

Identification of the competency gaps of the employees: DMRC

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Abstract

Purpose - The paper aims to study competency mapping in the organization and how does HR department focuses to provide a definitive road map to understand, design and implement competency models in the organization.

Research Design, Data and Methodology - Descriptive research design has been used in the study. The sample size of the study is 75 consisting of employees working at DMRC, barakhamba road. A structured questionnaire was designed to collect the primary data. SPSS has been used to analyze the responses of the questionnaires.

Results- DMRC frequently employs some form of competency mapping to understand how to most effectively employ the competencies of strengths of workers.

Conclusion - To conclude, it was found that the company has cost effective system to recruit and select people which is working satisfactorily.

Keywords: Design, Generic, Implementation, Knowledge, Planning.

1. Introduction

Competency Mapping is a process of identifying key competencies for a company or an organization and the jobs and functions within it.

1.1. Types of competencies:

1. **Generic or specific Competencies:** This means competence is thought of in terms of knowledge, abilities, skills and attitudes displayed in the context of a carefully chosen set of realistic occupational tasks that are of an appropriate level of generality.

2. **Generic Job Responsibilities:** Directs day-to-day operations for a limited activity. Allocates or uses resources affecting closely related activities. Gives or obtains information to get the job done and to meet deadlines.

3. **Threshold or performance Competencies:** Performance competencies are the ones which differentiate between the high and the low performers. The characteristics required by a jobholder to perform a job effectively are called threshold competencies.

4. **Core Competencies:** A core competency is defined as an internal capability that is critical to the success of Business. These are organizational competencies that all individuals are expected to possess. These competencies define what the organization values the most in people. They are flexible and evolve over time.

5. **Differentiating competencies:** The characteristics, which differentiate superior performers from average performers, come under this category; such characteristics are not found in average performers.

1.2. Process of competency mapping

Step 1: Frame the Competence Map for a job role, Understanding Job Positions, Data Collection, Role definition and job detailed job descriptions with Job Factors, Competency Map.

Step 2: Competency Assessment; Tool used: Behavioral Interview/ Employee Survey Method, Behavioral Interview: One to one interaction with employees. Descriptive and situational based questions, Survey Method: Detailed Questionnaire to be filled by employees with situational examples to support.

Step 3: Competency Grading: Grades are allotted to each employee at different levels, based on the competency map and the assessment. A percentage grid would be designed. Training needs would be identified for departments.

2. Literature Review

Su-Chin Hsieh, Jui-Shin Lin and Hung-Chun Lee (2012) to succeed under the market trends in the global economy, future employees need to employ international perspectives to the concept of competency. With this trend, the Taiwan Ministry of Education dictated that students should have more intensive training particularly in foreign languages, finance, information, communications, and customer service, to produce employees who were more internationally conscious and globally competitive. Michelle R. Ennis (2008) competency models are a viable tool that can be utilized to prepare the current and future workforce and retain skilled incumbent workers to meet the job requirements and other needs of employers. Furthermore, for career exploration and development purposes and during times of job change, whether by choice or due to market changes, competency models are an assistive device for individuals to focus on their current competencies and refocus or enhance their competencies as necessary.

Leong, J. (2008) concludes that competency mapping may or may not produce the accurate results alone. Competency mapping helps in setting standards of behavior and performance which the average employees can follow. Tamaro (2005) concludes that competency maps help the employers while providing them the concrete and objective information which can be used in all employment decisions.

3. Research Methodology

Research Design: Descriptive research design has been used in the study.

Sample Size: The total sample size taken is 75. In the survey, non-random sampling has been used.

Research methodology: An extensive study of the topic through various sources and data available in books, journals and internet, magazines and handbook of Delhi Metro. A questionnaire was formulated so that to know the views and responses of the employees and analyze them.

4. Data Analysis & Interpretations

Competency survey for senior supervisor, assistant managers & managers of DMRC

Q.1) According to you what are the employees competencies required for these different functions in an organization?

