A STUDY ON COMPETENCY GAP ANALYSIS WITH REFERENCE TO HERITAGE

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ABSTRACT

Competences are an integral part of many Human Resource (HR) and e-Learning related activities. HR departments use competence descriptions to define requirements needed for performing specific tasks or jobs. The same competences are acquired by employees and applicants by e.g. experience or certifications. Typically, HR departments need to match such required and acquired competences in order to find suitable candidates. In e-Learning a similar situation arises. Curricula or training programmers need to describe prerequisites that must be fulfilled before joining and the competences that will be acquired after successful completion. This paper analyses the limitations and extends existing approaches for modeling competences in order to allow (semi-)automatic competence matching.

Assigning business process activities to agents (human or automated) for their performance or supervision is a critical issue in business process management. Role-based approaches are commonly used to specify work assignment policies, with roles defined as collections of capabilities and privileges required to perform job functions. The purpose of this paper is to address the activity assignment problem through a competency-based approach. In this context, an ontology-based competency model is developed to assist in identifying the competencies that exist in an organization and the competencies required, by workflow activities and in performing a competency gap analysis as a prerequisite for domain-specific user development through competency-based training.

The knowledge and the competence of the firm members are substantial success factors in the world-wide competition. The main success factors found are first, an acceptance strategy, which includes the participation of motivated groups of pilots, the integration of the workers council, the support of the management as well as much information and transparency about the objectives and the purpose of the system. Especially a good co-operation with the workers council is from great importance. Finally enough personnel and organizational resources must be given to the project.

I. INTRODUCTION

Competency Gap is the difference between the current competency level (CCL) of your employees and the required competency level (RCL).

In other words, the disparity or difference between the existing abilities and skills of your employees and what are expected of them in achieving the objectives that you want them to achieve are the skill and knowledge gap.

"Competency" consists of the skills and knowledge required by employees to effectively perform their jobs or specific tasks that you assign to them from time to time.

a) To bridge the gap between employee specifications and job and organizational requirements:

An employee's present specifications may not exactly meet the organization requirements irrespective of his past experience, knowledge, skills, qualifications etc. for this reason the management identifies the differences or gaps between employee specifications and job and organizational requirements. Training is required to bridge these gaps by developing and molding the employee skills and abilities in tune with organizational requirements.

b) Organizational viability and the Chang process:

In order to survive and grow, the organization must continuously adopt to the changing environment. For this purpose, it should upgrade its capabilities by conducting training programmers which foster the initiative and creativity of employees and help them to prevent the obsolescence of skills.

C) Changing technology:

As technology is changing very fast, an organization in order to be effective should adopt the latest technologies like mechanization, Computerization and automation. Increasing use of latest technologies and techniques require good training for this purpose the organization should train the employees to enrich them in the areas of changing technical skills and knowledge.

d) Internal mobility:

Training also become necessary when there is internal mobility i.e. , when an employee is promoted or when there is some new job or occupation to performed due to transfer. When an employee is chosen for higher level jobs, he/she should be trained before assigning the responsibilities.

e) Sound human relations:

As the approach to HRM has shifted from commodity approach to the partnership approach beyond human relations approach, management has to maintain sound human relations in addition to maintaining harmonious industrial relations,. So, training in human relations is necessary to deal with problems like transfer, interpersonal and inter group conflicts and maintain sound human relation.

NEED OF STUDY:

The purpose of study is to learn the practical applicability of the theoretical knowledge gained about Competency Gap process.

- To gain knowledge about, the process of training and development in Heritage
- To know the effectiveness or ineffectiveness of the process of Competency Gap in training and development in Heritage.

SCOPE OF THE STUDY:

This study covers all aspects of Competency Gap in training and development programs in HERITAGE. This study covers the New Entrant Manager response towards the training programs in the organization.

II. OBJECTIVES OF THE STUDY:

1. To analyze and examine the effectiveness of Competency Gap Analysis programmers in HERITAGE.

2. To assess how often training programmers are conducted and how much are the employees satisfied.

3. To study to what extent the training programmers are applicable to their jobs.

4. To study the employee's opinion on the training and development in HERITAGE.

III. METHODOLOGY

The basic principle in the research has been adopted in the overall methodology. The following methodology has been used for meeting the requirements,

- Defining objectives
- Developing the information sources
- Collection o information
- Analysis of information
- Suggestion

The methodology followed for collection, analysis under interpretation of data in explained below.

