Strategy for developing a competency model

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ABSTRACT

There is a trend in the industry towards competency-based approaches to the training, assessment and development of employees. The trend is evident in various disciplines and specialist areas in the field of behavioural health. A step-by-step process for developing a competency model. Models and legal implications of competency development followed by a description of the seven steps involved in creating a competency model or position. This modelling process builds on complementary work on competencies in business and industry.

Keywords: *Knowledge-based organization; Competence; Model.*

1. INTRODUCTION

The aim of this study is to develop a personalized competency model for a knowledge-based organization. A competency model is a company-wide framework and descriptive tool that identifies the competencies required to perform effectively in a particular job, occupation, industry, or organization. These are the built-in knowledge, skills, judgment, and qualities people need to do a job effectively. By having a defined set of competencies for each role in your company, you show employees the types of behaviours that the organization values and needs to help you achieve your goals. It is a quantifiable list of knowledge, skills, and traits demonstrated through individual behaviour that leads to excellence in a particular work context. This document is designed to provide a step-by-step process for developing a model of competition. The overview of competencies, competency models and the implications of competency development is followed by a description of the seven steps for creating a competency model for a specific function, role or position. This modelling process is based on advanced work on competencies in business and industry. A special competence model has been developed for employees working in management. The employees were mapped with the competence model developed for their current vis-à-vis competencies. contributes to original research by providing a starting point for solving the full spectrum of HR activities to improve organizational effectiveness in R & D environment. It adds to the practice as the model developed can be applied to similar organizations.

2. OVERVIEW OF COMPETENCY CONCEPTS

A competency is a measurable human skill that is required for effective performance. A competence can consist of knowledge, a single skill or ability, a personal quality, or a set of two or more of these attributes. Competencies are the building blocks of the job. To complete most of the tasks, multiple skills must be demonstrated at the same time or in sequence.

Definition: Use effective selection processes to hire successful employees. Set clear performance goals and expectations for employees and regularly monitor their progress. Provide training and feedback to employees to help them maximize their performance. Analyse the underlying causes of performance problems and take steps to correct them.

Competency Model: A competency model is an organizational framework that lists the competencies required to apply skills to employee performance in a particular job, job family (i.e., group of related jobs), organization, function, or process in an organization or profession understand, discuss and apply skills to workforce performance.

Competencies in a model can be organized in different formats. None method is inherently better. Rather, organizational needs determine the optimal mindset. A common approach is to identify several "core" or "key" competencies that are essential for all

employees, and then several additional categories of competencies to identify that only apply to certain subgroups. The type of competence, such as leadership, personal effectiveness, or technical skills. Other models may use an employment-based framework with a core set of competencies for a particular job category and additional skills added cumulatively for each higher job level in the family job context.

3. THE PROCESS OF DEVELOPING COMPETENCY MODELS
A thorough competency modelling process has seven steps. Each of these is described below. While presented in a logical sequence, in practice, the process can be somewhat less orderly due to the interrelationship among these steps.

Step One: Defining the Objectives
The first and most important step in competency modelling is the clear and concrete definition of goals. There are four main questions that need to be answered in this process.

Why is it necessary to develop a competency model?
Carefully consider the problems to be solved, the benefits to be achieved, and the opportunities that can be pursued by developing and applying a competency model. Since competency modelling is a significant investment of time and money, the decision must be driven by a large need for a project perform this way.

What is the analysis unit?
Is the aim to identify the competencies required to effectively fulfil a category of occupation, a specific job or a more limited function? Do the results apply to a single workgroup, department, or the entire organization? A consortium of several organizations or all members of one profession?

Which timetable applies?
Do you have to deal with competency problems now or will you need to identify these competencies in the future? Many organizations choose to identify both the skills they need today and the skills they are likely to need to learn in the foreseeable future.

How is the competency model applied?
Is used for strategic workforce planning, employee selection, promotion, performance management, training and development, certification, succession planning, compensation, rewards and recognition, or career planning? Many of the decisions about the methodology and the resulting competency model will depend on the intended applications.

