



Original Research Paper

Role of Higher Education Institutions towards developing the Human Capital of the world through competency mapping

Ekta Sharma

Postal address: 13, Gopal Surya Tenement, Nr. Sola railway crossing, Sola road, Ahmedabad-61, Gujarat, India.

*Corresponding author. E-mail: ektas55@gmail.com. Tel: 09824004952.

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ABSTRACT

The harsh reality of contemporary times is that the employment market is flooded with the large number of Management graduates but with minimal employability and hence, it becomes essential for the management institutes to take a challenge and develop employable human capital. This would be possible only if they are being able to think differently to prepare their graduates proactively and adorn them with the skills which increase their employability. The present paper intends to identify the model for competency mapping of the Managers and then analyze Gap between management students' competencies and the managers and how to bridge the gap. This paper is an effort towards developing a competency guide for the "Managers to be". The rationale of the study is to facilitate the management graduates to plot their career path and secure the designation of "Manager" within four to five years of the beginning their career. The study would help the management institutions to review the curriculum to suit the needs of the employment market and also the career growth of their graduates. The study is limited to the management graduates only.

Key words: Competency mapping, management institutions, management graduates, generic competency, managerial competency.

INTRODUCTION

In this world of cut throat competition, companies are putting tremendous effort to hire competent employees and to develop relevant competencies in their existing employees. These are one of the few ways in which companies can gain competitive edge over each other. In this slowing economy where so many companies are fighting for limited resources and talent, it is very

important for organizations to incessantly reassess their competencies, update it and have the courage to make the necessary changes. It is equally imperative for a firm to define a set of core competencies which corresponds with its key market differentiators. This is where competency mapping plays a key role. The present paper intends to identify the model for competency mapping of the Managers and then analyze Gap between management students' competencies and the managers and how to bridge the gap. The rationale of the study is to facilitate the management graduates to plot their career path and secure the designation of "Manager" within four

to five years of the beginning of their career.

Competency Mapping is a process of identifying key competencies for a company or Institution and the jobs and functions within it. Competency required for a particular job depends on many factors. The factors include social culture, nature of the business, business environment, organizational culture, work environment, organizational structure, duties and responsibility, nature of processes and assigned activities, attitude and motive of colleagues, superior and subordinates. Some of these factors may change with time and thus changing competency requirements for the same job position in the organization. Unlike other resources, human being is the only asset that can appreciate with useful inputs. It is one such asset that adds value to itself with respect to time. And therefore it is considered as a resource that can be cultivated by the manure of training and development. Competencies can provide the logic for designing an organization that will enable human resources to continually add value to its firm.

The competencies are divided into three categories: - (Sanghi 2007)

- Technical or Functional Knowledge.
- Managerial Skills
- Human Attributes

A. Technical or functional:-

- Business Awareness- Sets of attributes required to take business decisions for achieving business objectives.
- Organizational Awareness- Should have sound knowledge of basic facts of business such as short-long term goals, product knowledge, and the roles and relationships between various departments.
- Technical Skills- In depth functional Knowledge to perform the responsibilities of the job.
- External Awareness- Should have sound knowledge of the various market dynamics, the new policies of the government regarding the industry, competitor's strategies.

B. Managerial skills:-

- Customer oriented- Ability to identify, meet and exceed the customer expectations.
- Planning Skills- Attribute required for understanding interrelationships and requirements of different activities to be performed achieving the desired objectives.
- Cross Functional Perspective- Attribute required for understanding your own job in relation with other functions within the organization.
- Concern for Excellence- Should be able to bring out best in team work, relationship with people in the organization.
- Judgment- Should be able to make quick, logical decisions in uncertain, ambiguous situation calling for high level of intuitive or judgment.
- Leadership- Attribute required taking responsibility for accomplishing the desired objectives.
- Delegating and supporting organization- subordinates for

- coordination. - Attribute required enabling the subordinates to be effective in the assigned job and contribute to the organization.

- Risk Taking- Ability to own up and take steps to implement it successfully.

C. Human Attributes:-

- Communication- Ability to communicate and convey messages to everyone in the organization in a succinct manner. Should have good written and oral skills.

- Team Working and Interpersonal Effectiveness- Attribute required to impact group or team working achieving the team objectives.