1. RESEARCH DESIGNS

There are generally three categories of research based on the type of information required, they are

1. Exploratory research

2. Descriptive research

3. Casual research

The research category used in this project in descriptive research, which is focused on the accurate description of the variable in the problem model. Consumer profile studies, market potential studies, product usage studies, Attitude surveys, sales analysis, media research and prove ability of the information provided by the employees.

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Examples of this research. Any source of information can be used in this study although most studies of this nature rely heavily on secondary data sources and survey research.

2. Data collection method

Primary data:

It is collected through the questionnaire, a formalized instrument of asking information directly from respondent demographic characteristics, attitude, belief and feelings through personal contracts. Structured and on disguised from of questionnaire is used and consists of multiple choice questions.

Secondary data:

Internal secondary data about the Organization included formal data, which is generated within the organization itself, were obtained through concerned head in the organization

External secondary data generated by source the organization was used such as public available data provided by the reports of the companies. All this information is of great importance and conceptualizes and illuminates the core of the study.

3. SAMPLE DESIGN

a) Sampling unit: the study is directed towards the executive of managerial level.

b) Sample size: sample size of 100 is taken in this study

4) DATA ANALYSES

Simple analysis method is followed for analyzing the data pertaining to different dimensions of employees. Simple statistical data like percentage are used in the interpretation of data pertaining to the study. The results are illustrated by means of bar charts.

LIMITATION OF THE STUDY

- Due to constraint of time and resources, the study was conducted in the regional sector as Heritage and the results of the study cannot be generated.
- The accuracy of the analysis and conclusion drawn entirely depends upon the reliabe to cover maximum departments of the employees, but the study may not fully reflect the entire opinion of the employees.
- In the fast moving/changing employees behavior, name new and better things may emerge in the near future, which cannot be safeguard in this report.

IV. DETERMINATION OF COMPETENCY GAP

Determining the skills and knowledge gaps of employees is a necessary part of your human resource plan.
In order to identify the competency gap of any employee, it is necessary to determine the following:

- The types of competencies required to perform the job well,
- The required competencies level required of the employee
- Industry competency standard for each of the position in the organization

The majority of competencies relate to functional and behavioral competencies of employees and vary from the top level to the lowest. Core competencies are common competencies for every position in the organization.

The required competency level is the standard of performance for each duty based on industry standard. The "industry" refers to the type of industry in which your organization is carrying out its activities.

The standard can range from 3 as being satisfactory to 4 as having performed beyond the expectation of the organization or 5 as having performed to industry standard. An employee who has attained a rating of "5" is considered as an expert in his or her field.

You need to carefully examine anything lower than this.

The employee's competency is assessed at the end of a certain period of time, usually one year and no shorter than nine months.

Normally the current competency level is based on ratings such as:

- 1 for beginner's level
- 2 for below standard
- 3 for satisfactory performance
- 4 for performance beyond expectation, and
- 5 for performance to industry standard

For example, if the RCL is 4 and the assessment by the supervisor indicates that the employee's CCL is 3,

the "competency gap" is "1" expressed as a percentage.

If the CCL is 4 and the RCL is 3, the employee had exceeded expectation.

Use of Technology in Determining Employee Competency

HRD software is usually employed to manage employee competencies due to its complexity.

The determination of competency gap is a part of this.

The HRD system is also used to:

1. to find the best "fit" between the employee's competencies to the requirements of his or her current position and whether with the current competencies, the employee can perform other types of job and to what degree
2. to manage employees' application for training based on the needs of their current jobs
3. to keep and maintain records of expenses on training / courses attended by each employee
4. to determine whether a new employee is ready for confirmation in service, and
5. to help executives in performing training needs analysis while in the process of preparing training and development programs

The Right and Responsible Use of Technology

It is necessary to use technology in determining competency gaps of employees.

Use this information in talent management, in determining the types and frequency of training that each employee is required to attend, and in employees' career development.

Technology can facilitate decision making. However, manipulation of technology is a real possibility. There are recorded instances of this happening.

In addition, the saying "garbage in, garbage out" is of real concern. Ensure accuracy of data entered into the system.