Table 1: Descriptive Statistics for the employees competencies

	N	Minimum	Maximum	Mean	Std. Deviation
employee_competencies_nonExecutive	75	1.00	9.00	2.1467	.99585
employee_competencies_supervisory	75	1.00	8.00	2.1333	1.37873
employee_competencies_AssT_Manager	75	1.00	8.00	4.4533	2.08789
employee_competencies_ManagerExecutive	75	1.00	7.00	4.2133	1.75756
Valid N (list wise)	75				

Interpretations: Measures of central tendency were computed to summarize the data for the employee competency required for different designations. Measures of dispersion were computed to understand the variability of scores for

the employee competency for different designations”. The ‘N’ stands for number of participants, the ‘M’ stand for mean and the ‘SD’ stands for standard deviation.

“The following are the results of the analysis;

- 1. NON EXECUTIVE: N = 75, M=2.1467, SD=.995
- 2. SUPERVISOR: N = 75, M=2.1333, SD=1.37
- 3. ASSIST MANAGER: N = 75, M=4.4533, SD=2.08
- 4. MANAGER: N = 75, M=4.2133, SD=1.75

After looking at the mean & standard deviation for the different designations it appears that:

NON-EXECUTIVE: When we look at the mean, it appears that all the respondents have said that interpersonal group & managerial effectiveness group is required for this level. However, if we look at the standard deviation, it is also agreeing with the fact stated above as the data is clustered i.e. going in the same direction.

SUPERVISOR: When we look at the mean, it appears that the requirement of competency is either leadership group or managerial effectiveness group.

However, based on the standard deviation, it looks like the competency required for this level varies.

ASSISTANT MANAGER: When we look at the mean it appears that highly required competencies are problem solving group & intellectual competency for this post. It shows that the data is very scattered. However, based on the large standard deviation, it looks like the competency required varied quite a bit.

MANAGER: When we look at the mean, it appears that managerial effectiveness group & problem solving group is highly required. However, based on the large standard deviation, it looks like competency required at this level varied quite a bit.

Q.2) According to you is there competencies gap present in these different functions in your organization?

Correlations

Table 2: Correlation of PC, MC, RC & IC at Non-Executive level

		compgap_non executive_PC	compgap_non EXECUTIVE_MC	compgap_non EXECUTIVE_RC	compgap_non EXECUTIVE_IC
Compgap non executive_PC	Pearson Correlation	1	-.245*	-.713**	-.391**
	Sig. (2-tailed)		.034	.000	.001
	N	75	75	75	75
Compgap non EXECUTIVE_MC	Pearson Correlation	-.245*	1	-.156	-.257*
	Sig. (2-tailed)	.034		.182	.026
	N	75	75	75	75
compgap_non EXECUTIVE_RC	Pearson Correlation	-.713**	-.156	1	.545**
	Sig. (2-tailed)	.000	.182		.000
	N	75	75	75	75
compgap_non EXECUTIVE_IC	Pearson Correlation	-.391**	-.257*	.545**	1
	Sig. (2-tailed)	.001	.026	.000	
	N	75	75	75	75

Correlation is significant at the 0.05 level (2-tailed) (*)

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

Interpretations: Non-Executive Level- It can be said that PC is negatively correlated with all the other competencies i.e. MC, RC, IC it shows that if the gap for PC increases then for the other competencies it will decrease. So is the case for MC, it is also negatively highly correlated with all the other competencies and it is also sharing inverse relationship. But if we compare the relationship or RC with that of other competencies it is negatively correlated with PC & MC i.e. inverse relationship but it is not at all related with IC because the correlation is not at all coming inside level of significance. Now lastly IC is also negatively correlated with PC & MC i.e. inverse relationship but it is not at all related with RC because the correlation is not at all coming inside level of significance.