- Integrity- Should say what one can and commit what one can deliver.

- Transparency and directedness in dealing with others

Literature review

The literature of competence can be traced back to McClelland (1973), who advocated use of competence based tests rather than the traditional intelligence tests. He opined being a high school or college graduate gave one a credential that opened up certain higher level jobs, but the poorer students in high school or college did as well in life as the top students. Hence, "test of life" should be based on competence measurement and not intelligence measurement.

The concept of "Competency" is explored by many thinkers (Franc and Winterton, 2005; Naquvi,2009; Kodwani,;2009) as set of knowledge, skills and abilities. The competency mapping helps in improving organizational Growth (Rice, 2010; Naquvi, 2009).

Franc and Winterton, (2005) explored the definitions and usage of competence, seeking to clarify the concept by incorporating knowledge, skills and competences within a holistic competence typology. They suggested multi-dimensional frameworks of competence and validated them by analysing the competence model of different countries. The findings of their study shows that functional and cognitive competencies are increasingly being added to behavioural competencies in the USA, while in the UK cognitive and behavioural competences are being added to the occupational functional competence model. France, Germany, and Austria entering the arena more recently, adopted from the outset more holistic, but different, approaches. They compared these approaches and suggested that a holistic framework is useful in identifying the combination of competencies that are necessary for particular occupations and to promote labour mobility.

Naquvi, (2009) observes that the performance of companies depend mostly on the quality of the work force. The organizations have always been concerned about the competence of its people. This paper seeks to delve deeper into the concept of competency, tracing its history

a. and its role in the present context. It explains how the concept has constantly evolved over the years, its applications in human resource management, and development in the present scenario. It also aims to study its future prospects in the light of other emerging areas like talent management.

Kodwani, (2009) mentions competencies are the set of such skills and abilities (technical as well as behavioral) which are required for desired level of performance. Right competencies are the key to superior performance.

There has been different studies to explore the competency levels of employees of different sectors (Singh, 2010; Kaur and Kumar, 2013; Rice, 2010) and different levels (Mily-Velayudhan, 2011).

Singh (2010) and Kaur and Kumar, (2013) has identified the HR competencies of senior and Middle level managers. The HR competence differs according to hierarchy and also the sector and this difference helps in devising training programs for managers at different level and sectors.

Mily-Velayudhan, (2011) has identified the gaps in the competency levels of IT professionals of two IT firms. A total of 20 dimensions have been used to assess the performance level and identify the gaps.

Rice (2006) reflects on the leadership development among healthcare executives in the U.S. He comments that competency-based leadership development does not just drift, however it intentionally focuses on clear career aspirations. Meanwhile, he stressed that disciplined approach to career growth will enhance the organization's performance. Along with this, growth in career planning for health leaders would set as innovative strategies for development.

METHODOLOGY

The competency model was developed in discussion with the various stakeholders like Managers and Management graduates. The sample consisted of 200 functional managers from different industries like power, pharma, IT, etc and 500 management graduates. The competencies for the "Functional Managers" were identified through literature review and the interviews of the managers and then the questionnaire was developed on basis of these competencies which was filled up by the different stakeholders.

Competency Model

The competency mapping was done on the basis of the following model:

Generic: Generic (Foundation) competencies are skills and knowledge that are shared across different industries and trades that are relevant to most people in the workplace.

Managerial: Managerial competencies are the skills, knowledge and ability required to perform managerial

tasks.

Meta quality: Meta quality is the competence about the competence, that is, quality required for developing the competence.

Technical or functional: Functional competencies are the skills, knowledge and ability required to perform functional tasks.

Competency Catalogue

Competence Catalogue was developed in discussion with the different functional managers where the managers have suggested the required competence for the position and also the narrative for those competences.

Competency Assessment

The identified competencies have been assessed on the scale of 1-5. The scale was developed to rate the competencies of the managers and the management students. The following scale was formulated:

5- Exercises outstanding performance on this competency **far exceeds acceptable standards**

4- Exercises very good performances on this competency **better than acceptable standards**

3- Exercises quite acceptable performance on this competency and **meets requirements**

2- Performance on this competency **is not quite up to acceptable standards**. A development is needed.