DEVELOPING A MODEL OF HR COMPETENCIES

Based on our interviews with ten HR leaders, a summary of previous research studies (Lawson, 1990; Ulrich, Brockbank, Yeung & Lake, 1995), and a frequency analysis of HR competency items used in seven companies(1), we propose a new model of HR competencies that corresponds to the emerging HR structure in many corporations. As summarized in Exhibit 2, it is a four-domain competency model which includes Core, Leadership, HR Expertise, and Consultation competencies. Depending on their roles (corporate HR leader, senior business unit generalists, HR specialists at shared service centers, HR experts at centers of expertise), different domains of HR competencies are critical for different HR professionals.

At the center of the model are the core competencies which every effective hr professional should develop. These competencies include:

Business knowledge - capacity to understand competitive issues impacting the business (e.g., market, products, technology, processes) and to understand how business can create profit and value

Customer orientation - ability in viewing issues from the perspective of customers

Effective communication - the ability to provide both verbal and written information clearly, consistently, and persuasively

Credibility and integrity - to walk what you talk, act with integrity in all business transactions, and honor personal commitments

Systemic perspective - the ability to view problems and issues in the context of the bigger picture and understand the interrelationships among sub-components negotiation and conflict resolution skills - the capacity to reach agreements and consensus in spite of different goals and priorities

These Core competencies distinguish a highly effective HR professional from a typical one.

1. Critical competencies for senior HR generalists

For both corporate HR leaders and senior HR generalists in business units, the critical competencies

lie in the domains of Leadership and Core competencies. Competencies in Consultation and HR Expertise are also desirable, but not as critical as the other two domains. Leadership competencies include:

Leadership styles - the ability to empower and trust others, to coach and develop subordinates, and to treat others with respect

Leadership skills and attributes - self-confidence, a willingness to take risks, the ability to develop and articulate vision, lead change, and sell ideas

Change advocacy - the ability to identify environmental changes that impact business and to translate them into requisite organizational changes

2. Critical competencies for HR specialists in shared service centers

For HR specialists working in shared service centers, the performance goal is to develop an efficient infrastructure that can deliver HR services consistently, responsively, and cost-effectively. Hence, HR Expertise competencies, in addition to Core competencies, are required though the other two domains are also desirable. HR Expertise competencies include:

Knowledge - of "best-in-class" HR practices through benchmarking and environmental scanning

Ability - to design and deliver HR services effectively through process management and improvement

Ability - to apply information technology to HR

Capability - to measure the effectiveness of HR practices

3. Critical competencies for HR experts in centers of expertise

For HR experts working in centers of expertise such as those focusing on organizational change and new program design, the critical competencies are Consultation and Core. Competencies in Leadership and HR Expertise are desirable but not as critical as the other two domains.

Consultation competencies include:

Influencing skills - the ability to help others accept your viewpoints and proposals

Consulting skills - the ability to diagnose/solve problems, and contract with clients

Change facilitation and implementation skills - the ability to conceive, design, and implement programs in spite of resistance

Collaboration and team building skills - the ability to motivate team members in working toward common goals

The proposed model of HR competencies is unique in several ways. First, it differentiates the critical competencies from desirable competencies for HR professionals in the four major roles, offering corporations a guide to a systematic and focused development of their HR professionals. Second, the importance of these competencies was found to exist, quite consistently, across a broad spectrum of industries we studied. Thus, the competencies may be considered generic and the model can be applicable to a wide range of companies. Third, the model integrates research findings from a variety of sources, including interviews reported in this study, previous survey research projects (Lawson, 1990; Ulrich, Brockbank, Yeung & Lake, 1995), and an analysis of HR competencies used in seven companies. As a result, the model's reliability and value are greater than a less expansive study would be.

How Do Corporations Acquire These New Competencies?

While quite a few research studies focus on the identification of critical competencies of HR professionals, very few studies discuss the strategies corporations can use to acquire or develop these new competencies. However, this neglected topic is critical for two reasons. First, a competency gap was observed in all the companies we studied. The HR leaders we interviewed estimated that only 10-35% of their HR professionals possess the required new competencies. Second, all HR leaders we interviewed agreed that it is much harder to develop new HR competencies than to simply identify them. Clearly, identifying the critical competencies is only the first step. Inculcating them - especially among those HR professionals who have become accustomed to the previous modus operandi - requires a significant investment of time and effort, involving the deployment of creative developmental approaches

