was further popularised by Boyatzis (1982) in his book “The Competent Manager – A Model for Effective Performance” as “an underlying characteristic of a person

which results in effective performance in a job. In the following years, various key researchers have defined and refined the term competency and its related constructs to improve the state-of-the-practice within the organisation. In the words of Rao, (2003), “Any underlying characteristics required for performing a given task, activity or role successfully can be considered as competency. “Competencies are the attributes of an individual employee and may take any form like knowledge, attitude, skill, motives, values, self-concept or traits. Baker et al., (1997) defines the individual competence as a match between the priorities of a task and the skills and knowledge of an individual performing that task (p.269).

Sydänmaalakka (2003) states that competence of an individual consists of knowledge, skillset, attitude, experiences and contacts that able the individual to perform well under certain circumstances. The competence, thus, is the ability to act and apply the knowledge and skillset into action (p.142).

Around 3000 years back, in ancient time book was written on the political science and administration called Chanakya’s Arthshastra. The book Arthshastra encompasses the basic application of all sciences and technology, management models and ethics and value systems widely recognized by the Administrators. And later modifications of various theories came into the existence from this book. This book is one of the greatest contributions to the world by Acharya Vishnu Gupt, popularly known as Chanakya. Competence is a standardized required characteristics of an individual those are prerequisite to perform specific job roles and handle job responsibility effectively and efficiently.

Since last 10 years, human resource management and organizational development specialists has gained a lot of interest in the concept of competence which act as a key factor and measure of employee performance. It acts as a barrier for organizational application for example: -

Defining elements of success in job and job roles. Measuring current performance and identification of future development need of a person holding jobs roles and responsibilities. Measuring succession potentials for employees within an organization. By using competence-based interviewing selecting applicants for particular post. Competence mapping deals with identification of the success factors for achieving targeted goals in specific job role in an organization. Competence includes K.S.A means knowledge, skill sets and attitude (behaviour) of the employees that is depicted by the manager for the specific job role. Behavioural attributes include traits, values, personal characteristics and the way of thinking. More specifically, competence is the set of qualities of being well qualified of having the capability to perform a job role. Competence enables employees to work effectively and efficiently while performing particular job and to achieve predetermined targets. The word “competence” was first highlighted in an article written by author White (1959) as concept of “Performance Motivation.” Later in 1970 Craig C. Lundberg defined the concept of “Planning and Executive Development.” The term received a specific direction after when 1973, David McClelland wrote a seminal paper on, “Testing for competence rather than for intelligence.” It gained more value and more popularized when Richard Boyatzis (1978) and many others, like Gilbert (1978) utilized this term with respect to performance improvement. Studies on competence indicate that competence is a very complicated and wide term. Zemek (1979) studied on definition of competence. He interrogates with many specialists in the field of training and development to



assess what elements makes competence by taking their interview and reach to the conclusion that “There is no clear and unique agreement about what makes competence.” Hayes (1979) mentioned that competence consist of social characteristics and roles, knowledge, motivation, or skill of one person according to the requirement of the organisations. Later Boyatzis in 1982 said that “competence lies in individuals’ capacity which superposes the persons behaviour with needed quality parameters as a result of this adaptation organisation will hire or choose as a compatible person for a specific job role. Albanese (1989) define competences are one’s characteristics which are utilised to effect on the organisations management. Woodruff (1991) states that competence is consist of combination of two factor first one is personal capability and excellence at work (competency at work). Mansfield (1997) states that “personal specifications which effect on better performance are called competence.” According to standard in 2001 ICB (IPMA competence base line) collectively competence is skills and related experience, knowledge and personal behavioural attitude. Rankin (2002) defines competency as combination of behaviour and skills which employees depict in organisations.

### 1.3 CLASSIFICATION OF COMPETENCE

“Competencies can detect the differences between average and excellent managers” (Caganova and Cambal, 2012). A successful organization strives to attract and retain excellent or above average employees through continual education and development of the competencies. Competencies can be divided into 3 phases for organizational purposes. According to its development, three main development phases of competencies are as follows:

#### PHASE 1:

“The first phase consists of individual competencies” (White, 1959; McClelland, 1973; Boyatzis, 1982; Schroder, 1989; Woodruffe, 1992; Spencer and Spencer, 1993; Carroll and McCrackin, 1997). The strategic individual competencies can be divided into i) Professional Competency, ii) Social Competency, iii) Conceptual Competency. **Professional competency** can be defined as the competency of special knowledge and skills of employee activity, knowledge of processes and technologies, market and competitors or production and services. **Social competency** can be defined as the ability to communicate and work with people; these are the individual’s features and the ability to adapt in social environment. **Conceptual competency** encompasses systematic thinking, ability to model situations using the wide spectrum of knowledge and experience and clear understanding of the following processes. Professional competency in the long-term perspective is very dynamic due to fast changing technologies, but on the other hand, it can be easily defined and acquired quickly. Meticulousness of the professional competency is measured by the individual’s functional work movement, on the other side social and conceptual competencies represent general competencies essential for an individual irrespective of his position in the organization. As a rule, namely these competencies become strategically significant in the business world, on account of resourceful managers that enable the organization to acquire advantage due to the human factor. Therefore, strategic individual competencies are defined as the entirety of knowledge, abilities, skills and means of operation, which are necessary for an individual in the long-term perspective. (European Community European Union Leonardo da Vinci Pilot Project, 2007)

#### PHASE 2:

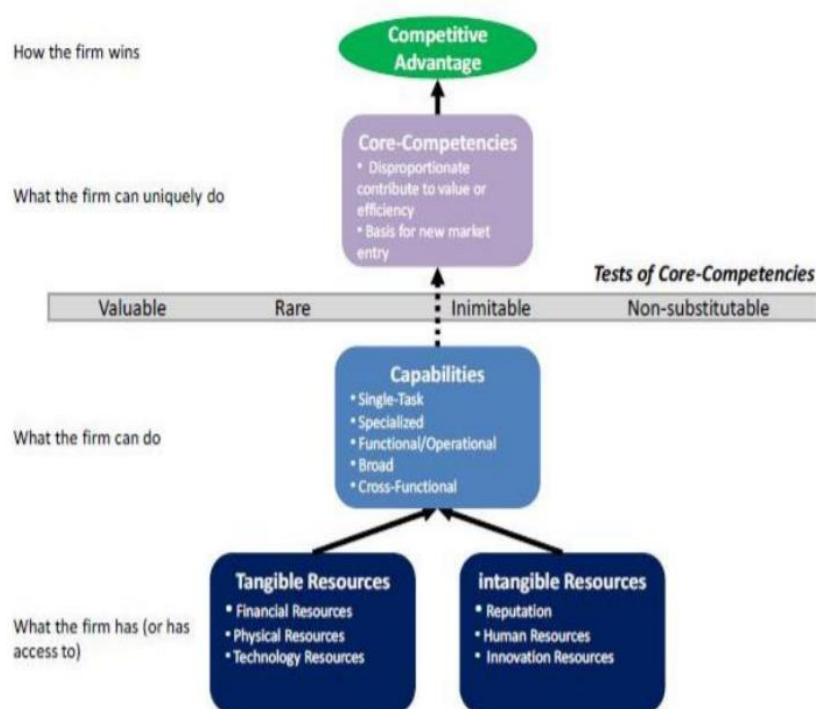
“The second phase is based on the possibility of managing competencies in an organization by means of competency models” (Mansfield, 1996; McLagan, 1997; Lucia and Lepsinger, 1999; Rothwell and Lindholm, 1999). **The first model of managerial competencies** was developed by Boyatzis in 1982 and dealt with 12 competencies of managerial effectiveness. The major drawback of the model was its inability to draw relation to each other. These shortcomings were addressed in further studies by **Mumford et al., (2000) and developed a framework of managerial competencies that classified them into 3 dimensions:** problem solving, social skills and social judgment skills. During same period Peterson and Seligman (2004) developed another model of competencies based on the Positive Psychology framework. Both these models had broader scope considered exploration of critical angles that were essential for managerial excellence in organizational performance and effectiveness. To overcome the drawbacks of previous studies, **Cardona and Garcia (2005) model that exclusively catered to the managerial function.** This model dwelt on three competency dimensions:

**1. External competencies:** Competencies that are focused on producing the Highest Economic Value to the company by assessing knowledge of the business and factors affecting the organizational profitability. This set of competencies in an individual are analysed solely from the perspective of the organization for assessment of individual profitability to the company.

**2. Interpersonal competencies:** Those competencies that focus on building effective relationships and behaviours that develop relational capacities and performances at work. Competencies that are inherent in a person can be assessed to focus an extend to the performance and thereby increase productivity and economic value to the organization.

**3. Personal competencies:** Competencies that are focused on self-development and self-leadership leading to a person's internal decision making and learning process.

**PHASE 3:** The third phase of development of competencies is the identification of core competencies, a compilation of key organizational competencies that may be exploited to gain competitive advantage (Prahalad and Hamel, 1990; Ulrich and Lake, 1991; Gallon, Stillman, and Coates, 1995; Coyne, Hall, and Clifford, 1997; Rothwell and Lindholm, 1999; Delamare and Winterton, 2005). A core competence reflects a competitive edge of an organization which it has developed through consistent improvement over a period of time. These Core competencies can neither easily be imitated or developed by the competitor. Organizations that have a core competence are not easy to compete with. The process of the identification of a key organizational core competence helps organizations access key markets and delivers value to end customers. The following figure shows the core competence framework of a market leader. (Cambridge Performance Partners, 2013)



Source: Cambridge Performance partners

**Figure 1.1:** Organizational Core Competency

**Management Guru, Katz (1974)** classified competencies under three distinct areas namely Technical, Interpersonal and Conceptual. This classification underwent modifications in the hands of Indian Management Professors who categorized into four groups, technical, managerial, behavioural and conceptual. There is no rigidity about this categorisation as it is marked by convenience and a given competency may fall into one or more areas. This classification often gets advocated and disseminated as competency dictionary. A competency dictionary of an organization provides detailed descriptions of the competency terminology/lexicon used by the organization. Each competency is defined in terms of organization specific and level specific behaviours for a given organisation, for instance “Team management competency” at one level can be defined in terms of ability to identify, utilize, and synergize the contribution of a project team at another level. It would mean ability to inspire and carry on the team members including diversity management. Competency is the ability to use information and skills to produce a needed outcome. It's the ability to perform activities within an occupation; to perform various task for employment. Competency cannot be directly determined and therefore it's to be inferred from evidence and therefore it is performance based mostly. Quite often, ‘Competence’ and ‘Competency’ are seen as synonyms, however this is not always the case. According to Cross (2010) ‘Competence’ is the ability for performance within a role with the usage of ‘Competencies’ as defined knowledge, skills, and abilities. ‘Competence’ is something that can be learned and developed, and is often measurable; it is the individual’s capability of doing something (p.28-29). However, ‘Competency’ is behaviour-based and describes the individual’s characteristics and personality; his ability of developing the competences. Langdon and Whiteside (2004) state that competencies include all the same characteristics as competences; skills, knowledge and attributes, but in addition to them also the ability of performing job tasks (p.12). The definition of Shellabear (2002) is very similar, stating that competencies are the specified skills, attitudes, behaviour and knowledge necessary to fulfil a task. Often the ultimate purpose on competencies is to provide extra value for external customers (p.16). According to Sanghi (2007) there are five different competency characteristics: motives, traits, self-concept, knowledge and skill. Motives are the things directing the person towards certain goals, whereas traits are the physical characteristics of the person. Self-concept includes the attitudes, values and self-image of the person. Knowledge characteristic is the information the person has and the skill is his/her ability to perform (p.10).

**Competency is outlined by a group of standards that outline the level of attainment at varied levels.** Competence isn't performance however may be a state of being, a qualification to perform. It is, in respect to performance, a necessary but not a spare condition. Employees cannot perform to standards without competencies; however, competencies cannot guarantee that workers can perform adequately. Sometimes, extraordinarily competent workers might fail on the duty, whereas, those lacking competencies will structure for a lot of shortcomings with exceptionally diligence. Competency has to be there however it cannot guarantee results, nor will its absence forever predict failure. Competence measuring must not be confused with performance measuring. Competencies are all regarding being qualified to try to add a specific position. Performance, on the other hand, is the results of a particular or set of work.

**Velasco (2009)** has identified five schools of thought: behaviourist, functionalist, constructivist, holistic and human capital. The behaviourist perspective considers competence as an underlying

combination of skills, knowledge and attitudes. The functionalist perspective is results- and goal-concerned, and competencies are used to measure outputs, task performance and personality characteristics. The constructivist perspective defines competence as the capacity and the knowledge to do. The holistic perspective defines competence as a combination of knowing and understanding (knowledge), knowing how to act (skills) and knowing how to be (behaviours and ethical values); this perspective considers the influence of ethical values on personal attitudes, too. Finally, the set of skills are defined in human capital perspective.

**Spencer and Spencer (1993)** advanced a competency model which could examine the association between competencies and efficient or excellent performance. With this goal, they considered twenty competencies and grouped them into the following six categories: Achievement and Action, Helping and Human service, Impact, and Influence, Managerial, Cognitive and Personal Effectiveness.



Source: Spencer and Spencer (1993)

**Achievement orientation** relates to task accomplishment

A bunch towards excellence levels for Achievement and Action. They are oriented to results, efficiency and standard compliance.

**Concern for order, quality and precision:** This relates to reducing context uncertainty.

**Initiative:** This relates to doing more than expected to improve results or to avoid future problems.

**Information seeking:** This relates to interest in increasing self-knowledge. It involves making the effort to obtain information.

**Helping and Human service** related to considering others' interests and needs, and working to help to achieve them.

**Interpersonal Understanding:** This involves the desire to understand the ideas, feelings and worries of others. It implies the skill to listen and to perceive nonverbal language.

**Client Service Focus:** This involves making an additional effort to comply with client's needs, as well as attending their complaints.

**Impact and Influence** includes competencies related to effects of actions on others, seeking the benefit of organizations and others. These competencies are:

**Impact and Influence on others:** This relates to the intention to persuade, convince or influence others, to get them to support their own initiatives.

**Organizational Awareness:** This relates to the skill to understand power relations in the organization – who makes the decisions and who influences them.

**Relationship Building:** This relates to establishing and maintaining friendly relations with others who are, or could be, useful for achieving goals.

**Managerial Competencies** pursues certain effects on subordinates:

**Developing others:** This consists of teaching or helping others.

**Directiveness:** This refers to getting others to execute instructions or orders, seeking the benefit of the organization and its people.

**Teamwork and cooperation:** This imply working with others, being part of a team and working together, with or without a team leader, but with the desire to participate actively and facilitate collaboration.

**Team leadership:** This refers to the intention to lead a group or team, with or without formal authority.

**Cognitive competencies** understand a situation, task, problem or opportunity. They are the following:

**Analytical Thinking:** This refers to the ability to understand a situation, divide it into smaller parts, draw causal implications systematically and establish priorities.

**Conceptual Thinking:** This refers to understanding a situation by joining its parts, visualizing the complete image, and identifying patterns and connections.

**Technical/Professional Expertise:** This refers to mastering technical or professional activities related to a job position, and being able to transfer knowledge to others.

**Personal Effectiveness** are those related to an individual's maturity to work with others. These competencies control the effectiveness of a person under pressure or difficulties. The competencies that form this group are:

**Self-control:** This refers to maintaining emotions under control and suppressing negative reactions against others.

**Self-confidence:** This refers to an individual's belief in his/her capacities to perform a task.

**Flexibility:** This refers to knowing how to adapt and how to work effectively in a variety of situations. It involves understanding and appreciating different perspectives, being prepared to change, and accepting changes when necessary.

Managerial competencies have been developed over a period based on the research. As established by various researchers' Managerial competencies are critical factors for organizational success and growth. However, competencies must be seen in light of Individual performance for an overall perspective of growth and development of the organisation and employees.

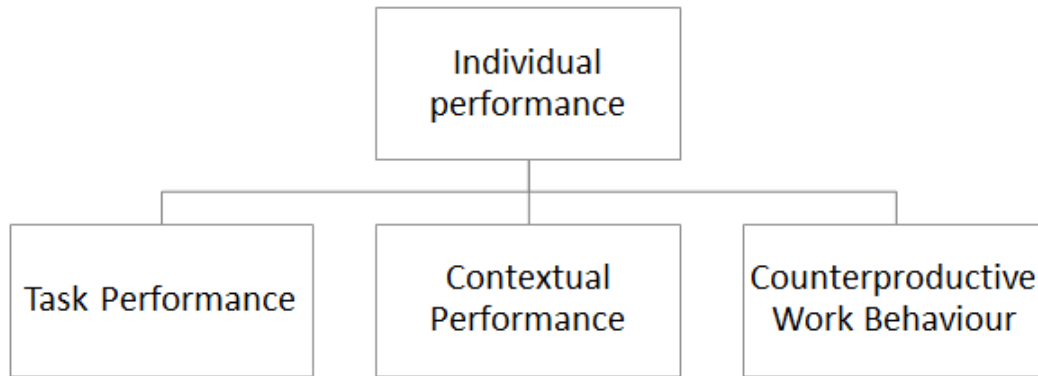
## **1.4 CONCEPT OF INDIVIDUAL PERFORMANCE**

The concept of individuals' performance has been a theme of in-depth scientific inquiry and intense research and has befuddled Psychologists, Scientists, and Management Researchers for the past two hundred years. Scientists and pseudo-scientists have projected a large range of things that confirm individual behaviour and performance. The advised factors embrace size and form of the pinnacle, brain weight, colour, ethnicity, social class, birth order, handwriting, religion, IQ, cultural heritage, astrology, heredity, gender and then on. Extra factors propounded to predict performance within the specific context of geographical point are technical skills, years of expertise, education, certification, and traits.

Performance incorporates the resulting outcomes of the performed actions of employees based on their expertise and skills. In organizational settings, employees' performance is the accumulated result of the skills, efforts, and abilities of all the employees contributed for organizational performance and output. Improved organizational performance indicates the efforts towards goal achievement while requiring more efforts in terms of improved employee performance (Ellinger et al., 2003). Employee performance is among the critical factors that contribute significantly in organizational success. Learning organizations play important role in enhancing employee performance through providing training and development for their employees (Gitongu et al., 2016). Moreover, management standards to evaluate employee performance also play critical role in improving employee performance as they provide the picture of actual performance and its alignment with the benchmarks. If discrepancies found, then these standards help bringing the outputs again towards their required levels (Mackay et al., 2004). Employees performance also depends on their internal satisfaction towards their job. If employees are satisfied with their jobs as well as the organization than they are more keenly interested to perform well towards organizational goal achievement (Harter et al., 2002).

Employee performance is reflected as an aggregated value to an organization by the set of behaviours that an employee contributes in both forms as directly and indirectly to the organization aim (Harrison J. Kell, Stephan J. Motowidlo, Michelle P. Martin, Angela L. Stotts and Carlos A. Moreno, 2014). Individual performance contains in-role performance or can be termed as task performance and extra-role performance that can be termed as contextual performance (Rotundo and Sackett, 2002; and Viswesvaran and Ones, 2000). The performance of an employee indicates the outcome of the employee efforts (monetary and non-monetary) that has a direct connection with the attainment of organisational performance and its success. Past studies connote that the best way for enhancing the employee performance is to concentrate on the promotion of employee competency. In the review by Koopmans, Bernaards, Hildebrandt, Schaufeli, de Vet Henrica and Van der Beek (2011), the categorization of individuals' performance are Task Performance, Contextual Performance and Counterproductive Work Behaviour.