Step Two: Obtain the Support of a Sponsor
Every competency modelling project requires a sponsor who will provide the information, resources, support, and authorization needed to be successful. A key element of the support the sponsor will provide is to gain the commitment and involvement of the employees, agents, professionals, or other individuals from whom the data is being collected. Sponsors must therefore have influence and jurisdiction over the relevant analysis units and can be a managing director, a department head, a program manager or the board of directors or the management of a professional association. To convince the sponsor that the competency modelling project is a worthwhile investment of organizational resources, this can be achieved by preparing the answers to the following questions:
- Which specific organizational needs will the competence model address?
- How does the model meet these needs?
- What additional application possibilities does the model offer?
- How is the model developed? Why is this approach used?
- How are employees, managers, professionals and other stakeholders involved?
- How long does it take to develop and apply the model?
- What steps are being taken to ensure success in both the development of the model and its application, what are some of the potential obstacles and what are the plans to remove them?
- How high are the material and immaterial costs of model development?

It is vitally important to clearly state what is required, including approval to carry out the project, the time of staff, facilities, equipment and supplies, other resources, and especially the sponsor's commitment to full collaboration and involvement of staff, Managers and other people involved in the project or affected by it. It is best to provide this information both orally and in writing.

Step Three: Develop and Implement a Communication and Education Plan
A key element for the success of a competency project is to convince the participants or those affected of its value. Buy-in, commitment, and the cooperation of these stakeholders are vital.
Work with people who know the organization well to identify all stakeholders in the project, including individuals and groups, who will benefit, be adversely affected, harassed, or otherwise influenced by the assessment of the competencies. or group of stakeholders, informally classified into one of three categories:
- Committed. These stakeholders voluntarily participate in data collection or pilot tests, provide funding or other resources, and influence others to support the study.
- Compliant. These stakeholders will do what is asked of them, but they will not go beyond what is asked of them.
- Resistant. Active resistance fighters can vigorously oppose the study by refusing to cooperate on requests for information or people, postponing requested actions, or even trying to stop the study. Passive resistances may seem like the project's requirements, but are actually trying to undermine the study.

Plan a communication strategy to address potential concerns. Managers might fear, for example, that their autonomy in selecting and evaluating their employees will be replaced by a competency model that provides criteria for these decisions. To reduce your anxiety, emphasize in your communications that the completed competency model provides tools and guidelines for decision making, rather than rigid requirements.

Establish a communication plan with each stakeholder and plan the amount and type of information to be provided. Inform all study participants in the early planning stages and communicate regularly throughout the study to keep everyone informed of the progress of the study. Stakeholders directly involved in the study, such as interviewees or survey participants need more detailed and frequent communication.

The communication plan should specify the resources to be used. Options include personal briefings, conference calls, email newsletters, voicemail bulletins, posters, staff meetings, town halls, newsletters, videos, memos, etc. The effectiveness of each medium depends on the message, company culture and stakeholders. Communication also depends on the person delivering the message, so delivery needs to be carefully planned as well. For example, a note from a senior manager gets much more attention than a note from a competing project leader.

Step Four: Plan the Methodology
The fourth step is to design the methodology that will lead to the development of the competency model, which will involve selecting the sample of people who will provide data to the project and the methods that will be used to obtain the data. For the sake of simplicity, the term "occupation" is mainly used in the following, but the discussion also applies to other analysis units, such as a job family, a specialization within a job or a specific function.

Sampling
Using Multiple Groups:
It is important to collect data on required skills from both the job holder and others who are familiar with the job's prestigious skills that are actually needed. For example, employees can claim that "problem solving" is a key skill when they really need the "ability to follow instructions".

The accuracy of the data collected:
The accuracy of the data depends on the persons from whom the data are collected. These people need to have a very thorough understanding of what it takes to perform effectively. The aim should be to identify the competencies required for excellent, non-average, or poor performance. Individuals most likely to be specific about the competencies required for excellent job performance are those who do their job better, those who do high, superior, or exemplary performance.

Desired characteristics of the sample:
It is important to ensure that the individuals selected to identify the competencies have strong analytical and verbal skills. A high level of analytical thinking is required as many of the skills required to complete a work item are not. For many jobs, analytical skills are not required to be proficient. Therefore, for all jobs, we cannot assume that an owner or manager has the analytical skills necessary to identify all competencies. The ability to express yourself well, verbally or in writing, is another important trait to identify competencies so that the input is clear and concise.

Selecting a representative sample:
The accuracy of the data collected on the competencies depends largely on how well the sample represents the population of interest. in relation to job responsibilities, functional area, seniority, ethnicity, gender, geographic location or other characteristics relevant to the position. If a competence study addresses several levels of a professional role, it must be ensured that the sample includes employees at all levels.