1- Performance on this competency **fails to meet acceptable standards**. A major development is needed

The students rated themselves on the competencies and then their data was validated by their teachers, ex-supersiors or Intern mentors. The competencies rated by functional managers were also validated by their supersiors. With the data of the competencies of management students and the functional managers, the gap was identified between the competencies of the students and the managers.

Findings

The research shows that the gap of competence exists between the management students and the working managers. The Generic skills like communication, Persuasiveness, sensitivity and stress tolerance have higher difference (more than one point). (Refer Table 1 and Graph 1).

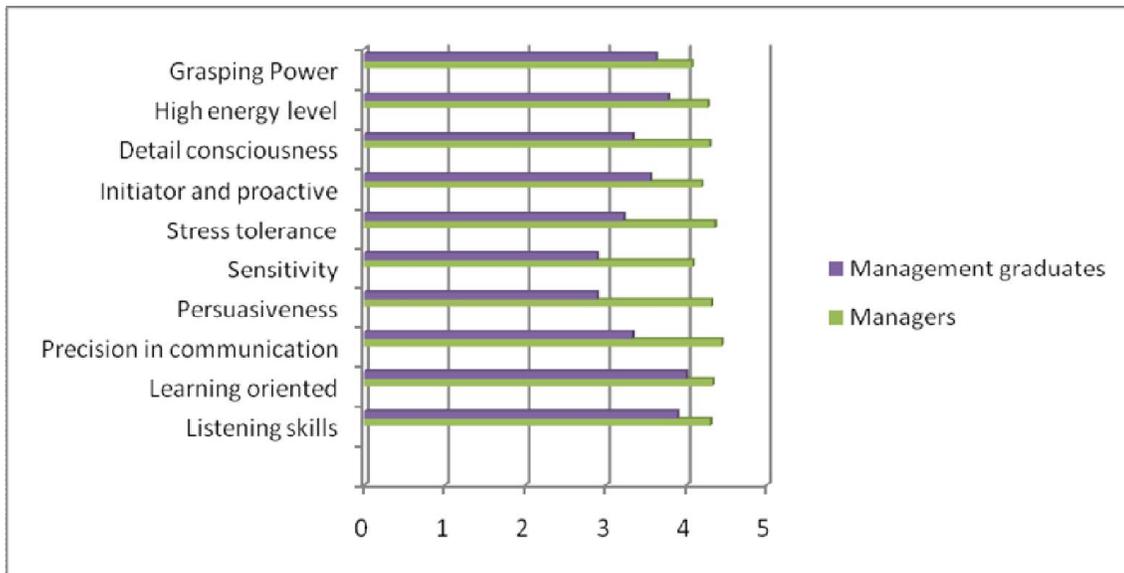
In managerial skills the management graduates have the widest gap in being motivator (Gap of 1.28), which is followed by the planning and organizing skills (Gap of 0.82) and Consistency in achieving results (0.81). (Refer Table 2 and Graph 2).

Meta –qualities like creativity (Gap of 1.17) and mental agility (Gap of 0.874) also need attention. (Refer Table 3 and Graph 3).

Table 1. Generic Competencies.

Competencies	Managers	Management graduates	Gap
Generic Competencies			
Listening skills	4.2999278	3.888888889	0.411039
Learning oriented	4.3286436	4	0.328644
Precision in communication	4.4406566	3.333333333	1.107323
Persuasiveness	4.3130231	2.888888889	1.424134
Sensitivity	4.0815296	2.888888889	1.192641
Stress tolerance	4.3559163	3.222222222	1.133694
Initiator and proactive	4.1910534	3.555555556	0.635498
Detail consciousness	4.2901275	3.333333333	0.956794
High energy level	4.2679353	3.777777778	0.490158
Grasping Power	4.0683502	3.625	0.44335

Graph 1: Generic Competencies.



In Technical/functional skills the gap exists in the negotiation and consultation skill (1.07), controlling (0.97) and affiliation (0.89). (Refer Table 4 and Graph 4)

Discussion

The study shows that the gap exists between the competencies of the management graduates and the required competencies to become managers. Hence, the need to bridge this gap becomes important for the career growth. Although some skills like controlling, motivating and goal-setting can be developed with the work

experience in due course of time but if the gaps in skills are filled by conscious and pro-active steps of the individual as well as management institutions, it can develop the very efficient managerial work force. The management institutions should review the curriculum from time to time and should keep updating the skill requirements needed to succeed in the managerial career. The managerial institutions can develop the skills in the following ways:

a. *Introduction of the new course to develop the skill:* The new courses can be introduced in the curricula, which address the need to develop particular skill. E.g. Leadership. The course contents should be such where

Table 2. Managerial Competencies.