**Figure 1.2:** Categorization of Individuals' Performance

Source: Koopmans, Bernaards, Hildebrandt, Schaufeli, de Vet Henrica and van der Beek (2011)

Campbell (1990) defined Task performance as technical tasks or core substantive that individuals can perform. Work quantity and work quality, job skills and job knowledge can be used to describe behaviours of task performance. Motowidlo and Van Scotter (1994) proposed the concept of in-role performance refers to those employees that required the behaviours in terms of output to serve the goals of organization. Therefore, any behaviour related to the applicable tasks mandatory by the job was included in this classification. Borman and Motowidlo, (1993) defined Contextual performance as performance that is not formally required as part of the job but that helps to shape the social and psychological context of the organization. The demonstrating effort, facilitating peer and team performance, cooperating, and communicating are the behaviours that are used to describe contextual performance (Campbell, 1990; Rotundo and Sackett, 2002). Contextual performance is the less formal behaviour that is not directly supporting to organizations (Motowidlo, Borman, and Schmitt, 1997). Though this form of behaviour is not directly supporting the organization's technical core but relatively encourage a social and psychological environment favourable for the accomplishment of work involved in the organization's technical core. Such individuals that devote energy in their work roles, shall showcase higher contextual performance. Such behaviour relates to an individual's tendency to act in such ways that assist the social and organization psychological context (Borman and Motowidlo, 1997). Contextual performance is acknowledged as such form of performance which is not formally required as part of the job but the one that helps to shape the social context of the organization. Rotundo and Sackett (2002) behaviour that harms the well-being of the organization can be described as Counterproductive work behaviour (CWB) Behaviours used to describe counterproductive work behaviour, often include absenteeism, off-task behaviour, theft, and substance abuse. Counterproductive work behaviour is a type of deviant behaviour that is performed with the intention of harming organizations and/ or their members. Moreover, Counterproductive refers to negative employee behaviour that is harmful to the organization or other employees. Lee and Allen (2002) represented that such employee behaviour that lies outside the spectrum of tasks are also included in the job description and that promotes organizational functioning. Individual job performance consists of distinct sets of activities that contribute to an organization in many ways. The constricted aspect of job performance is task performance and contextual performance.

The importance of a quicker and flexible approach for managerial personnel resulted in the development of competency approaches in the workplace (Garavan and McGuire, 2001; Spangenberg, Schroder, H.M. and Duvenage, 1999; Losey, 1999). According to Hogg (1993), for a compelling performance in an occupation, competencies are the vital characteristics to be displayed by a manager based on his skills and abilities. In the literature on competency management, some researchers' treat competencies as a unique entity within an organisation that works as a supporting system in the organisations (Prahalad and Hamel, 1990; Gilgeous and Parveen, 2001; Petts 1997). Whereas some other researchers have defined competency as the capability or the ability of the employees which results in effective job performance (Boyatzis, 1982; Burgoyne, 1989; Klemp, 1980; Collin, 1989).

**Therefore, conclusion drawn from the above stated studies is that a competency-based approach leads to a significant increase in employee performance within the organisation.**

As every single unit of organization with its employees contributes towards betterment of organization (Van Emmerik, 2008), it is indispensable to establish a robust individual performance management system to help employees recognize their role in attaining its strategic objectives. McCarthy and Garavan (2001) advocated for a regular update on individual performance and having a mechanism to support their actions and feedback on performance along with ample opportunities to enhance their learning and skills through development programs. They add that performance management can only be successful if each section manager truly understands how to motivate and provide adequate learning and development resources; so that each employee or section can be sufficiently measured by the success of their direct reports, not simply by business results. The setting that surrounds behaviour, for example what people say and do that is praised or criticized over time can also help in supporting patterns of success. McCarthy and Garavan, (2001) proposed that the level of success an organization experiences in applying the elements of performance management originates in the capability of its staff in serving stakeholder needs, meeting objectives, and creates a culture where the focus is on developing long term practices for effective output.

## **1.5 SCENARIO OF COMPETENCY MAPPING GLOBALLY**

To manage the diversity, creating the values of shareholder, wealth creation, global economic changes are the evidence of change in global business economy. The imitation ability of products, services and processes by competitors has made it difficult for industries to have a competitive edge in the market. The core element for organizational survival and competitive advantage is linked to employees need to acquire, retain, and develop their competencies accordingly so as to face the future business challenges successfully. In 1980's the employee was examined based on their abilities to restructure the organization, whereas from 1990's onwards employees are judged on their abilities to identify, design, develop the core competencies for the effective performance to accomplish their work successfully even in the face of constant organizational change.

A recent survey carried out by McKinsey (2015), illustrates the trend of executive competency mapping in industries worldwide. It was found that organisations are focusing ‘‘ on a different set of capabilities and different groups of employees to develop’’ than the ones used earlier such as on-the-job teaching exercises. Though the competency mapping process has gradually evolved along the years, still the executives are facing certain challenges during its implementation such as ‘‘lack of learning –related metrics and difficulty ensuring the continuous improvement of skills’’. The results of the survey indicate that competency mapping process has become strategically important for companies around the globe, as most of the respondents of the study depicted competency mapping as a top three priority in their company. The findings also support the fact that competency mapping has got significant importance in the companies not only due to the benefit of achieving competitive advantage but also for adapting to the customer demands and strategic planning of the organization successfully, irrespective of the region. Among the top executive competencies identified by the respondents. It was found that leadership competency leads the list. The executives believe that the leadership skills of an individual have significant contribution towards organizational performance. Similarly, they believe that functional competencies are essential for enhancing the performance index of an organization, which is the next essential competency identified by the respondents of the survey, The respondents of the survey also indicate that to maintain a systematic competency mapping process, the organisations need to formalize their approaches to maintain and improve capabilities of the employees adequately. They believe that the efforts taken towards the competency mapping process would be effective in supporting the learning programmes developed by the organization as the practice would reinforce ‘‘the importance of skills development and alignment of learning objectives with business needs’’. These findings illustrate the need for organization worldwide; to identify essential executives’ competencies, taking the individual and organizational needs into perspective, which has positive relevance to the business objective. Similarly, the assessment of competencies has to be systematically aligned so that it can assess the skill gaps related to the firm as well as quantify the impact of addressing these competency gaps.

The employee performance is among the critical factors that contribute significantly in organizational performance. Individual performance is the result of skills, efforts, and abilities of all the employees contributing to enhance productivity and efficiency for the achievement organizational goals. The organizational performance is an output of achievement of required

goals while requiring more efforts in terms of enhanced employee performance. Organisational goals achievement is through performance, with right employee competencies. Competencies are usually defined as the behaviours, knowledge, and motivations that are required to be effective in a job. Competence is the ability for performance within a role with the usage of 'Competencies' as defined knowledge, skills, and abilities. 'Competence' is something that can be learned and developed and is often measurable; it is the individual's capability of doing something. However, 'Competency' is behaviour-based and describes the individual's characteristics and personality; his ability of developing the competences. Whereas Competency mapping deals with the identification of the success factors for achieving targeted goals and job roles in an organisation.

## 1.6 MODELS OF COMPETENCY MAPPING

Agreeing consensus on the term “Competency” has proved challenging for academicians and practitioners alike. Stevens (2013) supports this assertion by referring to the apparent lack of agreement among experts in the area, Shipmann (2000) argues that a competency has no meaning apart from the definition one attributes to it. As one of the early contributor Boyatzis (1982) believes there is a good consensus that competencies underlie effective or superior performance. This notion of superior performance is reiterated in the work of Ryan, Spencer and Bernhard (2012), and find this concept especially well-suited for research and applied practice on competencies. The Corporate Leadership Council offers a solid definition for practice. Competencies as described as the knowledge, behaviours and skill that a person must have, or must acquire, to be an effective performer in a specific role (CEB, 2006). Competencies reflect an awareness that job performance requires not only results but also behaviour and attitude and are typically developed in a top-down fashion from a strategic perspective. Creating a common set of competencies supports the Organisations vision and values by aligning the competency of its employees to organisational goals, mission and values. Employees and potential employees understand the behaviour the Organisation expects to ensure it delivers results and achieves goals in line with organisational values (CEB, 2006). Competencies are difficult to define as they have broadly developed in two different ways. In the US much of the work has concentrated on identifying competencies for superior performers- the purpose being to recognise competencies and select, train and develop others to emulate behaviour. This point of view, addressed by Boyatzis (1982) is echoed by Sengupta, Venkatesh and Sinha (2013). They describe as notable from their observations, the fact that all definitions of competencies are linked with superior performance and competitive advantage. UK competencies were applied in the development of standards for main occupational groups- the principal outcome of which has been the development of the National Vocational Qualifications (NVQ’s). Engwall and Zamagni (1998) have described the UK as a late adopter in the area of competencies where the movement followed the work of McClelland and Boyatzis in the US. The US competency based approach was dominated by behavioural aspects whereas the EU conceptualised competence as an integrated approach. This cohesive approach combined knowledge, skills and attitudes together (Mulder and Collins, 2007).

There are number of definitions published and can be grouped into three different approaches. The first one based on educational criterions, second based on behavioural parameters and the third one can be based on organizational competencies.

During the last few years the competency movement has exploded onto the Human Resources scene. Competency profiling, gap analysis, competency based classification and compensation, assessment and selection based on future competencies etc., have gained international recognition. Ability can be more closely related with Competencies, but ability means some sort of special qualities whereas the term “Competency” means expertise. Competency is an outcome of education, experience, training and inheriant abilities of a person, as emphasized by Klemp (1980) definition on Competence “is a fundamental characteristic of an individual that translates in effective and/or grander performance on the work.” However Parry (1996) provides an extended version of definition that connects the properties of competency as “a collection of related knowledge, attitudes, and skills, mirroring a substantial share of one's job (a role or

responsibility), that associates with output, which can be measured with well-established standards, those may be amended with training and development”. Emotional and social intelligence competencies accounts for a considerable and vital quantity of variance in predicting or understanding performance in competency studies. An inductive method is used to identify and clarify each competency (Boyatzis 2008). A competency is a set of behavior that describes excellent performance in a particular work. These characteristics are applied more by organizations because they provide significant help to many key problems.

## **1.7 HISTORY OF COMPETENCY AND COMPETENCY MAPPING**

The idea of measuring competence was deemed to have originated in 1973 with McClelland who studied approaches to testing individuals. Still recognised as a key contributor in this area, he proved that success is not based on intelligence alone but on competencies which are expressed in terms of behaviour (Jevscek, 2016). Prior to this intellectual ability was the focus of testing for potential candidates with little emphasis on any personal or behavioural attributes. McClelland is widely credited with being one of the first academics to promote the fact that intellect was not an adequate predictor of high performance. The greatest challenge for Organisations and academics once the concept of competency was identified was to accurately define what the term really meant. As academic discussion gathered pace in the 1980's debates on categorising and labelling approaches as well as defining competency and competency frameworks also emerged. Described by Stokes and Oiry, 2012, as "unhelpful" and "self-indulgent", debate still remains around actually operationalising the term (Sengupta et al., 2013). Boyatzis (2008) argues that academic work on the notion of competencies has trailed practitioners due to the fact that much competency validation has been undertaken by employed consultants who have little or no time for documenting and validating results. This viewpoint is interesting albeit it a less common one in the literature. Practitioners such as Flynn (2014) argue that it's the strong lack of consensus among researchers about definitions such as skill, competence and behaviour which has resulted in an absence of published work. Flynn's perspective is echoed in the earlier work of Clardy, who reports that the core competency construct suffers both conceptual and operational confusion. However both practitioners offer different positions as to why this is the case. Clardy quantifies the reason as being largely due to poor consideration given to the role of the HR function in the implementation of such a construct in HR literature (Clardy, 2007). This disparity in debate supports what the researcher has observed from reviewing the literature, while numerous academics have attempted to define the meaning of competency and to create a common understanding of competency frameworks, this still hasn't been achieved. The use of competency-based frameworks, developed in the 80's became more popular in the 1990's for recruitment and selection purposes and indeed in day-to-day HR activities. From the term competency came the idea of competency modelling or competency framework building. A competency model is a framework for organising a collection of observable skills, behaviours, and attitudes. A competency framework is designed to reflect the core competencies of an Organisation. "A competency framework within an Organisation may be used to structure selection processes, training and development programmes and performance appraisal templates, providing an integrated and coherent approach to the management of an Organisations human capital" (Sutton and Watson, 2013, P. 1025). One of the key factors in building a framework is establishing a set of core competencies that would apply to all employees (Bonder, Bouchard, and Bellemare, 2011). A well-defined competencies model helps in building and strengthening of Human resource systems used for talent development, recruitment and selection and performance appraisals and human talent development. This idea is supported Brans and Hondeghem (2005) through their analysis of competency frameworks in the Belgian government. The government were seen to have "picked up" competency management ideas and moulded them to fit their agenda. There are no hard and fast rules for designing either the framework or the definitions. Common methods of developing competency models include surveys with executives, comparisons to the literature available and

interviews with professionals who are in a position to establish what superior performance looks like (Goldman, Scott, and Follman, 2015). The ultimate aim of such a framework is to ensure fairness and consistency in comparison and assessment. Different schools of strategic HR management emerged in the 1990's. One school of thought- the resource based view (RBV) of an Organisation was beginning to receive attention in strategic management literature (De Pablos and Lytras, 2008). With this came the concept of firms developing their internal resources to harness sustained competitive advantage. Strategic HR management ultimately meant HR stepping out of the administrative shadows to partner with the business in the delivery of business goals. HR Managers were now expected to "play a fuller and more strategic role than their forbears in analysing and supplying the needs of the business. The ability to leverage the skills and talent of HR professionals for competitive advantage is an important theme in strategic HR literature (Ellinger and Ellinger 2013). Prahalad and Hamel (1990), emphasised the importance of competencies at this time by stating that competencies were an Organisations most important intangible asset. With interest in competencies rising rapidly a survey by Cook and Bernthal (1998) revealed that 75% of Organisations surveyed used competency based methods. Boyatzis (2008) reports that by 2008 almost every Organisation with over 300 people use some form of competency based HR management.

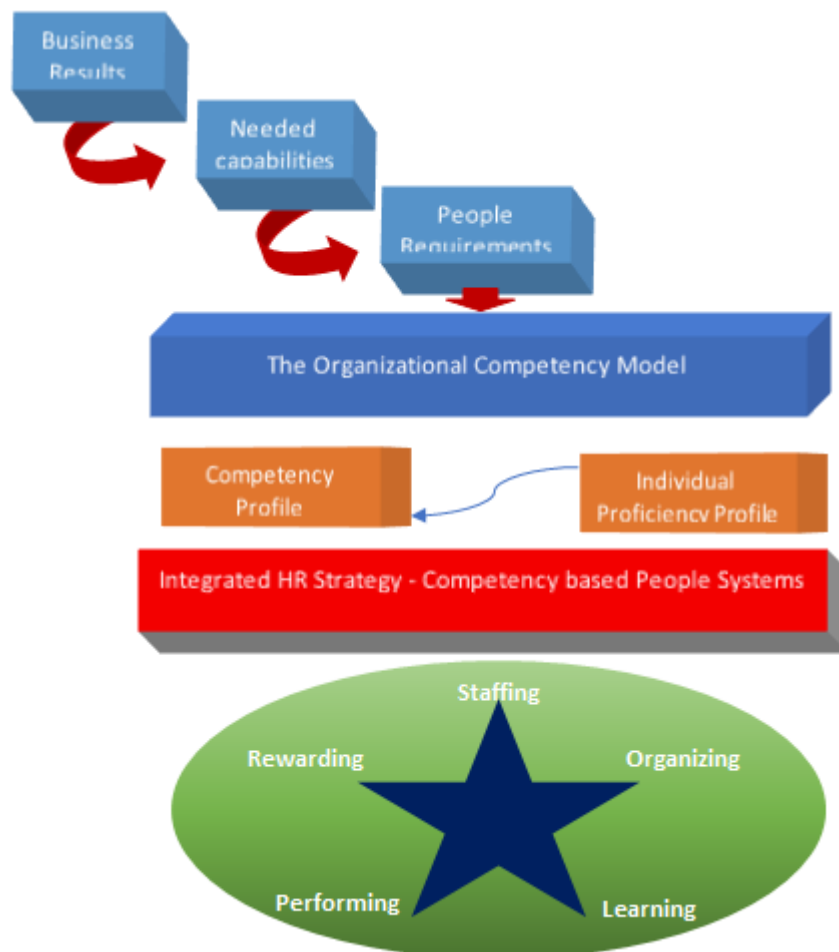


## 1.8 CONCEPTUAL FRAMEWORK MODELS

As Models focus on different parameter or attributes of the employees, competency model are neither limited nor exhaustive. Organization determine the models by data collection and refine based on feedback. After this finalized model are transferred to the end-user as a tool for application.

### Model 1 – Business Competency Model

The business competency model (2001) depicts the fact that business and capability, can serve as a foundation upon which business can be built for the future.



**Figure 1.3:** Business Competency Model

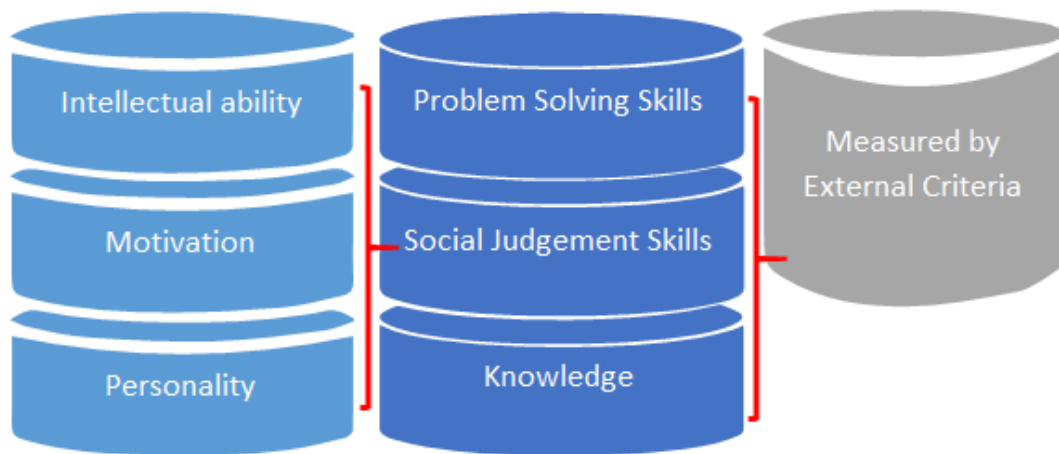
SOURCE: Hewitt Associates

The results of every business today are depended totally on the capability of the workforce. In order to make the organization effective a competency model should be aligned with business needs and organizational goals. At the same time the model should be selective, focus on few competencies that are considered to be the key for a company or individual performance. This model emphasizes on the clearly defined competencies and their integration with HR systems. It includes Business results, needed capabilities and people requirements leading towards the development of Organisational Competency Model, which considers individual proficiency

profile and competency profile leading to implementation of Integrated HR strategy having competency-based people system (Staffing, Organising, learning, Performing and Rewarding). As organizational requirements are filled by individual competency profiles so here the researcher focused on few important elements for identifying the competencies of individuals working in IT industry.

### Model 2 Capability Model

Capability model formats a bunch of tasks that the performer should do into a more manageable framework in order to gain an understanding of what exactly makes an effective performer.