Step Five: Identify the Competencies and Create the Competency Model
In this step three interrelated tasks are performed, the content of the work is broadly defined, this information is used to identify the specific competencies required for effective performance, once these individual competencies are identified they are put into a framework organized, which represents a competence model.

Job Definition
Since competencies are specific to the content of the position, the competencies required for the success of a position can only be determined after the content has been delimited. An important first step in understanding the position is to review the available position documentation to gain a basic understanding of the responsibilities of the position. Your place in the organization or in your profession and the training and experience required by the job holder. Job documentation includes job descriptions, hiring materials, previous job evaluations, policies and procedures, flowcharts, technical references or training manuals, work samples such as reports or memos, regulatory material, and performance records. It is also productive to meet with a staff representative who is familiar with the task and a one-step manager or supervisor. above the target job. The collection of such information is likely to begin informally in the early stages of competitive project planning.

The preliminary review should result in a detailed definition of the content of the work, describing each of the key elements of the work. "job analysis" and "job modelling" are two terms that are often used for this type of process. Opinions on the most effective approach differ among experts, for example, some professional study methods focus on identifying professional duties and tasks and then quantifying their importance, frequency and criticality; other methods emphasize work processes and products.

The approach leads to a complete definition of the job role, which is essential for the later precise identification of the specific competences required for the effective fulfilment of this role. to learn more about the methods of working study.

Identification of Competencies
Competency identification directly follows the definition of job content. There are many approaches to developing the initial competency list, including the following:

- Identify the knowledge, skills, abilities, and personal traits required to complete each item or task. If competencies are named, write them down on index cards, sticky notes or in an electronic spreadsheet or database.
- Group very similar knowledge, skills, abilities and personal characteristics into a competence category (e.g., "works well under pressure", "stress tolerance" and "remains productive in difficult situations" in a group).
- Leave out the categories for which there is little guide and focus on the categories that come up frequently.
- Assign a tentative label to each competition category. Each category becomes a pre-competition.
- When it determines competencies for several levels within a position. For example, for treatment providers and their managers, create a separate list of competencies for each level. Identify the competencies that are common to all levels and write down the specific competencies for each level.
- Compare the results of this process with the initial literature research and the available benchmarking information.
- Make an initial list of the competencies required.
- Write a preliminary definition for each competency.
- If there are repeated differences between above-average and average performance, create two separate lists of competencies. A list consists of competencies that are different from those of other superior performers. The second list consists of competencies demonstrated by both the top performers and the average performers.

Assemble Competency Model
Group similar knowledge, skills, abilities, and personal traits together to avoid an extensive list of competency categories. Remember that the goal is not to create an exhaustive list of competencies for research purposes. List of the most important competencies for their practical and daily application in training and human resource management. This set of competencies, with a clear definition for each, constitutes the competency model. In most cases, to remain.

Review by Subject Matter Experts
Draft lists of competencies and their definitions should be checked by technical experts (SMEs) and checked on the basis of their comments. These SMEs must have extensive experience with the planned work and knowledge of the work content and the experts must be different in terms of perspectives, experience and familiarity with the various work units or functions of the competence project. You have been promoted to a higher level, which creates a broader perspective on the position and its requirements. Other potential SMEs are current position managers and those who are currently performing best.

Developing Behavioural Examples
To complete the competency model, behavioural examples must be developed for each competency at three or more competency levels. These behavioural examples can be based on information gathered during the definition of the work content and the identification of competencies. Alternatively, as a separate process, job holders and their managers are asked to provide examples of how skills are applied to the job. These behavioural examples are intended to illustrate how competencies are actually demonstrated. For different levels of an activity, it is generally necessary to write different behavioural examples for each, including competencies that are common to the different levels. Although two levels may require the same knowledge, the way it is demonstrated can vary. with all levels.

The complete competency model comprises a list of competencies sorted by type (eg basic knowledge, personal effectiveness, techniques) with definition and several behavioural examples on three or more competency levels for each competency. a second group of subject matter experts checks the accuracy of the model before it is finalized.