Competencies	Managers	Management graduates	Gap
Managerial Skills			
Analytical, problem solving	4.3003608	3.888888889	0.411472
Decision Making	4.3222222	3.666666667	0.655556
Social skills and abilities	4.418278	3.777777778	0.6405
Emotional resilience	4.2431457	3.444444444	0.798701
Pro-activity	4.2190476	3.777777778	0.44127
Coordination	4.2007937	3.888888889	0.311905
Team Work	4.4761785	3.888888889	0.58729
Planning and Organizing	4.4881433	3.666666667	0.821477
Adaptability/Flexibility	4.322583	3.555555556	0.767027
Sets and achieves ambitious goals	4.5423401	4	0.54234
Drives for continuous improvement	4.566366	4.111111111	0.455255
Gets results consistently	4.3670034	3.555555556	0.811448
Motivator	4.5062771	3.222222222	1.284055
Assertiveness	4.1620972	3.444444444	0.717653
Leadership	4.5434945	3.777777778	0.765717

Graph 2. Managerial Competencies.



Table 3: Meta Qualities.

Competencies		Managers	Management graduates	Gap
Meta Qualities				
Creativity		4.1710597	3	1.17106
Mental agility		4.4297584	3.555555556	0.874203
Balanced learning habits and skills		4.4663397	3.666666667	0.799673
Self-knowledge		4.2121852	4	0.212185

Graph 3. Meta Quality.

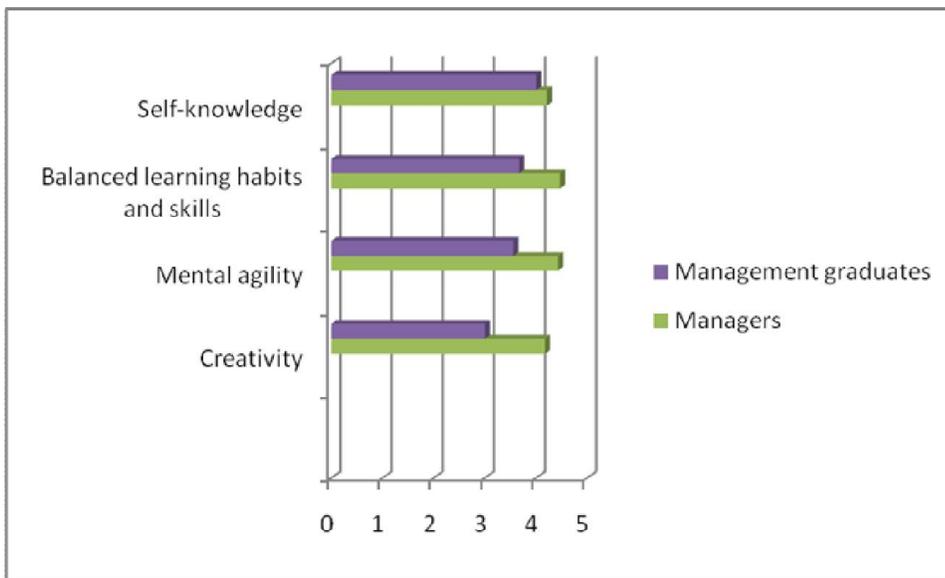
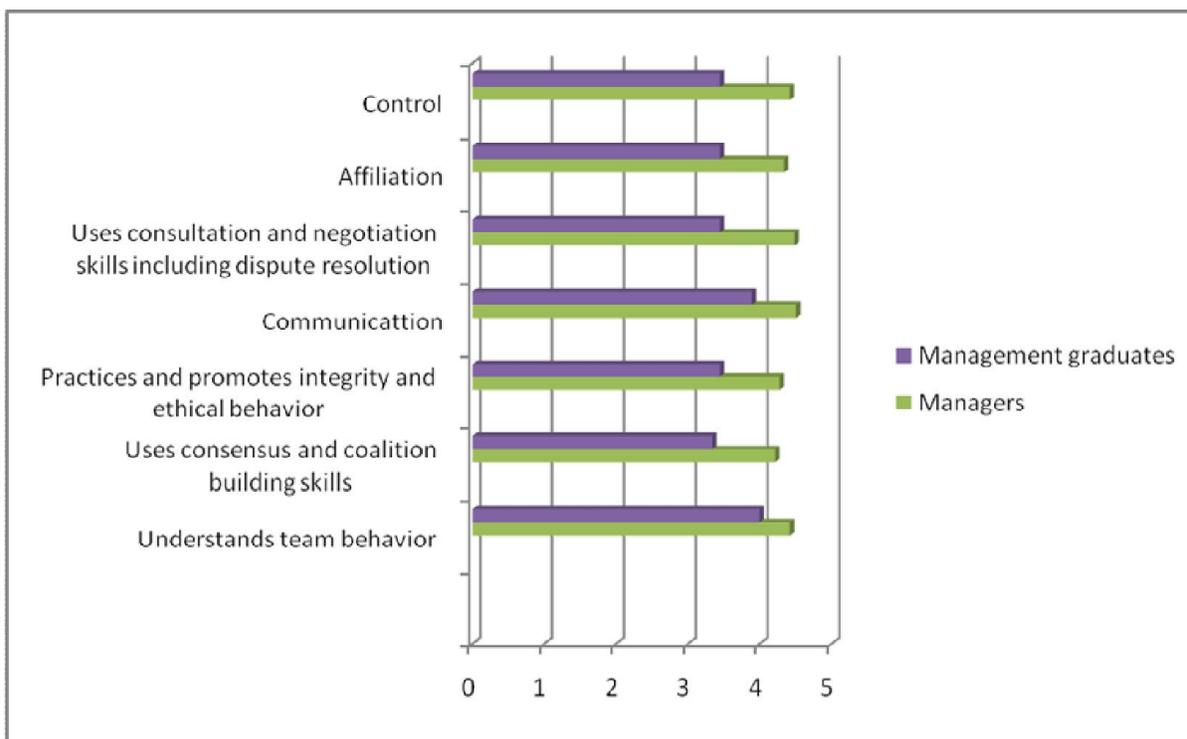