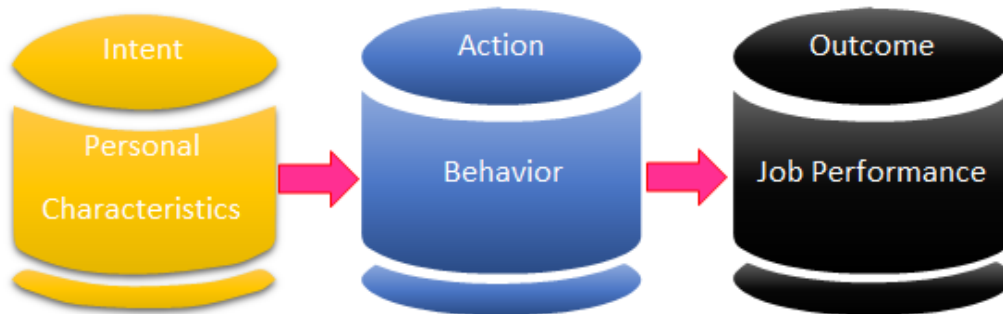
**Figure 1.4:** Capability Model Mark Mumford

Source: Northouse 2004

Mark Mumford (2004) proposed the capability model clearly reveals that the Individual attributes of the employees are very important for the development of competency within the work environment as well as among the individuals. The intellectual ability, motivation and personality entwined to develop the competency among the employees and equip them to possess the capability of problem-solving skill, social judgments and knowledge. As performance is measured by output, the researcher understands that Individual attributes have interdependency on the competencies to have a desired output as per organizational requirement. A clearly identified attribute clubbed with right set of competencies may yield exceptional output for the success of the organization.

**Model 3: Competence at Work**

Lyle Spencer and Signe. M. Spencer (2008) proposed each competency at work place is usually broken down to include a exact plus a number of behavioral indicators that clarify how the competency is demonstrated at different levels of competence.



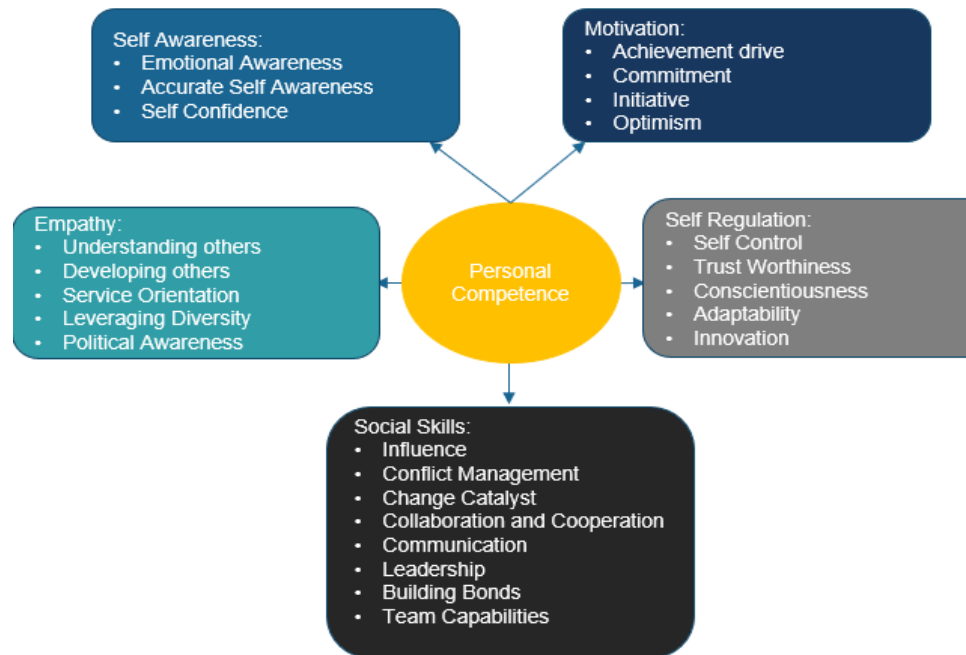
**Figure 1.5:** Competences at Work

Source: Lyle Spencer and Signe. M. Spencer

Competency at work is built upon the earlier works on skills, abilities and cognitive intelligence. Individual behavior is impacted by a number of motivational factors, although the work environment can provide external motivators, it is important to account for the fact that internal motivation is impacted significantly by many life events, which can affect an individual's ability to execute and consistently demonstrate their capabilities. Competency is highly essential requirements for successful performance as they work as an important motivational factor to learn skills and knowledge. Employees are on the point of view that these competency models help organizational members to see what critical skills are missing by comparing their actual performances to the required skills and proficiencies on the competency model. When employees identify their deficiencies on performance, they can enhance their skills or abilities and acquire either compensation or reward from the firm. Competencies at work by Lyle Spencer (2008) insisted that personal characteristic like motives, traits; self-concept and knowledge have an effect on the behavior of an employee. The work of Lyle Spencer depicts that emotional and social intelligence account for substantial and important amount of variance in understanding performance in competency studies. As companies are shifting their approach of having multi-skilled employee with knowledge the researcher has used performance appraisal as one of the elements of competency. After studying this model the researcher observed that personal characteristics could be one of the factors which lead to job performance hence researcher concluded personal characteristics can be treated as personal competencies for effective individual performance in ITeS Firm.

#### Model 4 – The Emotional Competence Framework

**Daniel Goleman (1998)** proposed that Personal Competencies always determines the source to manage reality. Despite the obstacles and setback faced by every individual employee these competencies help to handle relationship and to achieve the goal by introducing novel ideas, approaches and new information.



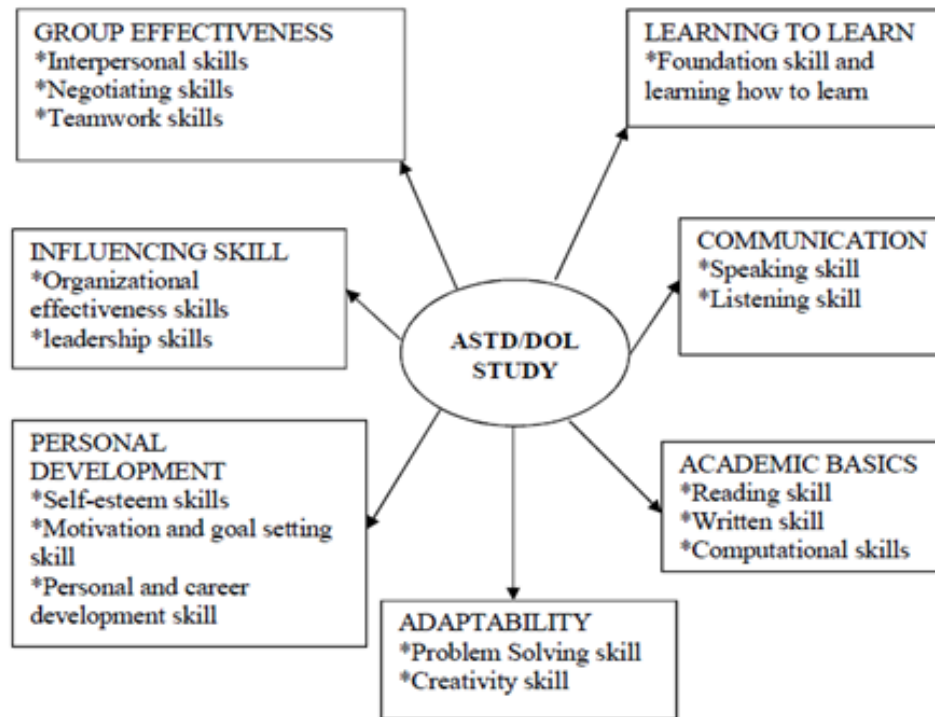
**Figure 1.6:** *The Emotional Competence Framework*

*Source: Adapted from the works of Daniel Goleman, "Emotional Intelligence and Working with Emotional Intelligence"*

Workforce always requires personal competencies that are essential to perform the job. The competencies are not limited to the particular assigned role. In reality, competencies will be fluid among the various roles; every employee should know the general competency required to perform the role. Daniel identified and classified these into 5 broad heads, Self-Awareness, Motivation, Empathy, Self-Regulation and Social Skills. Essential competencies like leadership, team capabilities, communication, Innovation and service are specific and effective work behavior, hence these elements are considered in the researcher model.

**Model 5- Labor model of Generic Competencies (ASTD)**

Today Education and Training systems have emerged as key variables in the quest by countries for competitive edge. Many studies reveal the fact that there was a large gap between the skills needed in the workplace and those possessed by a large proportion of young adults. Hence American companies intensified their focus on training.



**Figure 1.7:** American Society for Training and Development

Source: Labor model of Generic Competencies

This ASTD model (2013) describes about Training and Development in the workplace, where essentially certain skills are needed to be concentrated for improvement. Based on the analysis of the competencies, the Training Need Analysis is framed by targeting each employee's specific competency needs to fill their gap. After that, employers should implement their training in their work performance and again their performance records and their potential are assessed and reviewed. Based on this, Competency Development Program is conducted. Here general skills like interpersonal communication, teamwork, Negotiating, leadership and goal setting are considered for development. These skills are also viewed by the researcher as elements of competency in the current research. Behavior is necessary for effective performance, which vary from business to business and role to role. Hence organization is developing their model needed for successful performance in a job aligned with the strategy and integrating it to HR process. The above model shows us that the organization is using competency in every human domain like employee orientation, employee development, performance management, coaching, career strategies, team assessment and succession planning. The researcher has realized that all these tools are used to identify the total organizational effectiveness. The models discussed here provide a surprising fact that there are

only a few studies that directly assess the effects of competencies on outcome. These models clearly explain only about the competencies required and their job performance.

**Model 6- Human Resource Competency Model**

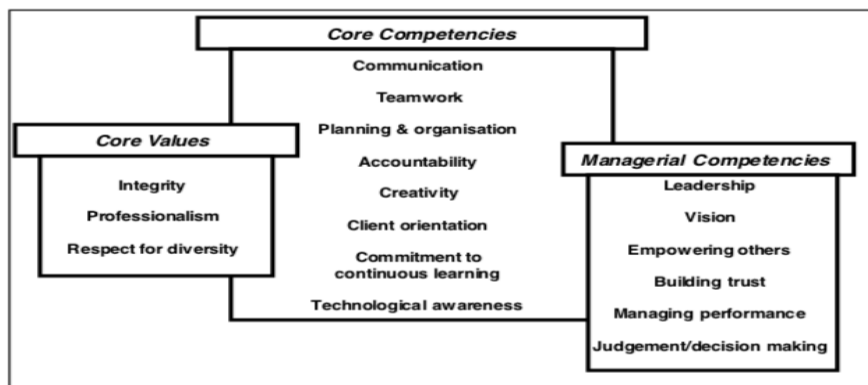
University of Michigan’s Business School and the RBL Group, conducted a five round study on HR Competency by involving more than 10,000 HR professionals and line managers of India, China, USA, Latin America, Canada, Europe, Australia and Asia Pacific. Ulrich et al., 2008 advocated that credible activist; culture and change; talent manager/organization designer; strategy architect; operational executor; and business ally are the six major competency for HR professionals.



**Figure 1.8:** Human Resource Competency Model (Ulrich et al., 2008)

**Model 7- Competency Model**

Kearns( 2001) described that how progressive organizations are openly accepting and linking individual’s generic skills and core competencies and values with managerial competencies and values to construct a high performance workplace.



Competency Model (Kearns, 2001)

**Figure 1.9:** Competency Model (Kearns, 2001)

## **1.9 'CONCEPTUAL FRAMEWORK FOR INDIVIDUALS PERFORMANCE**

Within the field of work and organizational psychology, defining the construct of individual work performance, and attempting to understand its underlying structure, has received much attention. Traditionally, the focus has been on task performance, which can be defined as the proficiency with which individuals perform the core substantive or technical tasks central to his or her job. More recently, there has been an increasing interest in discretionary, positive work behaviors that indirectly contribute to the goals of the organization. Various labels have been used for this type of behavior, such as organizational citizenship behavior, extra-role behavior, and contextual performance. Also, counterproductive work behaviors that harm the well-being of the organization have received attention. Numerous scales have also been developed to measure task performance, contextual performance or counterproductive work behavior. The multitude of scales in this research field is perhaps best illustrated by LePine, Erez and Johnson, who identified more than 40 different measures of contextual performance. However, heterogeneous content between scales measuring the same dimension, and overlapping content between scales measuring a different dimension, can be observed. Also, the scales are often developed based on a specific type of occupation, making these scales less suitable for use in a generic working population.

Murphy (1989) and Campbell (1990) were among the first to define the domain of individual work performance by specifying the major dimensions of generic work performance. According to Murphy, the work performance domain could be modeled using the following four dimensions: 1) task behaviors, 2) interpersonal behaviors (communicating and cooperating with others), 3) down-time behaviors (work-avoidance behaviors) and 4) destructive/hazardous behaviors (behaviors that lead to a clear risk of productivity losses, damage, or other setbacks). Campbell's work performance framework proposed eight work performance dimensions: 1) jobspecific task proficiency, 2) non-job-specific task proficiency, 3) written and oral communication, 4) demonstrating effort, 5) maintaining personal discipline, 6) facilitating peer and team performance, 7) supervision, and 8) management and administration. According to Campbell, these eight dimensions are sufficient to describe the latent structure of performance at a general level. However, he also noted that the eight factors can have different patterns of subdimensions, and their content and salience can vary across jobs. On the basis of the conceptual grouping of 486 measures of work performance found in the literature, Viswesvaran (1993) developed ten dimensions of individual work performance. Besides a general factor of overall job performance, he distinguished the dimensions of productivity, quality of work, job knowledge, communication competence, effort, leadership, administrative competence, interpersonal competence, and compliance with/acceptance of authority. Borman and Motowidlo (1993) argued that the entire work performance domain could be encompassed by the comprehensive dimensions of task performance and contextual performance. They describe task performance as behaviors that directly or indirectly contribute to the organization's technical core, and contextual performance as behaviors that support the organizational, social and psychological environment in which the technical core must function. Examples of contextual activities are volunteering, persisting, helping, cooperating and following rules. Task activities usually vary between different jobs, whereas contextual activities are common to many or all jobs. In the early 2000s, Viswesvaran and Ones (2000) &

Rotundo and Sackett (2002) conducted two narrative reviews on frameworks of individual work performance. Both reviews concluded that three broad dimensions of work performance could be distinguished: task performance, organizational citizenship behavior, and counterproductive work behavior. The term 'organizational citizenship behavior' was first introduced by Organ (2002), and is currently defined as individual behavior that contributes to the maintenance and enhancement of the social and psychological context that supports task performance. Although originally there were some definitional differences between organizational citizenship behavior and contextual performance, Organ's definition of organizational citizenship behavior has evolved to greatly overlap with Borman & Motowidlo's (2002) definition of contextual performance. In the current review, the term contextual performance will be used to refer to behaviors that support the organizational, social or psychological environment in which the technical core functions. The third dimension, counterproductive work behavior, was defined as behavior that harms the wellbeing of the organization. It includes behaviors such as absenteeism, off-task behavior, theft, and substance abuse. Job-specific frameworks developed for specific jobs were mainly targeted at professions in the army, managers, or sales and service industry. In 1990, Campbell, McHenry and Wise (1990) developed a framework in which work performance in the army was described by five dimensions: 1) core technical proficiency, 2) general soldiering proficiency, 3) effort and leadership, 4) personal discipline, and 5) physical fitness and military bearing. The last referred to the degree to which individuals stay in good physical condition, maintain appropriate military appearance, and carry or conduct oneself appropriately. Campbell's more comprehensive 8-dimensional framework [4] is largely based on this framework. Borman and Brush (1993) developed a framework, based on critical incidents analysis, in which managerial work performance was described by 1) technical activities and mechanisms of management, 2) interpersonal dealings and communication, 3) leadership and supervision, and 4) useful personal behavior and skills (e.g., persistence, handling crises and stress, organisational commitment). This framework was developed independent of Borman & Motowidlo's (1993) 2-dimensional framework. Maxham et al. (2008) described performance of retail employees as 1) in-role performance, 2) extra-role performance towards customers, and 3) extra-role performance towards the organisation.

This chapter discussed the theoretical framework for the thesis. All the models discussed here, concentrates on competency which is required to increase the organizational effectiveness. An organizational core competency is an organizational strategic strength. Wherein firms have to use right model to specify the employee behaviour, knowledge and communication skill that they believe are necessary to produce critical result.

Competency mapping brings out a collective effort and dynamic potential from the source of human and converts these constructive tides into a tool for development. Firms in order to be competitive in the international market are forced to place knowledgeable and skilled person at the right place, to provide proper recognition for their performance and to retain them. Competencies as described as the knowledge, behaviour and skill that a person must have or must acquire, to be an effective performer in a specific role (CEB, 2006). Competencies reflect an awareness that job performance requires not only results but also behaviour and attitude and are typically developed in a top-down fashion from a strategic perspective.



Competencies are difficult to define as they have broadly developed in two different ways. In the US much of the work has concentrated on identifying competencies for superior performers; the purpose being to recognise competencies and select, train and develop others to emulate behaviour.

This point of view, addressed by Boyatzis (1982) is echoed by Sengupta, Venkatesh and Sinha (2013). They describe as notable from their observations, the fact that all definitions of competencies are linked with superior performance and competitive advantage. UK competencies were applied in the development of standards for main occupational groups; the principal outcome of which has been the development of the National Vocational Qualifications (NVQ's).

The US competency-based approach was dominated by behavioural aspects whereas the EU conceptualised competence as an integrated approach. This cohesive approach combined knowledge, skills and attitudes together (Mulder and Collins, 2007). The ultimate aim of such a framework is to ensure fairness and consistency in comparison and assessment of different schools of strategic HR management emerged in the 1990's.

The Resource Based View (RBV) of an Organisation was beginning to receive attention in strategic management literature (De Pablos & Lytras, 2008). With this came the concept of firms developing their internal resources to harness sustained competitive advantage. "Strategic HR management ultimately meant HR stepping out of the administrative shadows to partner with the business in the delivery of business goals". HR Managers were now expected to "play a fuller and more strategic role than their forbears in analysing and supplying the needs of the business. Business Competency model emphasize on the clearly defined competencies and their integration with HR systems. It includes Business results, Needed capabilities and people requirements leading towards the development of Organisational Competency Model, which considers individual proficiency profile and competency profile leading to implementation of Integrated HR strategy having competency based people system (Staffing, Organising, learning, Performing and Rewarding).

As organizational requirements are filled by individual competency profiles so here the focused turned on few important elements for identifying the competencies of individuals working in IT industry. Capability model formats a bunch of tasks that the performer should do into a more manageable framework in order to gain an understanding of what exactly makes an effective performer.

Capability Mark Mumford model clearly reveals that the Individual attributes of the employees are very important for the development of competency within the work environment as well as among the individuals. The intellectual ability, motivation and personality entwined to develop the competency among the employees and equip them to possess the capability of problem-solving skill, social judgments and knowledge.

Competency frameworks are being taken up by a growing number of sectors and for a broad range of applications. However, the topic of competency frameworks is characterised by conceptual ambiguity, misunderstanding and debate. Lack of consistency in the conceptualisation and use of key terminology creates a barrier to research and development,

consensus, communication and collaboration, limiting the potential that competency frameworks have to deal with real workforce challenges.

For the purpose of conducting a focused research work, researcher has hand picked certain core qualities/ features of various competency models such as “Business competency model: Organisational requirement that are filled by individual competencies focused on identifying individuals competencies working in ITeS sector”, similarly in “Capability model: problem solving skills, social judgement, intellectual ability and performance as an output has been considered” and so on for other model.

In the next chapter this study aims to advance the field by conducting a detailed review of the literature to understand the underlying causes of conceptual differences and divergent views and proposing a re-conceptualisation of competency framework and individual performance terminology for use by the ITeS sector.