Correlations

Table 3: Correlation of PC, MC, RC & IC at the Supervisory level

		Compgap Supervisory_PC	Compgap Supervisory_MC	Compgap Supervisory_RC	Compgap Supervisory_IC
compgap_Supervisory_PC	Pearson Correlation	1	.332**	.250*	.038
	Sig. (2-tailed)		.004	.031	.747
	N	75	75	75	75
compgap_Supervisory_MC	Pearson Correlation	.332**	1	-.337**	.237*
	Sig. (2-tailed)	.004		.003	.041
	N	75	75	75	75
compgap_Supervisory_RC	Pearson Correlation	.250*	-.337**	1	.095
	Sig. (2-tailed)	.031	.003		.419
	N	75	75	75	75
compgap_Supervisory_IC	Pearson Correlation	.038	.237*	.095	1
	Sig. (2-tailed)	.747	.041	.419	
	N	75	75	75	75

Correlation is significant at the 0.05 level (2-tailed) (*)

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

Interpretations: Supervisory Level - If we talk about MC it is not at all related with PC & IC but it is related with RC and that too negatively i.e. if gap for one will increase, for other it will decrease. Now if we talk about RC, it is not at all related with PC & IC but it is related with MC and that too negatively i.e. if gap for one will increase, for other it will decrease.

Correlations

Table 4: Correlation of PC, MC, RC & IC at the Managers level

		compgap_Manager_executive_PC	compgap_Manager_executive_MC	compgap_Manager_executive_RC	compgap_Manager_executive_IC
compgap_Manager_executive_PC	Pearson Correlation	1	.578**	-.336**	-.066
	Sig. (2-tailed)		.000	.003	.574
	N	75	75	75	75
compgap_Manager_executive_MC	Pearson Correlation	.578**	1	-.199	.349**
	Sig. (2-tailed)	.000		.086	.002
	N	75	75	75	75
compgap_	Pearson	-.336**	-.199	1	-.239*

Manager executive_ RC	Correlation				
	Sig. (2-tailed)	.003	.086		.039
	N	75	75	75	75
compgap_ Manager executive_ IC	Pearson Correlation	-.066	.349**	-.239*	1
	Sig. (2-tailed)	.574	.002	.039	
	N	75	75	75	75

Correlation is significant at the 0.05 level (2-tailed) (*)

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

Interpretations: Manager: It can be said that PC is negatively correlated with all the other competencies i.e. RC, and not at all related with any other. Same is the case with the MC it is also negatively related with RC. If we compare the relation of IC with PC, RC&MC it can be concluded that it is negatively correlated with PC&RC and not at all related with MC.

5. Findings

The company has an effective and time tested system of competency mapping which is working satisfactorily. The employees are satisfied with the current competency mapping procedure. The present method of competency mapping is providing the company with effective and efficient manpower, which is getting reflected in the performance of the company and its market image and reputation which has improved significantly over the years. Existing employees are well informed about the competencies needed to perform excellent work in an organization. Growth and expansion of Delhi Metro is the major factor that affects the competency mapping in organization as they need more and more people to achieve their mission i.e. to cover whole of Delhi by metro network by the year 2021.

6. Conclusions

After analyzing the different parameters of mapping, assessing, filling the gap of the competency of an employee, it can be concluded that it is not dependent on an individual's parameters. Each employee may have a different competency level. Some may be fulfilling the competency level according to their job positions or some may not. Some employees will feel that there is no need to give them training and development but some may feel that it is required on a very urgent basis to fill their competency gap. So broadly we can divide the need of competency mapping on two factors: Firstly, identify the competency gap: Different techniques should be adopted such as interviews, work sample tests, on the job performance, annual confidential report, 360 appraisal & peer appraisal. The study found that most often used tools are on the job performance & annual confidential report because they provide maximum transparency & accuracy in the results. Hence it is very necessary to find out the gaps so as to eliminate the hindrances and employee can work effectively and efficiently. Secondly, proper training and development: the training and development not only helps an employee to reach at predetermined competency level but also helps the organization in optimum utilization of resources, provides an opportunity for the development of human resources and development of skills of an employee i.e. behavioral and technical skills. Hence it is beneficial for employees as well as organization. Different training and development programs such as on the job training lectures, programmed instructions, simulations, and computer aided instructions, business games, orientation programs & seminars can be very useful in this regard.

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