Table 4. Technical or functional skills.

Competencies		Managers	Management graduates	Gap
Technical/Functional				
Understands team behavior		4.4211039	4	0.421104
Uses consensus and coalition building skills		4.2141655	3.333333333	0.880832
Practices and promotes integrity and ethical behavior		4.2785714	3.444444444	0.834127
Communication		4.5054473	3.888888889	0.616558
Uses consultation and negotiation skills including dispute resolution		4.486039	3.444444444	1.041595
Affiliation		4.3406686	3.444444444	0.896224
Control		4.4200337	3.444444444	0.975589

Graph 4. Technical or functional skills.

in the student is being able to assess himself/herself on different leadership traits and hence get to know his/her deficit areas. They should be helped to develop the deficient skill through different assignments and projects.

- b. *Workshops and seminars:* Class room courses are not always effective. At times Hands -on experience to analyze the self skills can help the student better. Example, Workshop on Negotiation skills, Seminar on Motivation, Learn from Leaders lectures series.
- c. *Effort to weave in these skills in most of the courses on offer:* If the institutes realize that certain skills are essential for the growth of the students, it can be considered as a common thread for most of the courses on offer. Thank you. Communication skills. Although there is a class room course on the communication skills, but evaluating the students for this skill must be mandatory at every other course level too, so that it could be reinforced and the required skill could be developed.
- d. *Attitude & Value Orientation:* The management institutes must devise ways to develop the right kind of attitude and Value amongst its graduates, otherwise they would be like mannequins which are decked up externally but are hollow internally.

Conclusion

The harsh reality of contemporary times is that the employment market is flooded with the large number of

Management graduates but with minimal employability and hence, it becomes essential for the management institutes to take a challenge and develop employable human capital. This would be possible only if they are being able to think differently to prepare their graduates pro actively and adorn them with the skills which increase their employability. It is the need of an hour to assess the need of competency development in the workforce of tomorrow and help them plan their future. This talent pool would help us reach the new heights.

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Model for developing the management graduate competency