A managerial competency is a characteristic of an individual that underlies effective job performance of the individuals (Shaw et al., 1995: 145). In today’s competitive world, it is becoming highly important for the organisations to emphasise considerable effort into building competency models, so as to help them identify the key competencies needed to become more competitive and successful in the future endeavours (Singh and Vohra, 2005). As noted by Dubious and Rothwell, “Competencies are characteristics that individuals have and use in appropriate, consistent ways in order to achieve desired performance. These characteristics include knowledge, skills, aspects of self-image, social motives, traits, thought patterns, mindsets, and ways of thinking, feeling, and acting” (2004: 16). Competition has become a ubiquitous part of the organisation which instigates the executives to either occupy a competitive position in the market or to coexist with the competitors in the existing market (Marchington and Wilkinson, 2005; Rowley and Harry, 2011). This increases the occurrence of imitation within the organization. Organisation culture or managerial system driven Competencies forms an integral part of employees and cannot be easily imitated like other physical systems present in an organization (King et al., 2001: 97). Given the ubiquity of competition within the organisations, an important question for researchers and practitioners alike is how to develop more competent and efficient executive class in the face of future challenges.

In this thesis, an attempt has been made to move forward for the establishment of a linkage between the identification of competencies which can lead to enhanced executive performance within the organisation. This has been started with the assumption that to enhance the performance of executives within the organisation, it is necessary to create a balance among the core organisational competencies with that of executive competencies (Prahalad and Hamel, 1990). To identify the core organisational competencies, it is essential to understand the framework, business model and internal and external factors, HR policies etc those impact Individual’s performance and becomes a critical factor for output, all these leads towards the need for development of specific competencies to cope up with the role and organizational requirements and results into superlative Individual performance, they form the foundation base of the organisation. After distinguishing the core organisational competencies, emphasis was given on the executive competencies; those contribute to the enhancement of executive

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performance. Further, systematic attempt has made to find the gaps between core organisational competencies with that of executive competencies. Drawing from an organisational perspective, the introduction of the developmental initiatives that will help in filling up the competency gaps found during the analysis, as well as its effect on individual and organisational performance. To extend on these assumptions, a hypothesised model “**Competency Mapping Framework**” is proposed, which would contribute in identifying, reviewing and retaining the executive competencies in relation to the Individuals’ Performance and organisational needs and requirements. With the help of this model, it can be predicted about the three key contributions to the organisation. Firstly, this model will help the organisation to identify the essential executive competencies needed to increase the capabilities of the executives to perform more effectively and efficiently. Secondly, it would enable the organisation to fill the gaps in executive competencies through continuous monitoring and reviews. Finally, it can contribute in examining the consequences of identifying competencies on managerial performance.

## 1.10 COMPETENCY BASED MANAGEMENT

*“The process of Competency mapping identifies an individual's strengths and weaknesses. The aim is to enable the person to better understand him or herself and to point out where career development efforts need to be directed.”*

### *The Economic Times*

In Competency mapping it is very important for every organisation to map the skills, share the knowledge and professional opinion among the employees.

Dalton (1997) defines competencies as a set of behaviour that distinguishes effective performers from ineffective ones.

Holmes and Hooper (2000) stated that core competency is among the various concepts that deal with the idea of essential skills to support personal development, employability, and socialization. The research applied the management concept of core competence to post-compulsory education.

Zaugg and Thom (2002) 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 encourage design of a structural prototypical of change and causing establishment of the culture of excellence in the company. To attain competitive advantage, implicit competencies are needed to be developed based on potentials in addition to core competencies. Authors identified that there is a considerable need for organisational generalist who have a broad knowledge of organisational work. It therefore seemed reasonable to speak of a need for organisational competency on all levels a company, for all categories of employees. Implicit competencies are not self-grown they are continually developed and transformed into competitive advantage.

Afonso (2002) analysed the consequences of processes of formation of product chains and networks on the development of competencies at the firm level. The study was performed at Brazil Plastic industry and resulting in the proving the existence of a very strong relationship between accrued and mastered competencies and its positioning in the various productive chains or networks.

Albert (2003) presented a psychological framework for formalization of employee competencies by separating the explicit behavioural level from the core competency level. At competency onset, employees relied on action potentials that produced performance results on the behavioural level. To manage employee competencies in relation to future needs of an organisation, Skill management approach was advised.

In the process of Skills Management, required individual competencies are defined in terms of required skills and knowledge, social and personal skills and management skills taken from job necessities and were influenced by the core competencies. As a result, several job profiles, sometimes also called ‘competency models’, are obtained.

Sanghi (2006) discovered that human competence 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 forty-five competencies of the personal competency framework under six broad parameters such as intellectual, communication, leadership, personal, interpersonal and result oriented.

Zegward (2006) focused on establishing the ideal competencies required in the field of hospitality, by the employees as identified by different stakeholders, such as hotels, food service providers, restaurants and lodges. Employers indicated that candidates were often not prepared for the workplace and called for assessment of competencies rather than on intelligence scores. By improving and developing candidates' competencies such as teamwork, problem solving skills, interpersonal skills, and communication, added value to their intellectual capabilities resulting an increase in their employability. There are varieties of interpretations of the term competency and can be viewed as a characteristic of an individual and related to personal attributes rather than technical skills.

Talbot (2007) argued that competencies are a useful tool to assist the process of curriculum development, selection of assessment items, and ongoing quality assurance for health promotion education. The authors presented a case study in an Australian University on the competencies for applying in the curriculum improvement, assessment selection and quality assurance, Competencies set performance expectations for professionals working in the field.

Kwaku (2008) 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 construction industry within the context of developing country. It was highlighted that contextual competencies were usually common to various jobs and are not specific to any one job whereas Task competencies were specific and vary with different Job specifications with the same company. Task competencies would normally 50% of the managerial performance domain and contextual competencies would normally explain 30%. The remaining 20% is unexplained. Task competencies were best projected by individual differences in intellectual ability, knowledge, job proficiency and experience while contextual competencies would be best predicted by individual differences in job dedication and interpersonal facilitation.

Alan (2008) emphasized the importance of core competencies as the critical basis for sustainable competitive advantage. The research focused on the worth of HRD function and its role in the core competency development and management. HRD played strategic importance in the core competency management in the following 3 ways: Strategic planning participation, Core competencies development, and their protection. Employee skills, knowledge, attitudes and actions were the intangible and implicit capabilities, generally formed as Core competencies. It should be addressed the question of what the firm's specific competencies are and how they are developed, maintained and used which resulting in the development or company's competency blueprint generation process or map creation.

Monica (2008) explained that competencies were surfacing as a new learning paradigm, where approaches centred on the learner were increasingly important. The process was carried out for the identification of its own generic competencies map explaining its connections between learning outcomes, levels, descriptors, credits, methodology, learning activities and assessment.

Naidu (2009) proposed that competency was a basic characteristic of a person that allowed them to deliver superior performance in a given job. It was also a set of related knowledge, skills and attributes which enabled the individual to perform the task successfully.

Subhas (2010), observed that competency was a set of knowledge, skills and attitudes to perform a job efficiently. It was observed that competency mapping was important for every organisation to manage the work effectively.

Kamen (2010) explored that as a benchmark and milestone, training programs had increasingly focused on the development of competencies. Competency based training program had gained much attention in the field of clinical psychology. Training programs focus had seen a shift towards a “culture of competence”. Conceptualization of the importance of competence-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 that included interpersonal skills, cognitive skills, affective skills, personal skills, expressive and reflective skills. The stairway model of competency suggested a tiered, developmental pathway to competence.

Rosas (2010) conducted a study in order to carry an assessment of competencies for determining the suitability of potential partners and to establish that 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 traits and their influence on the activities performed at a more functional and technical level. Three different models: the Extended Competencies Model, the Adjusted Competency Model and Adjusted Competency Level were introduced.

Nash (2012) advised the serious trainees of professional psychology to gain key competencies in professional psychology and advance degree of competencies liked with their specialisation area. It indicated that standards of competence were the foundation of credibility for any profession, especially containing those in legal, education, health care, and governmental service. They explained three major types of competencies including foundational competencies, functional competencies and professional competencies with the help of competency cube model developed by E. Rodolfa (2012) and Kaslow (2012) emphasized the need for competencies required for transformational leadership. The research was carried out to develop competency-based supervision in the field of professional psychology education and training. It stressed upon the key leadership competencies responsible for change facilitation while being aware and paying attention to the supervisory process. To implement the approach to competency linked clinical supervision, various strategies were presented.

Kala (2012) comprehended that competency included the factors of success that were necessary to achieve results in a specific job in an organisation. It had three major components that is termed as ‘ASK’ , Attitude, Skill, Knowledge. The studies revealed that related knowledge, skill and attributes are vital in estimating competency among employees. The major components are focussed towards estimating the performance of employees and their effectiveness.

Social scientists adapted several concepts in order to define the term competency, alternatively characterising the construct as a combination of knowledge, skills, ability and behaviour used to improve performance of an individual. In recent years, researchers have begun to coalesce around the conceptualisation of competency as a phenomenon that included elements of emotional intelligence, employee engagement, influence and negotiation, leadership and learning, and information dispensation

(Bolden and Gosling, 2006; Crawford and Nahmias, 2010; Boyatzis et al., 2008; Lopez and Alegre, 2012). The evolution of competency-based management models over a period of time revealed that the executive's workplace reality is faced with multitude complexities. The importance of managerial skills was comprehended during the first quarter of the century, that stressed on the managerial responsibilities and their role in enhancing the productivity and efficiency of the organisation through human relationships (Taylor, 1911; White, 1959). The significance of competency management became widely accredited, with the works of McClelland (1973), that advocated the measurement of competence as a substitute for intelligence quotient (IQ) and aptitude testing to predict the job performance within an organisation. He advocated that personal characteristic, for e.g.; Motivation and Self-perception played an important role in influencing performance apart from intelligence and can be a differentiating factor between successful and unsuccessful performance, and this applied to all real-life time scenarios those included job roles (Dubious and Rothwell, 2004). Boyatzis widespread the thought in his book "The Competent Manage – A model for Effective Performance" as "Highlighting Basis attribute of an individual that help in effective and superlative job performance" (1982: 21). In the corresponding years various eminent researchers worked on competency and with their contributions redefined and advanced the term competency and allied concepts for the implementation in the organization. "A fundamental feature of an individual that is causally related to principle-situation effective and/or grander output in a job or situation" Spencer and Spencer (1993: 9). Motives, traits, self-concept, knowledge, and skill are the key characteristics added by the above definition. Similarly, Parry demarcated competency as "a collection of related knowledge, skills, and attitudes affecting a significant section of one's role or responsibilities, associating with the output at the job, supported by recognized principles measured, and having potential for improvement via training and development (1996: 50)

The combination of characteristics, tasks and roles were developed into managerial competency models that differentiated superior from normal performance. These performance-based competencies were assessed through observing behaviours (Chong, 2013). According to Verla et al., "As almost every task requires cooperation with others, regardless of the organisational type or level of an individual's role in an organisation's hierarchy; managerial competencies are a basic requirement for performing most types of work tasks and for this reason the managerial competencies are included among the key competencies. Whereas a few years ago, managers had to prove themselves with an intelligence quotient and afterwards also with an emotional quotient, the present day manager has to excel also on a high action coefficient" (2014: 924). Decades of research on the field of competency management have devised that the behaviour of employees can be improved through a set of desirable behaviour that can lead to outstanding performance (Winter et al., 1981; Hubble et al., 1999; Morrow et al., 1997).

## 1.11 COMPETENCY DEFINITION IN COMPANIES AND WORKPLACE

According to United Nations Industrial Development Organization competency is a set of knowledge, features and skills that a person needs to accomplish an activity within a specific job (Sampson and Fytros 2008). Le Boterf (2000) points out that an individual or employee is competent if he is able to mobilize the personal and environmental resources to perform a task in a specific situation. The Mayer Committee (Guthrie 2009) and International Board of Standards for Training, Performance and Instruction (Sampson and Fytros 2008) defined competency as a capacity to apply a set of knowledge, skills and attitudes in an integrated way to perform the activities in work situations. In addition, Torkkeli and Tuominen (Belkadi et al., 2007) defined competency as the capacity to integrate and coordinate the various skills to exploit actor's or company's resources. Missouri Library Association claimed that competency is the basic characteristic of the person that reflects the effective or superior performance in a job (Sampson and Fytros 2008). In other words, Tobias (2006) defines competencies as a set of characteristics or dispositions that can be cognitive, affective, behavioural and motivational which enable a person to perform well in a specific situation. For Dreijer competency is a system of human beings that benefit from the hard technology but not in any way, they use it in an organized way. Also, they inspire from the culture to create an output that provides a competitive advantage for the company (Belkadi et al., 2006, 2007). Competency is not exclusively focused on knowledge or technical skills, but also includes communication or language skills that are necessary for the successful function within society. According to Vatankhah Barenji et al., (2013) there exists three sets of competencies within an enterprise; individual competency, enterprise competency and collaboration-oriented competency. Le Diest and Winterton (2005) claimed that competency can be considered as a characteristic value of an organisation or work team, not just the private value of individuals. In other words, it can not rely on an individual's competencies and attributes, except if it had an impact within the work team and that drives the company's performance. Tobias and Dietrich (2003) considered competency as the various individual characteristics like knowledge, skills and abilities which are relatively stable in diverse situations. The various constructs of managerial competencies have been explored that could enhance the managerial performance within an organisation significantly. Some of the thrust areas of the research conducted earlier to explore managerial competencies are illustrated briefly in the table 3.1.

**Table 1.1:** Managerial competencies proposed by Authors based on Sorted Chronological Order (1973-2019)

S.No	Author	Year	Thrust of the Study
1	McClelland, D.C.	1973	To determine the perceptions of managers about managerial competencies and effective managerial performance that is likely to drive competitive performance in the future.
2	Preziosi, R.C.	1986	This study analyses the importance of productivity management competencies for managerial performance in an organization.
3	Prahlad, C. K. and Hamel, G.	1990	To identify and build on the core competence of an organization to create competitive advantage.



4	Kilcourse, T.	1994	This study questions the value of academic qualifications in developing managers for a turbulent future in the workplace.
5	Gilgeous, V. and Parveen, K.	1999	In this study a postal survey of manufacturing managers in six different industry sectors was conducted to ascertain their views on core competencies.
6	Bourne, M. and Neely, A. Le Deist,	2003	This paper reviews the different performance measurement system design processes published in the literature and creates a framework for comparing alternative approaches.
7	F.D. and Winterton, J.	2005	This paper explores the definitions and usage of competence, especially in the context of training and development initiatives in the USA, UK, France and Germany, seeking to clarify the concept by incorporating knowledge, skills and competences within a holistic competence typology.
8	Yang, et al.,	2006	This study establishes a model integrating the related theories in strategic management and competency in the field of HRM and has developed a systematic tool that can help an organization to quickly and precisely identify its core competency.
9	Vakola, et al.	2007	This paper seeks to analyse and discuss a forward looking, dynamic and proactive approach to competency modelling explicitly aligned with strategic business needs and oriented to long term future success.
10	Boyatzis, R.E.	2008	The purpose of this paper is to show that development of competencies needed to be effective managers and leaders requires program design and teaching methods focused on learning.
11	Ogreaan, et al.	2009	This paper is focused on two major shifts that need to take place, in the form of the resource-based management to competency-based management and from culturally specific competencies to global competencies within firms.
12	Chye, et al.,	2010	This study attempts to examine the moderating effect of managerial competencies on the relationship between innovativeness and SME performance.

<b>13</b>	Dubey, R. and Ali, S.S. Araujo,	2011	In this research article the authors conducted an empirical survey among manufacturing firms to understand how manufacturing competency effect the firm performance.
<b>14</b>	Araujo, S.V.A. and Taylor, S.N.	2012	The purpose of this paper is to determine the influence motional and social competence on job performance considering self-ratings and the ratings of others using a multisource feedback assessment tool.
<b>15</b>	Alban Metcalfe, J. and Alimo Metcalfe, B.	2013	This study provides a diagnostic tool for assessing both competent and engaging leadership behaviors among managers and professionals. This study examined the predictive value of multi-source ratings of managerial competencies for managerial and organizational effectiveness.
<b>16</b>	Semeijn, et al.	2014	This study examined the predictive value of multi-source ratings of managerial competencies for managerial and organizational effectiveness.
<b>17</b>	Moreno Murcia et al.,	2015	This study developed a measurement instrument to validate the competencies and evaluate the performance of university professors. The Evaluation of Teaching Performance (CEID [Centro de Studios e Investigations Docents (Center for Teaching Studies and Research)]) questionnaire was administered to 1297 university students. Various factor analyses were performed (exploratory and confirmatory), of the internal consistency, descriptive statistics, and correlation of all of the items. The data obtained confirmed a suitable psychometric structure for the CEID scale, which was made up of three dimensions (planning, development, and result).
<b>18</b>	Bhavani,A , Lakshmi.P and Ramaya.T.J	2016	The researchers investigated that ability may be a set or sets of skills, function or job-related knowledge and attributes that allows an individual or an employee, to perform successfully, a task or an activity, within a specific function or job.
<b>19</b>	Hargett, Charles William Doty, Joseph P. Hauck, Jennifer N. Webb, Allison M.B., Cook, Steven H., Cook,	2017	The study used a concept mapping approach (a blend of qualitative and quantitative analysis of group processes to produce a visual composite of the group's ideas) to identify stakeholders' mental model of effective healthcare leadership, clarifying the underlying structure and importance of leadership competencies.

	Steven H. Tsipis, Nicholas E. Neumann, Julie A. Taylor, and Dean C.		
<b>20</b>	T. Gेलिकि	2018	The study offers an ISP compliance competency model and guide researchers in investigating the issue further by focusing on the professional competencies that are necessary for IS users. The findings offer new contributions to practitioners by highlighting the lack of attention on the information security responsibilities demonstrated in professional competence frameworks.
<b>21</b>	Bhardwaj.S, Jain.A, Gupta.N, and Pandey.P,	2019	This study is based on identifying the applicability and benefits of competency mapping in Small Medium sized Enterprises with context to Delhi NCR region. Competency mapping is one of the most precise methods used by large scale size companies. The small firms can also achieve the same result if this HR practice is properly implemented over their employees and their result should be further used for their development. scale size companies. The small firms can also achieve the same result if this HR practice is properly implemented over their employees and their result should be further used for their development. scale size companies. The small firms can also achieve the same result if this HR practice is properly implemented over their employees and their result should be further used for their development.

## 1.12 PERFORMANCE AND COMPETENCY REVIEW

**Noordegraaf (2000)** has used observation method for analysing managerial competencies of twelve public managers and their role analysis was done. The role depicted allocation of attention, ambiguity handling and the competencies which helped managers to handle the issues were like interpretation of signals and events occurring, institutionalization of issues by creating issue labels, meetings, meeting items and text and by establishing political back up while working.

**Rodriguez, Patel, Bright, Gregory, and Gowing (2002)** found that in the today's competitive world the human resource management had incorporated various competencies in the processing of recruitment of an employee, their training and development programme and managing their performance to the strategic planning of the organisation. The office of Personnel Management designed and developed an effective competency model by combining competencies into job analysis methodologies, which will lay the foundation for each such initiatives. The findings of the study revealed that OPM has placed these models into automated systems to ensure access for employees, human resources professionals, and managers to access, fetch and share information for the development of a common pool of reference and bring unanimity in the competencies among competency applications to be used at various public sector bodies and agencies.