Step Six: Apply the Competency Model
The value of a competency model lies in its application. Value is maximized when applied to all aspects of human resource management. In a fully integrated, competence-based personnel system, the competencies identified as necessary for the effective completion of a target job are used for the selection, development, management, reward and remuneration of employees. Employees know exactly which competencies are required for success and how these are evaluated. Below are the key areas of application and some of the tools that can be created to foster the use of the competency models, once developed.
Strategic Workforce Planning
- Development of assessment tools to determine whether the current workforce has the skills necessary to effectively achieve the company's goals.

Selection
- Develop criteria for selecting and evaluating curricula based on competencies.
- Develop content specifications for written tests, proficiency tests, or other selection tools.
- Create interview questions designed to include examples of how candidates have demonstrated each competency in their previous work experience. Prepare accompanying interview guides and rating scales.

Training and Development
- Use skills to design curriculum for training and other workforce development activities.

- Create a multi-rate feedback tool to identify employee skills development needs.
- Creation of guidelines for development planning, which give employees concrete suggestions for developing or strengthening individual competencies.
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Performance Management
- Develop guides for managers to help them talk to their employees about their performance.
- Create assessment guides to help managers assess each competency.
- Develop a performance appraisal process and forms that incorporate competencies.

Succession Planning
- Design tools to help executives assess critical skill gaps in the candidate pool.
- Develop tools for assessing the competencies of executives who have high development potential.
- Create guides that describe higher-level career paths and the competencies required for each step along those paths.

Rewards and Recognition
- Design a recognition program based on evidence of highly valued competencies or competency packages.
- Create a guide for leaders with tips on how to reward your employees for demonstrating certain competencies.
- Compensation
- Design a competency-based compensation program that increases employees' salaries as they demonstrate mastery of selected competencies.
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Step Seven: Evaluate and Update the Competency Model
After the competency model has been developed and applied, it is important to assess both the process of developing the competency model and the value of the resulting model to the organization depending on the usefulness of the developed model. Standard program evaluation procedures can be used.

Competency modelling is an ongoing process. To be of value, the list of required competencies needs to be revised as organizational strategies, environmental conditions, workplace design, regulations, professional practices or other key factors change. In addition, individual competencies within a model have a variable lifespan. For example, professional skills are often out of date long before any personal effectiveness or leadership skills need to be assessed.

It is necessary to establish a schedule to check the validity of a competitive model. If at the time of the review there have been no significant changes in the target organization or organization, interviews, focus groups, surveys or groups of SMEs can be used. Review and update of the model if the target entity or organization has changed significantly since the development of the model, a new competence study should be carried out. The existing model can be useful as a starting point for developing a new model.

4. LITERATURE REVIEW
Chanakya, a great Indian philosopher, wrote a famous book, Arthashastra, which is probably the first documented literature on competency mapping as compiled by Yuvaraj (2011). The book contains the theory of human talent, the intelligence quotient, the emotion quotient and the competency mapping. The book places great emphasis on the knowledge and competence of the human resources to perform a required task. The development and management of competencies are considered critical to improving the competitiveness of the organization.

Erin Wilson Burns, Laurence Smith and Dave Ulrich (1996) found that mapping competency models to the code of conduct enables companies to quickly understand how well they define and convey leadership principles. They had an outdated competency model that was updated over time by various senior executives and HR / OD experts, but they felt the model had become cumbersome.

Seema Singh (2007) explained that competencies can be used in the life cycles of talent management: recruitment, placement, learning and professional development, performance management, professional and personal profiles. Through competency framework development, you can define the employee behaviour and capabilities your organization should drive to keep it aligned with your organizational goals.

Anne F. Marrelli (2001) have forecasted that there is an emerging trend to introduce competency-based approaches in the training, assessment, and development of the workforce. The trend can be seen in various disciplines and specialist areas in the field of behavioural health. This document aims to inform these types by providing a step-by-step process for developing a competency model. The development is followed by a description of the seven steps for creating a competency model for a specific function, role or position. This modelling process is based on advanced work on competencies in business and industry.

The SHRM competence model describes the comprehensive competence model that explains that every HR expert can make a meaningful contribution to the success of their organization through professional development and continuous improvement. We did several rounds of model development and content validation to provide specific information. Behaviours that define competency at each stage of a HR professional's career. In other words, this competency model can help you, as an HR professional, develop a roadmap to achieve your HR career goals. This competency model is intended for development purposes only. Selection decisions should not be based on this model.