and strategies. Although recruiting HR professionals with the required new competencies is always an option, in actual practice it has not been a major thrust or high priority for many companies for two reasons. First, because of their corporate cultures and HR philosophies, some companies may choose not to adopt a fire-and-hire strategy. Instead, they prefer to help existing HR professionals to retrain for a new set of competencies. For example, Hewlett-Packard believes that, among its own HR professionals, new opportunities for personal growth and higher business impact can serve as a catalyst to the development of new competencies. Hence, a variety of competency development programs are offered to meet the needs of existing HR professionals. Second, while some companies may take the position that the retraining of HR professionals is too costly and/or difficult and thus, the recruitment of those with the requisite competencies is a more viable alternative, these companies often encounter difficulties in recruiting HR professionals with the necessary competencies. As one would expect, the demand for HR professionals possessing the new competencies far exceeds the supply.

Because of these reasons, the HR leaders we interviewed employ a variety of strategies to ensure [TABULAR DATA FOR EXHIBIT 3 OMITTED] that the new HR competencies will be in place within three or five years. Exhibit 3 summarizes the strategies some companies are currently using. The strategies can be categorized into planning and assessment, communications, performance management, training, and development.

V.   DATA   ANALYSIS   AND   INTERPRETATION

1. Is the Training program introduced new concepts in your area of working?

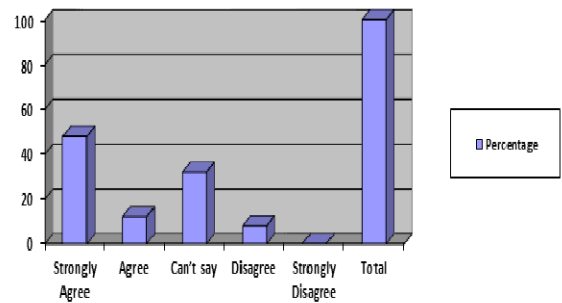| Particulars	Strongly Agree	Agree	Can't say	Disagree	Strongly Disagree	Total
No.of Employees	68	20	8	0	4	100
Percentage	68	20	8	0	4	100
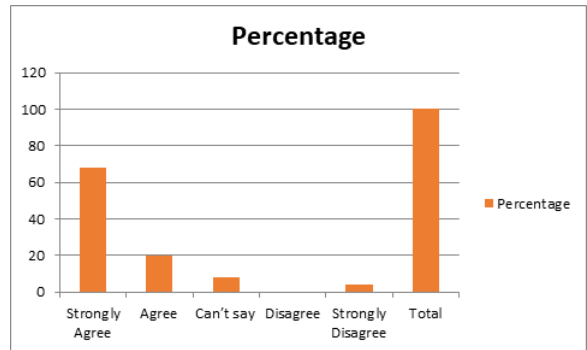
INTERPRETATION:

From the above information most of the executives agree that the Training program introduced new concepts in their area of work place.

2.   Is the Training program introduced new concepts in area of your personality development/Human relations?

| Particulars	Strongly Agree	Agree	Can't say	Disagree	Strongly Disagree	Total
No.of employees	48	12	32	8	0	100
Percentage	48	12	32	8	0	100

INTERPRETATION:

From the above information most of the executives agree that the training program introduced new concepts in area of their personality development/Human relations.

3.   Is the Training program useful to you in your present job?

Particulars	Strongly Agree	Agree	Can't say	Disagree	Strongly Disagree	Total
No.of Employees	68	12	6	4	0	100
Percentage	68	12	6	4	0	100
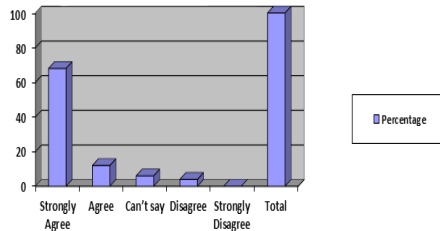
INTERPRETATION:

From the above information most of the executives agree that the training program useful to them in their present job.

VI. CONCLUSION

- Employers are gained knowledge at work place after attending this Training program.

- For new joiners in organization training method are conducted like coaching and besides orientation programs.

- Training will be very useful to employees in their present job.

- Training program helps employees to take new challenges in their present job.

- Most of the employees are using new skills in their present job.

- According to the training program employees to take new roles in the organization.

- With the help of training program employees will increase their productivity.

- After this Training program they are doing their job more confidently.

Training program brought positive impact on employee behavior

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