**Martone (2003)** dealt with key elements be considered in designing and implementing a competency-based performance-management system: 1. Establish competencies. 2. Set goals and performance expectations. 3. Monitor performance and feedback. The skills and behaviour of the employees were established to develop a competency-based performance-management system that would provide future growth to the employees in their roles within the organisation. Competency is the process to inform the employees about the company's' expectations and setting them to a defined path for achieving specified goals. Firstly, the company should define the long- and short-term goals and then organisation should determine and demonstrate the skills and behaviour of every employee to achieve those goals. Major findings focused on that each functional group of employees should determine the specific skills and behaviours that were expected from them and the top managers should also define the individual goals and achieve them over the years.

**Khandwalla (2004)** started that the identification and assessment of competencies would help in designing various human resource development strategies such as use of competencies in recruitment and selection, competency gap analysis to identify training and developmental needs, competency-based performance management system, compensation linked to competency and thereby performance etc. The research tried to evaluate the relationship between competencies and role performance. The research identified competencies that would help role performance effectiveness at senior managerial levels. Managerial performance depended on how well they played variety of roles.

**Rothwell and Wellins (2004)** propounded competencies as a foundation to prompt self-reflection and guide career conversations with mentors or supervisors. A more formal method relied on such organized approaches to assessing individual competencies as 360-degree assessments, assessment centres, and work samples. The results of such assessments would

indicate which strengths should be leveraging and areas in which further professional development was needed. These competencies, once identified, can be documented and form the basis for an individual development plan. The plan would also facilitate accountability by clarifying the learning strategies, support and result measurement. The following figure clarifies the role of competencies in an organization.



**Figure 1.10:** The ASTD Competency Model

Source: Labour model of generic competencies

**Naquin and Holton (2006)** found traditional concept of management development programs that were based on an educational model were not operative at meeting organizational demands for performing improved results. In addition, many Indian organizations found themselves obsolete with management and leadership development programs that were to be redesigned. This study provided the complete reengineering of a management development program for a 70,000+ employee who are working in a public sector organization into a results-driven competency-based training program. It presented a rationalized approach of competency model and instructional framework that could be adopted or adapted to other organizations.

**Ahadzie, Proverbs, and Olomolaiye (2008)** advocated that the Competency-based measures were increasingly being recognised as the most viable option for engendering the Continuing Professional Development (CPD) of Construction Project Managers (CPMs). For differentiating the Contextual performance behaviour from the Task performance behaviour, a robust approach was studied. The content of the study analysed that contextual-task framework allowed for a more fine-grained analysis of managerial behaviour and its effects and measurement. For the purpose of the study a self- framed structured questionnaire was used for gathering the data from the members of Ghana Real Estate Developers Association (GREDA). The findings of the study presented that the contextual-task model had empirical relevance for application in project-based sectors of the construction industry. Subsequently, researchers also proposed that the contextual-task framework could be adopted across geographical and project-based sectors by construction management researchers.

**Kurz and Bartram (2008)** introduced a comprehensive framework for the purpose of investigating organizational effectiveness and emphasised the fact that effective performance of individual resulted in efficient organizational performance. The study emphasized on organising the knowledge that people had for developing better performance. It also outlined the competency model, and also differentiated the term competency, competency potential, competency requirements and outcomes, using empirical research and existing psychological factors that leads to the development of a comprehensive framework for conceptualizing competency and performance in the workplace.

**Shirazi, Mortazavi, and Anisah Alias (2009)** In order to demonstrate the key areas of change in business and management process different schools of thought have been studied. To stimulate interest in research on the different parameters of change in nature and trend those are likely to drive competitive performance in the future. Many prominent scholars, including Toffler, Drucker, Handy and Naisbitt, have attempted and identified key drivers of change in the 21st century. A survey questionnaire was designed and administered to determine the perceptions of managers about managerial competencies and effective managerial performance. The findings dictated that the Customer focus was going to be the game changer in coming decade for the manager's performance, the quality of relationship with customers along with effective communication, team-development, task orientation and accomplishment. Managers' competence to manage time, customer relationships and process are pivotal for effective management.

**Ekaterini (2011)** By using critical incident technique identified the important job requirements through semi structured interviews. The focus of the study was middle managers and their twenty-one competences, in five clusters. This research had helped in contributing important competencies for middle level managers. It has also thrown light on close association between managerial competence and subsequent managerial development.

**Cameron (2011)** considered there are three sets of managerial skills. Personal skills comprised of development of self-awareness, stress management and problem-solving ability. Interpersonal skills included supportive communication, acquiring power and influence, conflict management and motivating people. A group skill included team effectiveness by empowerment, delegation and building teams.

**Sengupta, Venkatesh, and Sinha, (2013)** suggested an inclusive performance-linked competency model towards attaining sustainable competitive advantage in an Indian textile organisation. The Data Envelopment Analysis (DEA), cross-efficiency DEA, and Rank Order Centroid (ROC) methods were used by the researchers to operationalize the term competency and enhancing the performance linked competency model. The findings of the study focused on a widespread model of performance-linked competency that derived the identification of competency, competency scoring and ought competency into line with other strategic for being able to cope up with increased competition, HR acts in a three-phase structured manner with a focus on the competency framework, by identification of competency, measuring competency scoring and associating competency with other strategic HR functions. Further the research explained the effective alignment of competencies with their individual performance using DEA, cross-efficiency DEA and ROC. The main limitations of the research are if the number of

competencies increases, DEA cannot be used, whereas the industry, corporate and firms can use it more effectively and efficiently to measure. Therefore, the study enables organizations to systematically manage their employee competences to ensure high-performance level and competitive advantage.

**Nuntamanop, Kauranen, and Igel (2013)** revealed a new insight about proposing a strategic thinking competency model, in order to find new knowledge. Here researcher opted for the Strassman grounded theory research method by introducing numerous sources and techniques of data investigation and analysis: study of literature, past research related published documents, observations and detailed interviews. Business Leaders of Eleven diverse Industries of Thailand, embarking extensive business growth were selected as sample cases. The study explored seven attributes of strategic thinking (termed as Strategic thinking competency) impacting Strategy formulation, Strategic action, Business Performance, Visionary thinking, conceptual thinking ability, analytical thinking ability, synthesising ability, creativity, objectivity and learning ability.

In-depth interview data inquiry method has been used in this research that provides potential bias towards positive information. The small sample size collected from eleven diverse industries restricts in Thailand restricted the extent of generalization. The shortcoming of qualitative research method is limited by matching empirical results with literature while elucidation of the results.

The ‘strategic thinking competency’ model practically offered a framework for developing strategic thinking of business leaders and managers that contributed to better strategy and better business performance. The model could be used for developing strategic thinkers by designing training programs by Human resource practitioners.

**Ngo, Jiang and Loi (2014)** investigated the relationship between human resource management (HRM) competency and firm performance. A competency-based firms’ performance is an outcome of significant contribution from High performance work systems (HPWS) and result of peripheral fitment in HRM. 157 Chinese companies of three big cities, based out of high technology development zones were selected for data collection by survey method. From every firm two respondents provided inputs on HRM Policy and practices, organisational characteristics and performance. Multiple regressions were used to test the hypotheses. The Findings indicated that HRM competency had a significant and positive effect on firm performance. The mere implementation of HPWS wasn’t the sole factor for such an outcome, it saw the external fit as a significant contributor for such an effect.

**Mendryk's (2015)** study showed the results of the study of Human Capital in Poland, that has been carried out since 2010 by the Polish Agency for Enterprise Development, confirmed the shortage of competencies on the Polish labor market. It was a challenge for 79% of the employers to find to candidates with relevant skill sets. Following competencies were found in scarcity by the employers: (i) Professional competencies- competencies linked with a specific profession or job (Shortages were experienced by almost 50% of the employers); (ii) self-organization competencies- these were characterized as a general motivation for work (25% of employers highlighted the area); (iii) Inter-personal competencies- people skills and teamwork (15% of employers indicated deficits in this area). Apart from the above deficits, low level of

employees' commitment was a considerable problem. In the period when generation Y, whose needs and point of view differ from those of generation X's, has been entering the labour market and due to employees' ageing, the prominent challenges for management and HR function is being felt due to lack in jobholder's commitments and need for improvement of competencies. Generational changes can be clearly seen in the area of values.

**Sinchu.P and Bhuvaneshwary.S (2015)** researchers advocated that innovation and creativity was an essential part of the today growing competitive era and it is necessary for the organisation for sustainability and for developing highly performing organisations due to rapidly changing economy gives a new way to HR practices to develop employees output and personal growth. Competency mapping is one of well-known techniques which is used by the organisation to develop the employee's skill, knowledge and behavioural attitudes according to the gaps which were identified while a competency analysis. For career and succession planning programs as well as reward and recognition systems it is very necessary to identifying the gaps and developing the competencies of employees according to that, "To improve the performance, Competency Mapping acts as a Strategic HR framework". The main objective of the study was to find out the Competency Mapping of the Organisation and the level of Competencies of employee in organisation. Questionnaire and survey were used for the data collection. Sample size was 30. Percentage analysis, bar diagram, pie diagram techniques were used for data analysis. It was served that majority of the employees are competent.

**Ramaya (2016)** researchers investigated that ability may be a set or sets of skills, function or job-related knowledge and attributes that allowed an individual or an employee, to perform successfully, a task or an activity, within a specific function or job. Also, according to the researcher, Competency mapping was a process of identification of the skills, knowledge required to perform the job or role or set of tasks successfully at a given point of time. Researchers also have done studies on identifying competencies in technical, behaviour, conceptual knowledge and attitude of other industries. To achieve the target, researchers have collected the data of 50 male employees of JK Tyre and Industries private limited, Mysore. ANOVA and T-test where the statistical tools were used for analysis purpose. Test was found statistically 5% level. They concluded that the Core competency was something that cannot be copied by an individual and it is the pillar upon which individual rely.

**Sridevi (2018)** "Talent development is major part of the today's human resource in the company. It is most used and part of organisational development process. The most important view of this project is to create a most surviving and high performing organisation which will be helping to achieve strategic and organisational goal effectively and efficiently. "The organisational competency is used as a method which consist of development of employees skills gaps and taking feedbacks of that, which is also essential to recruit highly eligible person at correct post in an organisation."

An organisation's focuses on competency-based performance management initiatives for its executives for two main reasons. The first includes those responsibilities that are directed towards the management of performance and success of the team they are guiding, and the second includes those responsibilities that are directed towards management of their own performance and success. In addition, strong competency-based performance management



initiatives would help in creating higher levels of clarity regarding individual and organisational goals; detection of professional strengths and weaknesses that promote as well as hinder performance; awareness of appropriate action plans that would generate positive results congruent with the acknowledged individual and organisational goals. The performance aided clarity would assist the executives to develop initiatives that would help them in instilling a higher level of competency and performance among themselves as well as their teams. Through extensive literature review competencies have been identified and these will be required for successful individual performance. Such competencies are grouped under three distinctive competency parameters and can play a vital role, such as: Professional Competency, Operational Excellence Competency and Collaborative Leadership Competency.

**Pandey (2019)** This study was based on identifying the applicability and benefits of competency mapping in Small Medium-sized Enterprises with context to Delhi-NCR region. The reason of choosing the manufacturing sector of Small Medium-sized Enterprises is that they don't like to opt for such types of modern HR practices at their workplace due to many myths like increase of cost to the company, no direct benefit in adopting this practice, wastage of time etc. Ability advancement by Competency mapping is one of the most precise methods used by large-scale size companies. The small firms can also achieve the same result if this HR practice is properly implemented over their employees and their result should be further used for their development.

Business world has become increasingly volatile and to sustain itself in competition, an organization needs to establish its uniqueness in ways of doing business. To deal with this constantly changing scenario and increasing demand of business, organizations identified "knowledge" as a key driver towards excellence. Knowledge-centric HR functions enables individuals to explore their potentials to the fullest extent. How to leverage knowledge in the organization or how to match employee competencies with organisational requirements and job demands are the major focus of strategy developers in the organizations. Human resource management has witnessed a paradigm shift in last decade.

HR role has been enhanced from a mere facilitator to "Business Partner" wherein it "Works with all the functions acting as a bridge between organisational strategies and business execution, extended support and motivating to the leadership team, while designing and nurturing programs for efficiencies and constant cost reduction" (Holbeche, 1999)

Even with a transformed HR, business excellence is yet to be reached. Market reality forces organizations to come out with innovative ideas in people management in order to sustain themselves in a highly growing competitive environment. Competency mapping has become an important tool of this knowledge-centric economy, thus drawing maximum attention of the industry. Thompson and Strebler (1995) stated that more than 50 percent organisations in UK use competency mapping. Numerous studies have been conducted for successfully establishing a connect between Competency mapping and HR function. For example, Workplace learning delivery are being driven by the competency methodologies (Lei and Hitt, 1996; Spangenberg et al., 1999); enhanced employee output, abridged training costs, and reduced workforce turnover (Homer, 2001). For sustainable competitive advantage enclosed research efforts showing employee competency as key contributor (Lawler, 2005; Hendry and Pettigrew, 1986; Barney,

1991; Lado and Wilson, 1994; Kamoche, 1996). In order to succeed in stiff business environment and competition, consistent work and actions were made to outline new competencies and a newer competency dimension was set keeping innovations, creativity and strategic thinking etc at the core. The key attention of the industry has been towards connecting competence with performance or Competence based management. The concept of competency was first introduced in the early Roman practices to profile the attributes of “good Roman soldiers”. However, it started its journey in corporate world since 1970s when McClelland (1973) initiated this approach as a selection tool. Subsequently Performance management, training and development, reward management and some other functions have been used to established a connect with competency mapping (Lucia and Lepsinger, 1999; Beck, 2003). Even the competence approach has proved its worth to achieve innovation, effectiveness and competitive advantage (Houtzagers, 1999), effective change management and implementation (Martone, 2003) knowledge development and management (Hellstrom et al., 2000; Ley and Albert, 2003), and so on.

The major challenge faced by the competence literature was to operationalise the term (Shippmann et al., 2000). Early initiatives were taken to differentiate the terms “competence” and “competency”. The widely accepted view is that the term “competence” is associated with “performance of work” and “competency” refers to the behavioural abilities of the manager required to perform the work effectively (Pierce, 1994). Existing models reveal that organisational “core competencies” are linked with the competitive advantage (Hamel and Prahalad, 1994; Murray, 2003); whereas individual competencies are reflected by knowledge, skills, attitudes, traits, motives (Boyatzis, 1982; Klemp, 2001; Higgs, 2003; Guo and Anderson, 2005). A number of attempts have been made to define competence. For example, for a superlative performance, Boyatzis (1982) demarcated job competency as a fundamental characteristic of a worker in relations to skill, social role, trait, self-image, knowledge or motive, required for effective performance. Sparrow (1997) conceptualized this in terms of behavioural attributes which can distinguish a superior performer from average. Athey and Orth (1999), on the other hand, stated job-related competency in terms of a set of observable performance dimensions, such as individual knowledge, skills, attitudes, and behaviours, collective team, process and organisational capabilities which are linked to high performance and competitive advantage. According to Jackson and Schuler (2003), “The knowledge, skills, abilities and other attributes those are vital for effectively delivering any job are termed as competencies”. This is to quote here that all the definitions are having enhanced performance and competition as a linking factor.

It is observed from the literature that two competency models are prevalent, namely, skill-focused (Boak, 1990) and outcome-focused (MSC, 2009). In traditional organizations, major focus was given on performance-based requirements of the job position as compared to people-orientation (Stuart and Lindsay, 1997). Mulder and Collins (2007) argued that US competence-based approach was mostly dominated by behavioural aspect, whereas EU conceptualized competence as a more integrated approach combining knowledge, skills, and attitudes together. Undoubtedly, competency-based management yields competitive gain for the organizations. As the major objective of competence-based management is to improve performance, this essentially requires modelling competencies properly. In a comparative analysis of managerial

competency needs across areas of functional specialization, Wickramasinghe (2009) specified the model in terms of knowledge, skills and value. The author tried to measure competencies in terms of current expertise. A respondent assesses the importance of each competence to perform current jobs; and their future importance, i.e. a respondent assesses the future importance of any particular competence to perform jobs. This study restricted its scope to competency mapping only and moreover, the effectiveness of asking the job holder to rate the future importance of any particular competence for a job is questionable as it is quite unpredictable to ascertain the future aspect of the job looking at dynamic nature of the business and roles. Another competency-based labour management model for construction industry, suggested by Serpell and Ferrada (2007), involved designing an education and training plan based on labour competencies originated from organisational strategies. Thus, the major focus of this study was competence-based development only, a mere part of comprehensive competence-based management. Holmes and Joyce (1993), on the other hand, measured managerial performance in terms of job-focused, person-focused, and role-focused competencies.

Job-focused approach refers to “Identifying the key tasks of the job concerned”; whereas Person-focused approach considers “Individuals personal background, personality, values, motivation and other attributes” and Role-focused approach focuses on “Social context in which a job is done”. The major focus of most competency models was to align employee’s performance with the company’s goals. But effectiveness of any competency model depends on to what extent it can justify the “best fitted” concept, i.e., the balance between

Organisational requirements, Job requirements and Person requirements. Most of the existing competency models are back-ward looking than future oriented (Torrington et al., 2002). These fail to incorporate organisational requirements from future aspects. Competency model must be aligned to organisational strategies or changes in future course of time. Besides, a competency model should also recommend its measurement techniques and ensure a link with other strategy-driven HR functions of the organization.

From the existing literature it can be depicted that executive competency mapping doesn’t have got a significant relationship with the performance of individual executives; which is incorporated by the proposed hypotheses of this study. The parameters of executive competencies have been identified through extensive literature reviews on executive competencies, which are projected to assist an organisation in achieving individuals’ performance excellence.

### **1.13 OVERVIEW OF THE FACTORS AND CONSTRUCTS**

The competency-based performance management literature relates numerous instances which enables the organisation to empower its workforce, so as to enhance its competitive advantage, innovation and effectiveness (McKenna, 2002; Draganidis and Mentzas, 2006; Day et al., 2009; Rao and Palo, 2011). The skills and abilities needed for several roles within the organisations are varied in importance and mastery, likely the competency requirement of the individuals also varies. This literature reveals that the assessment of competency based executive performance acts as a catalyst in identification of skills, knowledge, behaviours and capabilities of executives, which is needed to supplement current and future job requirements aligned with organisational priorities and strategies. It also implies on individual and group development initiatives to eliminate executive competency gaps, needed for effective performance of job role. Based on the various literature reviews, a theoretical model has been formulated for the conduct of this study. This model offers an explanation of the executive competency parameters which in ideal conditions is supposed to enhance the capabilities of the executives to perform effectively.