Dimas (1994) introduced that competency can be defined as behaviours exhibited by employees who have the potential to consistently and effectively work perfectly, compared to the potential that works in the average way. PT.Aneka Regalindo is a committed company for the manufacture of furniture that develops a competency model that effectively integrates the competency development model into the perception of their functions and responsibilities with a benchmark. The method used in this study is descriptive-qualitative. The results of this study make it clear that the competence development model based on performance orientation and teamwork can be identified, analysed and then a competence development model can be created in a relevant and meaningful way to cope with the personnel problem.

5. RESEARCH OBJECTIVE
The aim of this research is to develop a customised competency model for an organization. A competency model is a descriptive tool that identifies the competencies necessary to act in a role defined according to the requirements of the position. The implementation of the competency model clarifies the competencies/critical skills required. This further helps the organization recruit and evaluate talent by using the right criteria and effectively managing their performance. It is firmly believed that the development and implementation of such models helps differentiate the behaviour of top and average employees, which leads to higher performance.

6. RESEARCH METHODOLOGY
The competency model has been designed with three types of competences in mind: the core is complemented by the interactive skills necessary for interpersonal relationships, and the framework also addresses the aspect of the increasing role of the essence of techno-management when considering the Career ladder increases hierarchical size of the organization. Therefore, these third competencies are called techno-managerial competencies. At the top of this competence pyramid is strategic competence, which includes visions and other strategic topics.

We use interview and questionnaire methods to collect data from the organization's employees. The questionnaire covered a range of technical and non-technical skills required from the organization's staff. These skills had to be rated by the employees after their analysis on a scale from 1 to 5 according to their relevance for each of the employees, since significant technical skills were rated with a rated average of 3 and higher and the rest were viewed as irrelevant and discarded.

Primary Research
Under the primary research, two different modules were employed, i.e.
1.   Qualitative Research for capturing the soft/intangible areas and to validate the competencies already identified.
2.   Quantitative research for listing present functional and behavioural skills.

Through consistent application of the research methodology through literature research, interviews with the best and subsequent validations, the identification of the desired competencies and the analysis of gaps, the competency model with the definitions of the individual competencies was finally created. It is found that it contributes to greater development efforts of the employees and especially the organization.

Information was obtained from individual employees and their reporters as well as comments from colleagues (internal clients) and junior executives.

Identification of competencies
A list of 30 competencies has been identified, encompassing managerial, technical, professional and human characteristics that are required for the effective work of the employees in the organization. The identification was carried out through interviews and surveys. The definition of each competency is given in the table below.

Competency Bouquet:

S. No.	Type of Skill	Total No.
I	**Managerial Skill**	**19**
II	**Human attribute**	**8**
III	**Technical/Professional Skill**	**3**

S. No.	Competency Type	Competency	Definition
I.1	Managerial	Leadership	Identify the problem, continuously share your experience with team members; supports individual development and improvement; gives feedback on performance and strengthens strength; offers opportunities and motivates others to develop through challenging tasks, mentoring and training; promotes an environment of continuous learning and development; offers young people guidance in achieving professional and personal goals.

I.2	Managerial	Planning and organizing	Establish a systematic procedure for yourself to ensure that certain goals are achieved. Set priorities, goals, tracking systems, and schedules for maximum productivity.
I.3	Managerial	Strategic Thinking and Vision	Evaluates the gap between the current state and the desired future direction; able to formulate plans that take long-term consequences and risks into account; Provides guidance and communicates visions to promote alignment within the organization; encourages others to contribute to the vision of the organization in order to achieve the desired goals.
I.4	Managerial	Relationship Management	Frequently interacts with other departments and parties, shares relevant information, understands and helps resolve problems, works effectively in cross-functional teams, builds good relationships with outside agencies, creates and leverages opportunities for interaction, and makes it easier to reach out to goals.
I.5	Managerial	Achievement Orientation	Constantly delivers the required business results; sets and achieves achievable but aggressive goals; Consistently meet quality standards and meet deadlines; keeps the focus on the company goals.
I.6	Managerial	Delegation	Allocation of decision-making authority and / or responsibility for duties to appropriate persons in order to maximize the effectiveness of the organization and the individual.
I.7	Managerial	Decision Making	Recognize and understand issues, problems and opportunities; compare data from different sources to draw conclusions; use effective approaches to choose a course of action or develop appropriate solutions; Take action based on the facts, limitations, and likely consequences available.
I.8	Managerial	Initiative	Identifies what needs to be done and takes steps to achieve a standard of excellence that exceeds job expectations.
I.9	Managerial	Networking	Establishing and maintaining friendly, trustworthy and open relationships or networks of internal and external contacts with people who are or can become important actors in achieving the goals associated with the strategy.
I.10	Managerial	Resilience	Has the ability to adapt to and work with a variety of situations, individuals and groups; Be able to think on your own two feet and not be unsettled or delayed by the unexpected.
I.11	Managerial	Influencing Skill	Confirms your own ideas and convinces others, wins support and commitment from others; mobilizes people to act and uses creative approaches to motivate others to achieve the organization's goals.
I.12	Managerial	Change Management	Initiates and / or controls the change process and continuously dynamizes it by taking measures to break down barriers or to accelerate it.
I.13	Managerial	Risk Taking	Take action that will attempt to achieve a recognized benefit or benefit when the potential negative consequences are understood.