Thomas Gilbert defined competence as the “function of worthy performance, which is a function of the ratio of valuable accomplishments to costly behaviour” (1996: 18). This defines competency as an achievement of results that contribute to business goals, as worthy performance relates to behaviour producing accomplishments that generate more value than they cost the company to produce (Teodorescu and Binder, 2004: 8). The competencies of employees are mostly defined as a group of related knowledge, skills, and abilities that affect a major part of work activities carried out within the organisation (Hoffmann, 1999; Buford and Lindner, 2002). To become a high performing organisation, it is essential not only to identify individuals with the required skill set to perform a job, but also to have skills that would help in enhancing the successful performance of the work. It is vital in today’s competitive environment that the executives possess skills with necessary knowledge and attitudes which enables an individual to apply the right skills for any work situation that may arise while having the right attitudes will motivate them to put in their best efforts (Chong, 2000). Information on competencies enable the organisation to develop training curriculum for employees, performance appraisal to evaluate training needs and work performance, recruitment of efficient employees and last but not the least in succession planning of employees. To identify these vital competencies various ‘models of performance’ have been introduced in the literature, but none of the models define work performance or its process accurately rather they project the approximation of the performance within an organisation. It has been found that competency models based on job description have been unable to analyse work performance appropriately as job descriptions merely contains the responsibilities needed to finish the task effectively but not efficiently. It is therefore more critical to know what produces the outcome than what the outcome it should be. The method of measuring the greater performance is based on observation and which is just an objective way, hence this technique of comparing superior performance is not absolutely complete or accurate as observation is not based on a performance model. Rather, the comparison is merely a series of observations (Langdon and Marelli, 2002: 17). As noted by Leung, it is difficult to identify a range of competencies that truly cover work roles in their broadest sense and to represent adequately the types of knowledge relevant to the competency

identified. The assessment of competencies is by no means value free, and people who use it to shape its meaning. The competency approach is based fundamentally on the behaviourist framework, making an effort to divide the work roles into small distinct tasks. It overlooks the relationship and link between single tasks and the essential meaning of each task. It therefore cannot represent the complex nature of situations in the real world (2002: 694). Therefore, developing executive competencies in support of the company's mission, vision, strategy and values will ensure that high quality organisational learning, development and performance. Taking this statement into account, it is essential to identify and structure, competencies on the basis of actual modelling purpose as well as the current setting within the organisation. To identify the unique competencies essential for executive and individual performance within an organisation,

The central assumption of competency based executive performance management literature was the effective and the optimum utilisation of executive competencies within an organisation can enhance the overall executive and organisational performance, as they exhibit a consistent cross - level effect on the executive work-based behaviour. Competency development has become a crucial strategic management tool in today's work environment, as it plays a vital role in aligning human capital assets with that of business strategy to create value for the organisation and creating a strategic competitive advantage over their competitors (Scholarios, et al., 2008; Baum et al., 2011). An essential feature of competency management is that it encompasses all the activities carried out by the organisation and the employee to maintain or enhance the employee's functional, learning and career competencies (Forrier et al., 2009). An organisation's focuses on competency-based performance management initiatives for its executives for two main reasons. The first includes those responsibilities that are directed towards the management of performance and success of the team they are guiding, and the second includes those responsibilities that are directed towards management of their own performance and success. In addition, strong competency-based performance management initiatives would help in creating higher levels of clarity regarding individual and organisational goals; detection of professional strengths and weaknesses that promote as well as hinder performance; awareness of appropriate action plans that would generate positive results congruent with the acknowledged individual and organisational goals. The performance aided clarity would assist the executives to develop initiatives that would help them in instilling a higher level of competency and performance among themselves as well as their teams. Through extensive literature review, several executive competencies have been identified and these will be required for successful individual performance. Such competencies are grouped under nine distinctive competency parameters and can play a vital role, such as: professional competency, collaborative leadership competency and operational excellence competency. Each of these competency parameters are focused on enhancing an individual's ability to self - manage and to direct their level of performance as a means of achieving individual success and the success of the business at large.



**Figure 1.11:** Types of Competencies

### **Professional Competency**

Professional and managerial competencies have been identified as a potential instrument to surpass the inherent accompanying competitive pressures and pitfall of globalization in team and organization performance especially in professional service firms (PSFs) (Debrah and Ofori, 2005; Jones and Livne-Tarandach, 2008). Presently, there has been a surge in many organizations and firms seeking to take advantage of this phenomenon by seeking to orient and develop their management and performance development strategies to focus on systems that view competencies of the unit of teams and organizations as being focus and pivotal to their interest (Debrah and Ofori, 2005).

Oduami (2002) sternly argued that the urge towards the development of key strategic skills and competencies of professionals is driven by the firm belief in the potential benefits for team and organizational performance earned from the effective performance of key managers and units of teams. The primal argument that underlines this drive and posture is that when the competencies of the individuals who compose the teams or work groups and organization in task functions are effective, it is more likely to result in effective and efficient team and organizational performance in service delivery (Jones and Livne-Tarandach, 2008). Also, by concentrating on the key roles within project teams, developing the potential competency profiles of the units of teams and work groups is more likely to make them efficient and successful in their roles and possibly optimize an overall team or organization performance (Debrah and Ofori, 2005; de Haan et al., 2002).

Prahalad and Hamel (1990) established that identifying and developing the competency profiles of professionals in work groups remains an effective instrument in the quest for competitive advantage in the globalized era. Here in this study, the terms teams and work groups have been used to mean similar meaning, connoting two or more persons that perform a single task together.

Tampoe (1994) noted that, managerial and professional competencies have become crucial in a competitive environment and to managerial efficiency when human capital is conceived as the driving force and central to firms' strategic and competitive advantage. Against this, it is affirmed that by identifying and developing the competency profiles of professional architects and other key participants of the project team, it is more likely to understand the profits of team efficiency towards improved project output and completion in the construction and building industry based out of developing countries (Oduami, 2002; Kamara et al., 2002; Ling, 2003; Dada and Jagboro, 2012). To yield motivation for the delivery of successful projects, it will act

as a catalyst for architects to efficiently execute their role and functions in project teams (Odusami, 2002; Ling, 2002; Dada and Jagboro, 2012).

### **Operational Excellence Competency**

In the service industry Operational excellence is most competitive weapon for firms. The Operation Strategy should be carefully studied as they impact the results from applying operation strategy decisions on operational excellence. operations strategy, human resource management practices, and involvement culture are the some of the factors those may direct towards operational excellence including leadership and will be in the focus of this study.

The concentrated efforts performed up to that period was continued and adopted with the progress of new enhancement methods, such as Henry Ford's revolutionary concept, continued and developed by William Edwards Deming (Deming, 2000) in 1950, namely the quality control with the use of statistical methods and the continuous improvement of production processes. Things did not stop at that point. The perspectives for innovation and progress are still to be discovered in this field with significant implications for other disciplines such as the industrial engineering and the management science.

The concept of Lean Management showed that the process improvement efforts undertaken throughout the decades apply not only for manufacturing but also for services since operational excellence is a critical concern for every organization. With a cautious action for the understanding of business procedures, lean creates the ideas of its forerunners to a advanced level with the stress on value, its creation and value delivery. Various instigators (Cooper, Maskell, 2008) have studied the prerequisites of organizations that willing to adopt and practice the lean methodology and philosophy. Change is the key and this fight is not for the one who win but for those who are not ready and fear for change. However, it is not the end as it doesn't solve all the questions, every company wants to project and achieve operational excellence, a dream or goal which everyone has. And in an effort to not just keep it as a fantasy, the real valuable companies seek benefits by in order not to become a chimera, the most valuable asset companies can benefit from is the linking and associating its strategy with operational execution (Kaplan, Norton, 2008). It proved to be the safest method for survival and walk for efficient methods and opportunities. Shingo (2009) for continuous improvement propagated three essential approaches: process improvement, operations improvement and plant improvement. Duggan (2012) disseminated that to achieve business growth and success, there is more to be done rather than only focusing on solving a bunch of quality problems, as a direct connection between these elements is missing, and, the key lies in the delivering of value to the customer. To achieve true business success the author asks nine principal questions. A concise fusion of the core concepts originating from these questions is mentioned in the following table;

**Table 1.2:** Key questions aimed at achieving Operational Excellence

<b>S no.</b>	<b>Question</b>	<b>Implication</b>
1.	“Why do we do continuous improvement?”	<ul style="list-style-type: none"> <li>• Improving operation by itself is not the main goal;</li> <li>• Focus on business growth rather than on simply eliminating waste, reducing costs and improving quality</li> </ul>
2.	“What is the best way to improve?”	<ul style="list-style-type: none"> <li>• Focus moved from continuous improvement of processes to effective communication with employees;</li> <li>• Employees need a “road map” with signposts designed for making them understand how close they are to the “destination”.</li> </ul>
3.	“How do we know where to improve?”	<ul style="list-style-type: none"> <li>• Contrary to common beliefs, improvement is not necessarily more important where performance is lacking;</li> <li>• “Destination” is the rule for better knowing where to improve, as in many cases new operations have to be designed.</li> </ul>
4.	“Why do we strive to create flow?”	<ul style="list-style-type: none"> <li>• Operational excellence does not create flow for the purpose of eliminating waste, as Lean does;</li> <li>• Flows are created in order for the people in the flow to immediately identify and correct potential disruptions.</li> </ul>
5.	“What causes the death of flow?”	<ul style="list-style-type: none"> <li>• Constant interruptions in the flow tend to eventually lead to the death of flow, but this comes mainly as a result of a wrong answer to the previous question;</li> <li>• A flow created with the clear purpose of seeing when it stops would normally never die.</li> </ul>
6.	“What would the shop floor look like if we did everything right?”	<ul style="list-style-type: none"> <li>• This not question should not be simply answered by explaining the results of years of continuous improvement;</li> <li>• The flow of product to customer should be identified as normal or abnormal and the standard work should be understood not only at every station, but also between the stations.</li> </ul>
7.	“What would the office look like if we did everything right?”	<ul style="list-style-type: none"> <li>• A precise destination for office processes is clearly a more practical answer than making employees to provide timely responses, without seeing or teaching them;</li> <li>• Employees should know exactly what they have to do based on flow rather than on management’s established priorities.</li> </ul>
8.	“What would the supply chain look like if we did everything	<ul style="list-style-type: none"> <li>• Although reducing consumption of resources, ensuring accuracy and being on time might be good answers from a continuous improvement perspective, operational</li> </ul>



	right?"	<p>excellence focuses mainly on real time observations.</p> <ul style="list-style-type: none"> <li>• It is important to know if a particular supplier is on time, if inventories are enough, etc., before any impact on production.</li> </ul>
9.	“Where will our continuous improvement journey take us?”	<ul style="list-style-type: none"> <li>• Performance and results are typical answers, since they are presented as objectives from the very beginning; the problem is there is not any road map to ensure the right things are improved in order to ensure growth;</li> <li>• The suggested answer is a kind of definition of operational excellence, with every employee understanding how to flow product to the customer very well and knowing what he/she has to do when identifying an abnormal flow.</li> </ul>

The current business environment puts lots of pressures on managers to effectively respond to rapidly changing economic, social and ideological conditions in order to generate value for stakeholders and customers (Bolboli and Reiche, 2013). There is no doubt that globalization has created a formidable pressure on firms to survive and compete especially in developing countries. As a result of this pressure, firms are forced to reinvent themselves towards excellence through creativity and innovation (Job and Sanghamitra, 2010).

The operational excellence is a component of business excellence, including some other components such as strategic fit, capability to adapt and unique voice, Dawei (2011). According to Van (2011), the use and effectiveness of operational excellence is not clear in the service environment. Therefore, so this study serves the purpose of achieving clarifying this relationship, by investigating the dimensions of excellence in manufacturing firms that are logically common with service, and considering how these dimensions might be reflected into the service environment. Excellence. The Oxford dictionary (2014) defines excellence “as the quality of being outstanding or extremely good” and traces its origins from the Latin word *excellentia*. A definition of excellence itself cannot be found in the operations management literature. The European Foundation for Quality Management (EFQM) defines excellence as “Excellent Organisations achieve and sustain outstanding levels of performance that meet or exceed the expectations of all their stakeholders.”(EFQM, 2014). Dahlgaard and Daahlgard-Park (2007) define the term only indirectly by saying that, “excellence models and frameworks are inspired by the Japanese practices, and they recognize the importance of the soft dimension of organisational realities” (p. 371). They further state that, “excellence is not a stage, but a way of doing, way of living, a process of becoming” (Daahlgard-Park, 2009, p. 26). Operational Excellence. “Operational Excellence constitutes the continuous pursuit of improvement of a production plant in all dimensions. Based on the St. Gallen understanding, operational excellence consists of a technical and social subsystem, wherein TPM, TQM, and JIT are assigned to the technical subsystem, and Effective Management System (EMS) to the social subsystem (Friedli et al., 2013). Operational excellence support unit and operational excellence organisation. An operational excellence support unit is understood as independent organisational unit which conducts operational excellence activities and has different functions

and responsibilities. No definition of an operational excellence support unit and operational excellence organisation could be found in the operations management literature. In practice, the wording Kaizen Promotion Office, Lean Promotion Office or Production System Office can be found (Lean Enterprise Institute, 2015). Continuous improvement, Low risk and low expense improvements performed by shop-floor workers and managers in order to reduce waste and provide a better working environment (Imai, 2012). The term kaizen is also often used and refers to the Japanese word for continuous improvement. Imai further refers in the preface of his book *Gemba Kaizen*, to kaizen as “a strategy to win by developing people into problem solvers” (Imai, 2012, p. XV) Continuous improvement initiative. Continuous improvement initiative consists of two broad areas of action required for sustained improvements, namely, the execution and the coordination of process improvement projects (Anand et al., 2009, p. 3).

Following Imai (2012), a further distinction can be made between the stability/standardisation (maintenance) phase and the improvement phase. Lean production. Several definitions can be found in literature. For this research Shah and Ward’s (2007) definition is used as the socio-technical perspective on lean is in line with the St.Gallen understanding of lean. Netland (2013) states that corporate lean programs consist of five principles: TQM, TPM, JIT, human resource management, and continuous improvement.

Operational excellence is a philosophy focusing on improvement of performance and directing towards business success. Operational excellence can be seen as a theoretical, new and relatively sophisticated idea or model. By working on this researcher wanted to emphasize that it is neither theoretical, nor new and sophisticated. Firstly, it is practical oriented, and researcher strongly believe that it will develop further in the near future, as companies need to find a way to ensure growth. Secondly, it is not a new concept, rather it has evolved basis various steps and and on similar methods, as numerous of companies and researchers brought their concentration on a sequence of diverse things, having business excellence at the core objective and goal to achieve. Operational excellence has been evolved conceptually based on the theory of continuous improvement, however gradually the customer focus and more employee engagement and involvement in the decision-making process amplified. At the end, but with greater emphasis operational excellence should not be confused with a high-level sophisticated concept. Its core concept was in existence at a time when technology was underdeveloped and even the “excellence” was not so profoundly known and acknowledged.

### **Collaborative Leadership Competency**

In today’s highly networked, team-based, and partnership-oriented business environments Collaborative leadership is an increasingly vital source of competitive advantage.

Leaders today need an expanded repertoire of skills and a new mindset to succeed in an ever-more fast-paced, chaotic, and highly competitive business environment. They must be able to think globally, strategically and articulating an inspiring vision through cultures, and make wise choices amid complexity and uncertainty. Leaders must focus towards building global teams, establishing dynamic networks and enhancing global competitive edge and capability of the company. This has led to the need for a collaborative leadership and development of collaborative cultures to enhance the skills, expertise and knowledge of all the stakeholders to promote innovation, great partnerships, competitiveness and creating wins. Collaborative

leadership can be defined as an ability or way of practicing collective intelligence for yielding outstanding results across organizational periphery, even in the times of regular mechanisms of control are failed or no existential. It's grounded in a belief that all of us together can be smarter, more creative, and more competent than any of us alone, especially when it comes to catering the new, difficult and multidimension problems faced by the organisations in current times. This requires manager's ability to engage and practise the power of influence in place of positional authority to align and engage people, to sustain momentum, keeping deep focus on output and performance parameters. Success depends on creating an environment of trust, mutual respect, and common aspiration that can contribute and openly to achieving collective goals. Therefore, the focus of the leaders must be on relationships as well as the outputs, and the medium through which they operate is high-quality conversation.

Jill Cleveland, finance manager at Apple, Inc., is an example of a leader who created a positive environment that fostered a high-performance, collaborative organization. The first thing she did was create an environment of trust. She had to trust her constituents and create an environment in which everyone felt safe to ask questions, take risk and learn from mistakes. She felt that leaders gain respect of their people by instilling a sense of confidence by allowing them the freedom to come to their own conclusions. Letting go of control over day-to-day activities allowed employees more creativity and freedom to explore new ideas and ways of thinking. Her employees had to know that although she would always be there for support and guidance, they were ultimately responsible for the outcome and quality of their work. She also recognized the special efforts because she knew that recognizing excellent work builds accountability as well as pride. Another essential foundation to create collaboration was to introduce and align all by having cooperative goals. She made sure her employees knew what they were doing and why they were doing it in order to see themselves as part of the whole as opposed to a cog in the wheel. Leaders of high-performance organizations understand that to create a climate of collaboration they need to understand and provide what the organization needs to be successful and create a common purpose and mutual respect. The leadership of Jill Cleveland played a critical role in creating a positive collaborative environment that produced a high-performance organization (Kouzes and Posner 2007). Defining and examining collaboration is complex as it is simultaneously, a concept, an action and a form of leadership (Planche, 2004), involving macro social, institutional, structural, and interpersonal contexts, power dynamics and subjectivities.

Collaboration involves cooperation in intellectual endeavours (Singley and Sweeney, 1998), with underlying assumptions, values and experiences (Fullan and Hargreaves, 1991; Hargreaves, 1996; Little, 1990; Leonard, 1999). It manifests in getting things done, without exercising power and control over (Li, 2010). Collaboration is considered a requirement for sustainable success in the current interdependent global context, particularly as it allows leaders to build relationships, handle conflict, and share control (Archer and Cameron, 2012). In spite of this, leaders report difficulties in learning collaboration skills as these are not taught (Li, 2010).

Some of the benefits of collaborative leadership are the creation of inclusive environments that energize teams, and release creativity (Goman, 2014). In many instances, for some organizations, the continuation of operations is dependent on the success of collaboration,

particularly in the current business context where companies have broken their activities down into smaller units (Archer and Cameron, 2009).

Collaborative leadership has focused predominantly on personal traits or characteristics of the leader. Big picture thinking, coaching, mediation, negotiation, risk analysis, contract management, strategic thinking, interpersonal communications, and teambuilding, are some of the skills identified as necessary to successfully lead collaboratively (Goldsmith and Eggers, 2004). Other core collaborative leadership competencies include ability to resolve conflict, communication skills, ability to understand other perspectives, and expertise in the problem area (Foster-Fishman, Berkowitz, Lounsbury, Jacobson, and Allen, 2001).

In addition to encompassing listening skills (Bardach, 1998), collaborative leadership is also conceptualized as the ability to convene others to solve problems jointly, to energize around a problem, facilitation of others works, problem solving and vision creation (Chrislip and Larson, 1994).

In terms of models of collaborative leadership competencies, research has showed that there is discordance between the competencies human resources managers believe are required to collaborate and the competencies exemplary collaborators demonstrate (Getha-Taylor, 2008).