I.14	Managerial	Problem Solving	Develops a logical approach to addressing problems, opportunities, or the current situation, based on your own knowledge and experience, and using other references and resources if necessary.
I.15	Managerial	Presentation Skill	Present ideas effectively to individuals or groups when you have time to prepare; Providing appropriate presentations that suit the characteristics and needs of the audience.
I.16	Managerial	Analytical Thinking	Analyze data and situations in a disciplined manner, recognize cause and effect and use them to make effective decisions.
I.17	Managerial	Customer Focus	Put the customer and his needs at the center of everything we do; Build and maintain productive customer relationships.
I.18	Managerial	Coordination	Develop and use collaborative relationships to make it easier for you to meet work goals.
I.19	Managerial	Prioritizing	Able to manage oneself and / or others as well as resources, including time and environmental conditions, to achieve a specific goal.

S. No.	Competency Type	Competency	Definition
II.1	Human Attribute	Team Work	As a member of a team, take an active part in helping the team achieve its goals.
II.2	Human Attribute	Communication	Deliver information and ideas to individuals or groups through a variety of media in a way that engages the audience and helps them understand and keep the message.
II.3	Human Attribute	Stress Tolerance	Maintaining stable performance under pressure; Deal with stress in a way that is acceptable to others and to the organization.
II.4	Human Attribute	Building Trust	Interact with others in a way that gives them confidence in your intentions and those of the organization.
II.5	Human Attribute	Ethics and Integrity	It is about the degree of reliability and ethical behavior, taking into account the knowledge one has about the effects and consequences of making a decision or acting.
II.6	Human Attribute	Attention to Details	Entitlement in fulfilling a task by caring for all areas involved. Efficiently monitors and reviews work or information and plans.

II.7	Human Attribute	Interpersonal Skills	Tries to understand the perspectives of others in conflict situations; responds fairly to others, maintains confidentiality in dealing with sensitive matters; deals with the conflict situation objectively and gives timely and constructive feedback.
II.8	Human Attribute	Adaptability	Remain effective when you experience major changes in work tasks or the work environment; effectively adapt to work in new work structures, processes, requirements or cultures.

S. No.	Competency Type	Competency	Definition
III.1	Technical/ Professional skill	Report Writing	Ability to respectfully communicate ideas and information in writing to ensure that information and messages are understood and have the desired effect.
III.2	Technical/ Professional skill	Organizational Awareness	Understand the functioning, structure, and culture of the organization and the political, social, and economic issues that affect it.
III.3	Technical /Professional skill	Professional Knowledge / Leveraging Technology	Acquire and use technical and professional knowledge, skills, and judgment to achieve results and effectively serve internal and external customers; Apply computer skills on the job and find out about current trends in job-related and technical matters.