**Table 1.3:** Getha-Taylor (2008) competency model of Effective Executive Collaborators based on evidence from superior performers

COMPETENCY	INDICATOR
Interpersonal understanding: Demonstrates empathy	(+) Listens to understand other perspectives and needs (+) Develops close relationships with people at all levels (-) Receptiveness to others is dependent on position, rank (-) Unable to understand perspectives outside own expertise
Interpersonal understanding: Understands motivation	(+) Understands needs for power, affiliation, and achievement (+) Adapts own strategies to motivate others effectively (-) Writes off unproductive collaborative members automatically (-) Seeks sanctions for unproductive collaborative members
Teamwork and cooperation: Inclusive perspective on achievements	(+) Inclusive achievement perspective: "We did this" (+) Identifies outcomes that benefit all involved partners (+) Reluctant to claim individual credit for collaborative outcomes (-) Individual achievement perspective: "I did this"
Teamwork and cooperation: Altruistic perspective on resource sharing	(+) Shares resources readily with others: Supports altruistic behavior via personal example (+) Balances needs of own organization with needs of others (+) Does not expect return on investment (-) Unwilling to commit resources until others commit first (-) Views resources as organization property, not public goods: Protects "turf"

<p>Teamwork and cooperation: Collaborative conflict resolution</p>	<p>(+) Welcomes conflict for the purpose of gaining new perspective (+) Seeks win-win solutions to problems (+) Uses boundary-spanning language to find shared meaning (-) Avoids conflict to maintain peace (-) Maintains interest-based positions</p>
<p>Team leadership: Bridges diversity</p>	<p>(+) Values other perspectives on shared problems (+) Defers to others' expertise when appropriate (+) Treats others as equals, regardless of rank (-) Skeptical of strangers involved in the same collaborative effort (-) Prior negative relationships affect current collaboration</p>
<p>Team leadership: Creates line of sight Team leadership: Creates line of sight</p>	<p>(+) Identifies opportunities for collaboration that connect organizational goals with public service goals (+) Connects collaborative effort with noble public sector outcomes (+) Demonstrates enthusiasm in connecting personal effort with larger outcomes (-) Unilaterally creates and communicates collaborative vision</p>

Collaborative leaders possess strong skills in showing collaboration, connecting people together, appealing to diverse capacities and talents in individuals and making the needed efforts to prevent a team from being stuck in debates. Successful leaders are proven to be pioneers in collaborative leadership. People who cannot deal with connectivity and collaboration will fail in a global world shaped by fast technological development, new trends in social media, and the abundance of virtual teams demanding surplus modifications and transitions for the adoption of adopt collaborative leadership style. Collaborative leaders promote an environment, in which ideas, people, and resources are well connected in the company as well outside it, and this is related to knowledge and capacity of knowing when to exercise influence, when to decide, and when to call the team to discuss job-related issues.

Goman conducted qualitative research on collaborative environments and found the following features of collaboration: sharing information between departments is essential to increasing efficiency, productivity, and preventing power scuffles; collaboration is mainly a change in employees' behaviour; organizational change cannot be achieved without commitment, collaboration, intelligence, resolve problems and strong interpersonal relationships in the workplace help a team to be more productive; trust and sharing knowledge between leaders and employees are mandatory to obtain a strong open collaboration based on complete information and continuous communication; and body language is essential in collaborative leadership.

**Table 1.4:** Overview of identified conceptual frameworks of competency mapping and classification of their dimensions

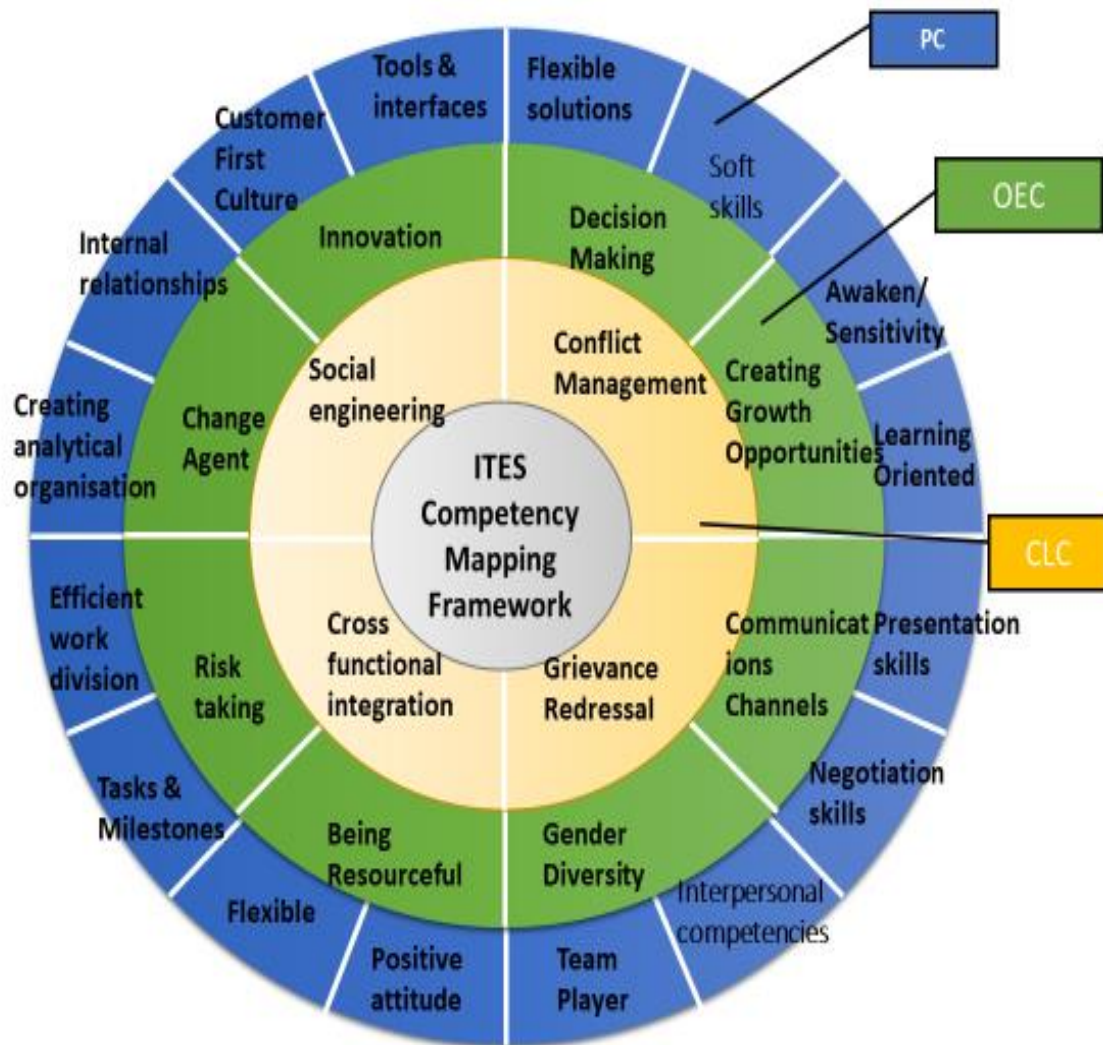
Competency Areas	Identified Variables	Sources	Models
<b>Professional Competency</b>	Tasks and Milestones Efficient work division Creating analytical organization Internal Customer First Culture Tools and interfaces Flexible solutions Soft Skills Awaken/ Sensitivity Learning Oriented Presentation skills Negotiation skills Interpersonal Competencies Team Player Positive attitude Flexible	Debrah and Ofori, (2005), Jones and Livne-Tarandach, (2008), Odusami (2002), Prahalad and Hamel (1990), Tampoe (1994),	Competency Model (Kearns, 2011) ASTD Model (2013)
<b>Operational Excellence</b>	Being Resourceful Risk taking Change Agent Innovation Decision Making Creating Growth Opportunities Communications Channels Gender Diversity/ Women Empowerment	Norton (2008), Deming (2000), Van (2011), The European Foundation For Quality Management EFQM (2014),	Human Resource Competency Models (Ulrich et al., 2008)
<b>Collaborative Leadership Competency</b>	Cross functional integration Social engineering Conflict Management Grievance Redressal	Chrislip and Larson (1994), Foster-Fishman, Berkowitz, Lounsbury, Jacobson and Allen (2001), Goldsmith and Eggers (2004), Getha-Taylor (2008)	The Emotional Competence Framework (Daniel Goleman, 1998) Competency model (Getha-Taylor, 2008)

**Table 1.5:** Overview of identified conceptual frameworks of individual work performance and classification of their dimensions

<b>Generic framework</b>	<b>Task performance</b>	<b>Contextual performance</b>	<b>Counterproductive work-behavior</b>
Murphy, 1989	Task behaviors	Interpersonal behaviors	Downtime behaviors Destructive/hazardous behaviors
Campbell, 1990	Job-specific task proficiency Non-job-specific task proficiency	Written and oral communication Demonstrating effort Maintaining personal discipline Facilitating peer and team performance Supervision and leadership Management and administration	
Borman & Motowidlo, 1993	Task performance	Contextual performance	
Viswesvaran, 1993	Productivity Quality Job knowledge	Communication competence Effort Leadership Administrative Competence Interpersonal Competence Compliance with and acceptance of authority	
Hunt, 1996		Adherence to rules Industriousness Thoroughness Schedule flexibility Attendance	Off-task behavior Unruliness Theft Drug misuse
Allworth & Hesketh, 1999	Task performance	Contextual performance	
Viswesvaran & Ones, 2000	Task performance	Organizational citizenship behavior	Counterproductive behavior
Michel, 2000	Task performance	Interpersonal performance Civic performance	
Pulakos et al., 2000	Task performance	Contextual performance	
Renn & Fedor, 2001	Work quantity Work quality	Organizational citizenship behavior	
Rotundo & Sackett, 2002	Task performance		Counterproductive behavior
Bakker et al., 2004	In-role performance	Extra-role performance	
Burton et al., 2004			Absenteeism Presenteeism

From the existing literature it can be depicted that executive competencies have got a significant relationship with the performance of individual executives and the organisation as a whole; which is incorporated by the proposed hypotheses of this study. The parameters of executive competencies have been identified through extensive literature reviews on executive

competencies, which are projected to assist an organisation in achieving individual performance excellence.



**Figure 1.12: POC COMPETENCY MAPPING MODEL**

<b>PC</b>	<b>Professional Competency,</b>
<b>OEC</b>	<b>Operational Excellence Competency,</b>
<b>CLC</b>	<b>Collaborative Leadership Competency</b>



## **1.14 COMPETENCY MAPPING FRAMEWORK FOR ITeS PROFESSIONALS**

This model can serve as a basis to develop a competency framework for ITeS professionals. Based on the results of the final validated model, a competency model has been prepared by incorporating Professional Competency, Operational Excellence Competency and Collaborative Leadership Competency.

### **Professional Competency development:**

Professional Competency development is becoming the key focus of the organizations to remain competitive and innovative in the complex business environment by consistent development of its employees through designed development programs focused on individual's potential and competency. It is a wide term which includes action and development of a range of skills in an individual. Professional competency development aims at identification and development of Soft Skills, Sensitivity, Learning oriented approach, enhancing Presentation skills, Negotiation Skills, Interpersonal competencies, Promotes Team Player approach, Positive attitude, being Flexible in approach, ability to set and achieve Tasks and milestones, promotion of efficient work division, Creation of analytical organization, Promotion of internal work relationships with cross functional teams, Practicing Customer First Culture, Designing of efficient Tools and interfaces for ease of service and business and promoting flexible business solutions.

### **Operational Excellence Competency:**

Operational Excellence Competency represents once ability to implement organizational strategic decisions with precision resulting the outstanding performance while eliminating waste at each step of operations and at various development cycles in a continuous manner. Leadership, human resource management practices, operations strategy and culture leads towards creating Operational Excellence. As per the model it has been established that Decision-making ability, Creation of growth opportunities, Adequate communication channels, Promotion of Gender Diversity, Being Resourceful, Risk taking ability, Acting as a Change agent and Practicing Innovation are the key levers that leads towards development of Operational Excellence competency in an individual and organization.

### **Collaborative Leadership competency:**

Collaborative Leadership competency demonstrates once ability to create avenues of success by a collective and inspiring actions. It is an ability of engaging by collective intelligence to deliver results for complex and diverse problems while acting together in a smarter, creative, and efficient ways. As identified in the model it demands ability to handle Conflict management, Grievance Redressal, Cross functional Integrations and Social Engineering collectively for the development of Collaborative Leadership competency.

Hence For the success of an organization and talent development the practice and implementation of each point covered in the model have proved to be very significant in the IT and ITeS sector.

In compliance to creation of competitive advantage and to achieve organizational excellence, proper identification, and assessment of competencies for ITeS professionals are highly prerequisite. Lack of specificity of essential executive competencies poses a threat to the overall performance of an organization, as the ITeS professionals are responsible for the day-to-day management of these competencies and work management. The present challenging and

competitive business environment has turned on the attention of the organizations worldwide towards the importance of competencies and their effect on the firm's performance. Though, the awareness of competencies is not directly proportional to augmented performance index for the organizations, as they are unable to utilize competencies appropriately. According to Martina (2012), "an efficient utilization of a competency-based approach is dependent on the correct identification of executive competencies and the subsequent development of a suitable competency model as well as their measuring, evaluation and development". It was felt after reviewing the works of eminent researchers in this field that the organizations have not given proper attention towards acquiring of desired levels of several competencies by the executives. In this study an attempt has been made towards identifying, acquiring and bridging of competency gaps of the executives. Therefore, the implications of this study would be relevant for both academicians and practitioners alike. The purpose of this study was to empirically investigate whether the identified executive competencies would enhance the performance index of the executives. Globally corporates are reevaluating their competency models, accreditation requirements and practicality towards being relevant in competitive global world to yield enhanced performance. Impact, competency development and its aspects have been recognized as vital and successful medium of identification and calculation of competency outlines that reflects as important indicators of performance outcomes (Dainty et al., 2005).

Professional competencies are a better predictor of increased individuals' performance as the most contributing variable towards individuals' performance is (CM36, POSITIVE ATTITUDE; I always work with a positive attitude to produce qualitative results) as its mean value is 3.94 which is higher than another items. The beta value is .990 , p value=.000, which signifies the null hypothesis was rejected. The professional competency was taken into consideration for identification of crucial executive competencies that would be beneficial for performance enhancement in a firm. According to Tampoe (1994) Professional and managerial competencies play a pivot role in the brining a competitive edge and administrative proficiency in any organization as human capital employed acts as a core and compelling factor to bring tactical and business advantage in competitive environment. Professional Competency surpass the inherent accompanying competitive pressures and pitfall of globalization in team and organization performance especially in professional service firms (PSFs) (Debrah and Ofori, 2005; Jones and Livne-Tarandach, 2008). Presently, there has been a surge in many organizations and firms seeking to take advantage of this phenomenon by seeking to orient and develop their management and performance development strategies to focus on systems that view competencies of the unit of teams and organizations as being central and critical to their interest (Debrah and Ofori, 2005). The proposition of this hypothesis is supported in this study which projects a positive relationship for creating analytical organization, negotiation skills, tools and interfaces, persuasiveness and positive attitude. Supporting evidence for this hypothesis is contributed by numerous researchers, i.e. (Jones and Livne-Tarandach, 2008; Tampoe, 1994; Dada and Jagboro, 2012). The results of this study indicate that the findings of the previous researchers are in coordination, with this study. The professional competencies of the respondents enable them in enhancing their individuals' performance within the organization. Identification and development of competencies results in to enhanced team outputs and efficiencies towards project delivery especially in the construction industries of developing countries which gets reflected in the enhanced performance of the professional

architects and other members (Odusami, 2002; Kamara et al., 2002; Ling, 2003; Dada and Jagboro, 2012). This empowers and equip architects to do their job effectively and helps project members to achieve success and remain motivated (Odusami, 2002; Ling, 2002; Dada and Jagboro, 2012). Based on the inputs from recognized regulatory forms in management, architecture and design, to meet business and associate requirements and to achieve success, behavioral skills plays an important part among professional competencies (Paisey and Paisey, 2000; AACA, 2008; RIBA,2013).

Individualistic approach and human alignment creates a platform for matching the competency with the Job and roles in hand with societal and intellectual traits. It emphasizes the needs of a person as an individual as well as his aspiration towards self-development and self-realization. From the point of view of humanistic orientation, competencies are considered as qualities possessed by successful and accomplished people in a particular job. That was how generic competencies were created, and they encompassed both personal characteristics and social skills necessary for professional and competent work (Burke, 2005; Stankovic, 2010; Chappell et al., 2000). Also, the type of the methodology assumed the existence of dynamism in society and its developmental outlook, leading towards expansion of competency-based approach, which kept it improvising and didn't restricted growth as final and sole model, opening path towards overcoming its initial flaws to a great extent. From the standpoint of modern science, this approach doesn't threaten to impoverish school curriculums or make them less demanding in terms of amount of knowledge but provides them with another quality. By investing into operationalization of knowledge, it makes them firmer and more stable. Unlike knowledge-oriented approaches, this approach understands knowledge in a much wider and more comprehensive manner. Stanicic (2003) created division of competencies of teachers into, Personal Competencies related to broad behavior and responses, professional competencies related to business wisdom used for providing direction and vision, Development competencies related to continuous improvement, Action Competencies for organized and superlative work in process and Social competencies impacting the connect and relationship between individuals. To analyze professional competencies three major components, "professional skills, individual potential and professional knowledge" have been adopted by various (Jermakov, 2011; Zizak, 1997: 1-10). Jermakov (2011) profounded almost similar, but a bit different terminology to discriminates levels of competencies into three. The first level is key or general cultural level, which includes competencies that go beyond the scope of education and have meta-object as well as social-cultural significance (this level of competencies is analogous to the individual's personal potentials stated in the division above). Then, the second level, or general education level, is the one which refers to all subjects present in some area of education, and it is analogous to the professional knowledge, while the third or subject-private level refers to special competencies that form within certain subjects and this level represents the professional skills. Considering the stated views and definitions we can say that the professional competencies of a pedagogue ask for general and specific pedagogical knowledge which must be systematized and scientifically based; skills which allow for competent work, encompassing methodological, evaluation and research skills, and usage of modern teaching resources, information and communication technologies; and finally, personality traits which are necessary for establishing, building and improving relationships with students, their parents, and other

colleagues, as well as successful bearing with other responsibilities of the pedagogue's profession.

Operational Excellence competencies are a better predictor of increased individuals' performance as all of the mean scores are above 3.5. The value of standard deviation is 1. The independent variables (CM 13, CM 14) have a better correlation with the dependent variable (IP) as compared to the other independent variables. The beta value is .928 , p value=.000, which signifies the null hypothesis was rejected. The growth and performance of an organisation are highly impacted by the operational excellence competencies; as they are a specific group of competencies relevant to the exercise of successful operational tasks which enhances individuals' performance within an organisation. Operational Excellence is seen as a chain of consistent efforts towards the achievement of next level of quality and improvement in all the dimensions one operates. The relationship between being resourceful, change agent, decision making, risk taking and change agent developing the sense of operational excellence with enhanced individuals' performance for executive is analyzed in hypothesis which is supported by findings of eminent scholars and prior researchers (Bolboli and Reiche, 2013; Job and Sanghamitra, 2010; Imai, 2012). The results of the study showcase that operational excellence individually and collaboratively influence the performance of individuals within the organization. Oakland and Tanner, 2008 emphasized on Resource based view (RBV Theory) of Business excellence, they stressed upon the contribution of business excellence on improvement of firm's assets and betterment of social relationships. The major benefit of adapting excellence model in firms as the opportunity for self-evaluation and benchmarking toward best practices in different areas. Dotun, 2012 stated that these tools enable businesses to evaluate their existing performance standards or levels and help in identification and prioritization of areas of opportunities, along with assimilation of key actionable in the business plan and best practices. The implementation of the model predicts the possibility of measurement and promotion of continuous improvement which is supporting the hypothesis for the study.

With a vision to meet and develop international/ world class standards, service organisations can explore Operational excellence as a lethal weapon to hit the target in an effort to gain maximum gain. Operations excellence is an outcome of sincere efforts of tremendous Leadership, which has been acknowledged in previous research also. Service industry has been coping up with swift technological changes in the operations and service delivery systems, which keeps on challenging the think tanks of the service industry to match and exceed the varied expectations of the customers considering demographic and life style deviation. So the leadership is the top notched factor for Operational excellence clubbed with a structured and clear alignment with organizational vision and commitment.