Department-wise Competency Framework:

We identified defined competencies for each department which is given as below:

Technical Services	Finance &Accounts	Human Resources	Legal	Vigilance
• Planning & Organizing • Achievement Orientation • Adaptability • Initiative • Networking • Technical/ Financial/Legal Knowledge • Presentation skills • Report writing • Analytical thinking • Prioritizing • Customers focus • Coordination	• Delegation • Teamwork • Decision making • Communication • Ethics & Integrity • Prioritizing Risk taking Stress Tolerance • Building trust • Professional knowledge.	• Planning &Organizing • Problem solving • Influencing skills • Professional knowledge • Attention to detail • Initiative • Communication • Organizational awareness • Flexibility • Change management	• Analytical thinking • Decision making • Team work • Result oriented • Professional knowledge • Customer focus Communication • Presentation skills • Ethics & Integrity • Flexibility • Achievement Orientation	• Planning & Organizing • Achievement Orientation • Decision making • Problem solving • Resilience • Communication skills • Compliance • Attention to details

Level-wise Competency Framework:

Discussions were held with the participation of executives and department heads in order to determine the competencies of the various employee levels. Based on the resulting consensus, the following competency model was developed.

Competency Framework for: (GM & Dy.GM)

Leadership
Planning and organizing
Relationship management
Achievement orientation

Delegation
Leveraging technology
Strategic thinking and vision

Competency Framework for: (Asst GM & Senior Manager)

dership	Initiative	Leveraging technology	Analytical thinking
Planning and organising	Networking	Risk taking	Customer focus
Achievement orientation	Resilience	Stress tolerance	Coordination
Team work	Influencing skills	Building trust	Ethics and integrity
Decision making	Change Management	Problem solving	Prioritising
Communication	Delegation	Report writing	Presentation skills

Competency Framework for (Manager & Below)

Organizational awareness	Leveraging technology	Stress tolerance	Attention to detail
Communication	Problem solving	Interpersonal skills	Initiative
Presentation skills	Team work	Networking	Customer focus
Adaptability	Influencing skills	Coordination	Prioritizing

Finding the Development Need:

Based on the above-mentioned competencies, strengths and development needs were identified through a detailed study using a questionnaire. Individual evaluation, peer evaluation and evaluation of the assessor were facilitated in order to identify the gaps.

Level	Strength	Development Needs

General Manager & Dy. General Manager	• Use of technology
	  Demonstrate adequate levels of knowledge, skill, and judgment when performing jobs.
	• Relationship management
	  Regular interaction with team and external agencies to solve problems and achieve organizational goals.
	• Delegation
	  Assignment of decision-making powers and / or responsibility for tasks to suitable persons.
		• Leadership
		  Display control orientation, limited ability to inspire confidence and trust, less interest in leading by example and listening to and understanding people.
		• Strategic thinking and visions.
		  They are not interested in developing a team vision, it is difficult for them to develop a short- and long-term strategy to achieve the organization's goals.
		• Performance orientation
		  They find it difficult to set high performance standards for themselves and the team and hesitate to set additional goals.

Asst. General Manager & Senior Manager	• Teamwork
	  Participate as a member of a team so that the team can make progress towards the goals.
	• Planning and Organizing
	  Focus on setting priorities, goals, monitoring, systems and schedules for maximum productivity.
	• Leadership
	  Provides opportunity and motivates others to develop through challenging assignments, maintenance, and training.
		• Risk taking
		  initiating an action that seeks to achieve a recognized benefit or benefit when the possible negative consequences are understood.
		• Delegation
		  Assign team members decision-making authority and / or responsibility for the task.
		• Resilience
		  Demonstrates the ability to adapt to and work with a variety of situations, individuals and groups.

Manager & below	• Coordination Develop and use collaborative relationships to facilitate the achievement of work goals. • Teamwork Participate as a member of a team to encourage the team to achieve its goals. • Use of Technology Demonstrate adequate levels of knowledge, skills, and judgment to carry out tasks and apply IT skills to their tasks.	• Ability to influence Not very competent at convincing others to accept recommendations, to cooperate, or to change their behavior; work with others to reach an agreement. • Presentation skills Presenting ideas to individuals or groups when given time to prepare. • Problem Solving Creates a logical approach to addressing problems, opportunities, or dealing with the current situation.

7. CONCLUSION

It should be made clear from this paper that skill development and application is a complex endeavour. To be successful, the project must be carefully planned and supported by the leadership of an organization or profession, and a concerted effort must be made to communicate with stakeholders or potentially affected. Different methods of data collection are optimally used to define the work and build a competency model, paying attention to the reliability and validity of the information collected. it has to be integrated into different levels of the organization.

The usefulness of the model should be evaluated and revised according to the requirements of a job change. The time and expense involved in this approach can be significant, but so are the potential benefits. Developing and applying competency models is a proven approach to investing in human resources for a more efficient and productive workforce.

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