According to the literature, effective Human resource management undoubtedly provides a winning edge. The right and effective approach of HRM constructively affects the core areas of organization such as Operational Excellence, Service Quality and Organizational performance. The Operational strategy has majorly been misunderstood which originates as service strategy and have a deep impact on the operational excellence of the organization. Some researchers reported a significant relationship between operations strategy and operational performance, they highlighted that high-performing firms had somewhat a different alignment between strategic priorities and operations activities than did low-performing firms. Since operational

excellence gets vastly impacted from the operation strategy decisions, organizations need to make their choices wisely. In this modern era organizations focuses on not only on maximizing gains for themselves but also, they include customers and stake holder's need as prime factor of consideration. Various eminent researchers devoted substantial efforts in the development of the operational excellence model (Carvalho, Sampaio, Rebentisch, Carvalho, Bhullar et al., 2014; and Saraiva, 2017; Found et al., 2018; Mascitelli, Mills, Bierl, and Le, 2017).

Several aspects of Operational Excellence have been studied in previous studies, these can be understood as under:

Operational excellence and Supply Chains (Morash and Clinton, 1998; Tyndall, Gopal, Partsch, and Kamauff, 1998),

Tools and Techniques of Operational excellence (Basu, 2004a, 2004b)

Critiquing of self-assessment models (Williams, Bertsch, Van der Wiele, Van Iwaarden, and Dale, 2006)

Cases in operational excellence (Oakland, 2007, 2014)

Operational excellence and Customer (Morash and Clinton, 1998; Treacy and Wiersema, 2007)

Lean Operational excellence (Liker and Franz, 2011; Sarkar, 2007)

Operational excellence Theory and Frameworks (Bhullar et al., 2014; Found et al., 2018)

Measuring systems on operation excellence (Jarrar and Schiuma, 2007; Schiuma, 2009)

Operational excellence models (Dahlgaard, Chen, Jang, Banegas, and Dahlgaard-Park, 2013; Miller, Raymer, Cook, and Barker, 2013; Talwar, 2011)

The proposition of this hypothesis is supported in this study which projects a positive relationship for functional strategy, business strategy, understanding competitors, knowing market opportunities, pro-activeness, operational excellence, lean practices and knowing the drivers of the market and competition aggressiveness, as the findings point out that operational excellence competency has got significantly positive influence on the performance of the respondents both singularly and collectively.

“Leadership competencies, which are often largely closed-ended in nature, are necessary in order that staff can undertake strategic planning, and in this way helps to turn the vision of a team, function or a complete organisation” (Alimo-Metcalfe and Alban-Metcalfe, 2008: 16). The relationship between organising, empowering and participation, appraising, leading, motivating others, developing others, team building, resolving group conflict, developing the sense of shared leadership and communication with enhanced executive performance for executive is analysed in H<sub>01c</sub>; (Collaborative leadership competency doesn't facilitates the classification of competency mapping that ensures long term individuals' performance) which is supported by findings of eminent scholars and prior researchers (Beinecke and Spencer, 2008; Northouse, 2010; Jantti and Greenhalgh, 2012; Alban-Metcalfe and Alimo-Metcalfe, 2013; Quintana et al., 2014). The results of the study showcase that collaborative leadership competencies of the respondents influence their executive performance significantly which illustrates the results of the calculated mean. The most contributing variable towards

individuals' performance is (CM 20; Cross functional integration ; I promote and participate willfully in the programs/platform designed for cross functional dialogues and integration) as its value is 3.81 which is higher than other construct. The beta value is .887 , p value=.000, which signifies the null hypothesis was rejected. The enclosed study effectively uses the collaborative leadership framework and concepts those have been practiced in previous research (Agranoff and McGuire, 2001; McGuire, 2002; McGuire and Silvia, 2009) to to scrutinize its effect and fundamental relations in ITeS industry. This study also responds what Getha-Taylor (2008) reminded many collaborative skills in theory should be empirically tested their links and be practically identified by differentiating their collaborative competencies.

The Leaders of today need an extended collection of skills and a new mindset to succeed in highly paced and competitive business environment. They must be able to think globally, strategically and articulating an inspiring vision through cultures, and make wise choices amid complexity and uncertainty. The people who demonstrate collaborative leadership competency, organize their work or that of others to get results with available resources. The correlation of social engineering, cross functional integration, conflict management and grievance redressal with individuals' performance are evaluated through hypothesis. The suggested hypothesis is assisted by prior research works of (Fullan and Hargreaves, 1991; Hargreaves, 1996; Little, 1990; Leonard, 1999).

Inquiry into collaborative leadership has focused predominantly on personal traits or characteristics of the leader. Big picture thinking, coaching, mediation, negotiation, risk analysis, contract management, strategic thinking, interpersonal communications, and teambuilding, are some of the skills identified as necessary to successfully lead collaboratively (Goldsmith and Eggers, 2004). Other core collaborative leadership competencies include ability to resolve conflict, communication skills, ability to understand other perspectives, and expertise in the problem area (Foster-Fishman, Berkowitz, Lounsbury, Jacobson, and Allen, 2001). In addition to encompassing listening skills (Bardach, 1998), collaborative leadership is also conceptualized as the ability to convene others to solve problems jointly, to energize around a problem, to assist others to work effectively, to solve problems and in the creation of a long-term vision (Chrislip and Larson, 1994). In terms of models of collaborative leadership competencies, research has showed that there is discordance between the competencies human resources managers believe are required to collaborate and the competencies exemplary collaborators demonstrate (Getha-Taylor, 2008). Collaborations plays a pivotal aspect in enhancing educator capacity and professional knowledge (Lambert, 2003). Research in the field of collaborative leadership in education point out to the relevance of individual values as well as organizational culture, as facilitators or obstacles for implementing collaborative learning and leadership.

The present study explores assorted dimensions of executive competencies and its impact on individual performance measures. Considerable effort had been taken to identify and fill up the gaps in literature, through a holistic model that has been derived in the duration of the study. Data collected were empirically examined to distinguish the essential executive competencies that pose greater impact on the performance index of the professionals in the ITeS sector. The hypotheses developed in this study had been investigated thoroughly, which depicted that three competencies i.e professional competency, operational excellence competency and collaborative

leadership competency were found to be significant enough to impact the performance level positively when evaluated collectively as well as individual basis each of the three competencies constructs were found to be significant indicators of executive performance. The overall discussion of the study suggest that there is a positive linkage between executive competencies and executive performance that results in overall enhancement of organisational excellence.

## 1.15 FINAL WORDS

As per Shrimad Bhagwat Gita; Krishna enlightened Arjuna, “The one who can catch the action in inaction and inaction in action, is the wise one. He is not attached to actions. The one who has removed the desire from actions and its resolutions has great wisdom and no sin can affect him. He lives with the minimum that is needed for his life.” "Our Life: I see many a time, people get down to perform every activity in their professional life keeping their personal gains in mind, in fact, that is their only major target to achieve. Everyone has some personal expectations, and the organization has its expectations too; so together we plan and agree on the targets to be achieved in a year. But, when it comes to achieving their personal goals, I see people starting the year with an aim to achieve ‘promotion’, ‘double-digit increment’, etc. So much so, that they even go and ask their supervisor as to what measures they must take to achieve their targets. They don’t consider asking themselves, ‘what should I learn this year to improve my performance’. They don’t ask the supervisor, ‘how to use their potential more effectively for the benefit of the organization?’. The current generation of employees work only for the sake of moving ahead of their competition. Instead of concentrating on improving their competency levels, today people work with the sole aim of getting promotion and a hefty salary package! All their actions are dependent only on that. It could be because they don’t believe that their action will yield any results, or it could be their fear that they will not be able to achieve results. The whole of this misconception is because they are only bothered about the short-term goals, the immediate outcome! A confident, reliant person will not care about the outcome, but will only focus on his actions. When you perform the activities in a competent manner and wholeheartedly, with evenness in your mind, the salary and promotions are bound to come your way. (Remove it - If not in the current organization, then in the other, but don’t lose yourself in this grind, because you are precious, and it will be difficult to obtain yourself again once lost!)

This study emphasizes on the establishment of the role of Competency Mapping on Individual’s Performance in the ITeS Sector. This chapter illustrates about the data interpretation of the collected data from the respondents belonging to the middle level executive cadre of ITeS companies. The responses of the respondents were assessed for its reliability and validity before the utilization of analytical tools of measurement. Descriptive statistics, correlation analysis, exploratory and confirmatory factor analysis, and structural equation modelling were broadly used to validate the model fit of the conceptual model; as well as the hypothesized issues developed during the initiation of this study. The validation and inferences of the hypotheses were documented throughout the study.

The Competence is an individual’s ability and skill to deliver certain results in a given situation and environment. The success of individual and business organizations deeply depends on how effectively the competencies are being explored and utilized in yielding the results. Hence for the managerial cadre it becomes a prerequisite to keep identifying and nurturing the right set of competencies in the work force and keep the organizational pace matched with the industrial demand and direction. Competency cannot be determined directly by simple observations; it requires a scale to measure based on certain output parameters and standards at various levels.

The best value of learning is to understand the fundamental qualities of individuals, and wherever individuals don’t seem to be functioning at their jobs, this may seem tricky but the



answer is to attenuate the time spent in coaching and focus specially on simply the talents and their need and wish. It's necessary for the organization to spot the talent gap of staff in terms of organization's specific business goals and techniques.

Hence Competency Mapping is currently recognized as a key method to make sure that the individual and organization coaching set up area unit are connected to business goals.

The Professional Competency development is becoming a key focus area of various leading firms across the Globe as this provides an edge to the organizations while dealing with external factors effectively. Wherever we see the individuals either being part of the teams or work groups and organization, in delivery functions are effective and efficient, the organizational performance reflects positively. Also, by concentrating on the key roles within project teams, developing the potential competency profiles of the units of teams and work groups is more likely to make them efficient and successful in their roles and possibly optimize an overall team or organization performance (Debrah and Ofori, 2005; de Haan et al., 2002). Hence to generate a strategic and competitive advantage, it is recognized to develop professional competencies as a key driving force and extremely crucial prerequisite in a complex and competitive environment.

While Organizations have started acknowledging the importance of development of Professional competencies of Human resource, the parallel focus is being driven towards creating Operational Excellence in all it does. The key factor to drive Operational Excellence remains in the formulation of an effective Operation Strategy based on vital strategic inputs and results. An efficient strategy and its controlled execution acts as a catalyst for the desired results. Hence to achieve operational excellence, organization needs to create an excellent blend of effective leadership, human resource management practices, operations strategy, and involvement culture, and these have been studied in this work.

The various concepts of TQM and Waster reduction have been evaluated and studied those had a significant impact in the way organizations operate. One of such concept of Lean Management, after decades of practice proved that it is as effective for Service Sector as it is for manufacturing and waste reduction and process improvement is a critical concern for every organization and sector to achieve Operational Excellence. With the in-depth understanding of business processes, lean provides direction to lead current operations to a much higher level with the stress on value, value creation and value delivery.

To drive continuous improvement, Shingo (2009) advocated following basic approaches: process improvement plant improvement, and operations improvement. Duggan (2012) propagated that that business growth will not necessarily happen simply by solving a series of quality problems, as there is not a direct connection between these elements, and, moreover, delivering value to the customer is the key.

Operational Excellence is seen as a chain of consistent efforts towards the achievement of next level of quality and improvement in all the dimensions one operates. Based on the St. Gallen understanding, operational excellence consists of a technical and social subsystem, wherein TPM, TQM, and JIT are assigned to the technical subsystem, and Effective Management System (EMS) to the social subsystem (Friedli et al., 2013).

Operational excellence is a philosophy aimed at improving performance and leading to business success. It is practice oriented approach which has a never-ending potential to keep developing in the future, as companies are bound to find a way to certain growth. It is a concept which has emerged and nurtured in many phases and parallel ways, as various companies and researchers did focus on a series of different things, with the same final goal of business excellence. Operational excellence evolved from a basic concept of continuous improvement to the level of customer focus and collaborative and collective approach of employee engagement or participation in each decision-making element and process.

While Professional Competency development comes as a pivotal requirement to meet organizational expectations from an individual and help him to focus towards creating ways and means to achieve Operational Excellence, Collaborative Leadership gives it a higher dimension.

Leaders have always faced a challenge to demonstrate variety of skills and a fresh thinking approach to meet the dynamic, unpredicted, unorganized and competitive business environment. Strategic thinking, global business and cultural understanding, people management and nurturing talent, ability to provide vision and decision making effectively are some of the prerequisite leaders deal with on a constant basis.

Collaborative leadership is a function of influencing and engaging people at will in place of practicing of positional authority. It focuses on creating synergies, aligning people and delivering results in a open environment across organization without enforcing general principles of controlling and directing. The fundamental tilt remains towards collective output rather than individual yield, it believes in the philosophy that together we perform better, smarter, competitively, effectively and creatively to handle diverse, complex and multi-dimensional challenges of day-to-day organizational life cycle. Collaborative leadership practices in generating an environment of respect, trust, ownership, and openness for the achievement of common goals. Such leaders focus on building strong relationships to generate high quality results by using a consistent and effective dialogue and conversation with its people.

“It manifests in getting things done, without exercising power and control over” (Li, 2010). Collaboration is considered a requirement for sustainable success in the current interdependent global context, particularly as it allows leaders to build relationships, handle conflict, and share control (Archer and Cameron, 2012).

Collaborative leadership has focused predominantly on personal traits or characteristics of the leader. Big picture thinking, coaching, mediation, negotiation, risk analysis, contract management, strategic thinking, interpersonal communications, and teambuilding, are some of the skills identified as necessary to successfully lead collaboratively (Goldsmith and Eggers, 2004).

Collaborative leaderships lay a strong foundation for creation of Successful leaders who can collaborate and connect with global requirements and fast technological changes to handle widespread teams across geographies and keep abreast with eco-social cultural differences effectively. Such leaders perform swiftly across lines of business and industries and set higher benchmarks for others to follow.

Hence this study focuses on creating a fusion of “Professional competencies, Operational Excellence competency and Collaborative Leadership” and its effective utilization in ITeS Sector. A sector which is relatively younger and has immense dynamism hidden in its operations and nature. The sector which is cumulatively driven by skilled manpower and on ground team of executors makes it vulnerable to failures and idealism. The identification and development of right set of competencies at each level matching with the role requirement and delivery makes it inevitable for the success of the organization and revenue maximization.

**1.16 PROFESSIONAL IMPACT AND INDUSTRY SIGNIFICANCE:**

By proposing a multilevel model of competency mapping several vital theoretical contributions to the literature on competency-based recruitment and selection process, succession planning and organizational change. Taken together, these contributions proliferate our understanding of the multilevel determinants of executive competencies in the performance excellence of an organization. The model contributes to the management theory in basically three areas such as;

**Competency based recruitment and selection:** Competency based recruitment and selection is focused on identifying those potential candidates, who can demonstrate behaviorally defined characteristics which emphasize superior performance in the role intended to be filled. Assessing a candidate against specific competencies helps a recruiter in clarifying the potential candidate's strength and weakness, thus making it easier to target any development initiation needed; should they be selected for the intended job role. In traditional recruitment and selection process, the recruiter can be affected by a halo or horn effect, inconsistency, stereotyping and prejudices while selection of the candidates, but in competency-based recruitment and selection process these errors can be avoided. The recruiter is made aware about the parameters and measures needed for the selection of the potential candidate. One key contribution of the research model is a better understanding of the competencies that an organization values to facilitate accelerated executive performance. By understanding the core competency, culture and strategy of an organization, an organization gets to identify the competencies that encourage a good fit between the executives and the requirements of the job. Taken together, the theoretical model paints an encouraging picture of the organizational potential to influence its recruitment and selection process positively as the executive competencies and skill sets required for the job becomes apparent. Whereas previous studies focused on the predictors of executive performance after their placements, the proposed model considers pathways through which organizations can choose better candidates during the selection process and avoid performance related confusion and disillusionment.

**Succession planning:** The identification and development of executive competencies within an organization boosts performance and induces the recognition of career development and succession planning initiatives. The competency based executive performance model will provide the necessary consistency and continuity needed for effective succession planning system and enhances the potential of the executives through nurturing of learning experiences, coaching, and feedback (Lucia and Lepsinger, 1999). The research model helps in identifying the required executive competencies needed in the present and future endeavors, improves the talent pool within the organization as well as developing a benchmark to evaluate executive abilities systematically for future job roles (Rothwell, 2005). Succession planning is one of the crucial decision-making mechanisms available to the organization which ensures that the organization can train and develop their present employees for future work-related needs. This competency model would assist in the identification of training needs, promotion of competence culture, development of essential skills and up gradation of capabilities, effectiveness, and performance. A vital contribution of this model for the executives of a firm is that the aspiring executives looking for higher job positions can focus on the development of identified competencies for better performance in the future and to realize its positive effects.

**Organizational change:** Globalization and constant innovation of technology has necessitated the need of rapid change within the organizations worldwide to sustain in the market and to gain competitive advantage. The organizational change affects all the department and employees of the organization as they form a part in the implementation of this change process. The executives within the organization play a crucial role in determining whether the change implementation is successful or not. “Implementation is best characterized as an ongoing series of interventions that are only partly anticipated in top management plans” (Floyd and Wooldridge, 1996: 45). Recent years have witnessed a growing interest in combining competencies and organizational change, so as to achieve cent percent successful change within the organization. The identified competency parameters in the model can help the organization in developing the skills needed to implement the change systematically by causing less of upheaval and cynicism among the executives, as they are the change agents during the organizational change process. By introducing the essential executive competency parameters in the model, it provides the specificity of skill sets vital for implementation of change in which positive effects are more likely to be realized.

### **Managerial Implications**

One of the most important questions for the scholars and practitioners alike is “why” would an organization seek to develop the executive competencies of its employees and why should scholars consider these competencies worthy of theoretical and empirical analysis? In the previous studies scholars have mentioned the relevance of competencies as an essential aspect of the individual and organizational success. To quote the recent study of Martina et al., “The managers interviewed agree with the definition of managerial competencies which specifies them as a set of specific knowledge, skills, attitudes, values and motives to generate the desired level of performance by the managers. All the contacted managers agreed with the opinion that each individual could contribute to an organization’s development not just by their “common” predispositions, but in particular by their specifics that differentiated them from others. i.e. individual competencies. The source of success of any organization is its ability to increase the quality of labor to enhance its performance. The research model on executive competency-based performance management system supports this perspective that the identified competencies can serve the organization positively. Thus, this study has certain important practical implications which can benefit both the executives and organizations and these are enlisted below:

**Involvement and Participation:** For any model to be successful, there is a need for the involvement and participation of the employees. Involvement of the executives in the development of the competency mapping process enhances the trust factor of the employees as well as enabling in distinguishing adequate competency parameters which are in coordination with the needs and requirements of the individuals and the organization.

**Adequate Communication Network:** Proper communication among the members of the organization is vital for the success of the competency mapping process. It is the responsibility of the top-level executives of the firm to provide a consistent communication network within the firm so that all the participants have adequate information regarding the process. Since, it has been noticed that most of the process fail within the organization, due to lack of awareness among the participants.

**Collaborative Leadership Development:** Most of the global industries have recognized the vitality of having an effective leadership pipeline due to the constant volatility of the market conditions. The proposed model in this study can enable the executives to identify the crucial parameters of leadership competencies that are linked to higher performance as well as supports future succession planning within the organization.

**Professional Adequacy:** Cross functionality has become a necessity for organizations today, especially for the executives of ITeS units. The competency mapping framework in this study can help the organization in distinguishing the characteristics that can enable the process successfully. Every individual is unique and so are their competency requirements. Therefore, customized development programs must be rolled out by the administrators of an organization to bridge the competency gaps successfully.

**Review Process:** The executives should be focused on continuous review of the competency mapping system, so as to determine whether the pre-determined organizational objective is being achieved or not. The focus of competency mapping process within an organisation is on to induce improvement and learning orientation for the employees.

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