

# A Study on the Role of Competency Mapping Among Employees with Special Reference To Atlas Export Enterprises, Karur

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## 1.1 ABSTRACT:

Human Resource Management is the process that brings the people and organizations together so that the goals of each are met. Nowadays, it is not possible to show a good operating or financial report unless your personal relations are in order. Over the years, knowledge-based and highly skilled knowledge-based jobs are increasing while low-skilled jobs are decreasing. This calls for upcoming skill and competency mapping through proper Human Resource Management Function initiatives. Indian organizations are evidence that a change in the culture of management, systems and philosophy due to the Indian organizations global alignment. There is a need for multi-skill development. Competency Mapping is the process that identifying the specific and competencies for an organization, its job roles, and its functions within it. Competency Mapping is very important and is most an essential activity. Every well-managed firm should have well-defined job roles and a list of the competencies required to perform each role effectively and efficiently. Competency Mapping process identifies strengths and weaknesses of an individual in order to help the individual better to understand themselves and to show them where the need of the career development to be directed. Competency mapping is not only important activity operating function for the Company own regular employees of an organization; it can also be done for contract employee or for those seeking opportunity of employment to emphasize and exposure the specific set of skills and knowledge that would make them better valuable to a potential employer of the organization. These kinds of skills can be determined when one is ready to perform the work. Competency Mapping is one of the most valuable and identifying the job related and behavioral based competencies of an individual in an organization. Competency is a collection of knowledge, skills, and attitudes required to proceed and perform a job in effective and efficient manner. A competency is one important process that describes how one job role might be done excellently. An ability describes only what one has to be done, not the how to perform the one. A core competency is one that competency cannot be copied from one and it is the pillar upon which an individual takes the job. The purpose of the study is to evaluate the competency of the employees of the Atlas Export Enterprises, Karur. Research design adopted for the study is descriptive study with a sample size of 51. In Data Analysis, The present study uses the PSPP Software for analysing the Descriptive analysis, Chi-square test, Anova, Correlation and Regression analysis.

**Keywords:** Competency Mapping, PSPP, Descriptive analysis, Chi-square test, Anova, Correlation and Regression analysis.

## 1.2 INTRODUCTION TO THE TOPIC:

Competency mapping is being used since 1960s. It has been used in instructing in the USA where states of skills were to be well-perused with the incorporated training, personalization and field understanding. Capabilities are recognized additionally as qualities of the individual person. Competency mapping was used in the United Kingdom for taking care of execution development in the business-oriented principles. The objective of competency mapping is to enable the individual to well acknowledge itself and to call attention to focuses on calling development. As per Portrayal, competencies are come because of definite families occupation inside the association and are possible often collected about sorts, for example, approach, connections, development, initiative, hazard taking, basic leadership, passionate knowledge, etc. In the world of cut throat operation and high level of competition today, the policy creation, the setting of objective, the process of manufacturing, the activities of research and development, the strategies of promotional adopted by the companies, the strategies of competitors, everything needs to be given a good concern. For this it becomes one of the most important to understand and consider the various competencies required by each and every employee to justify his /her job position in the place of organization and for the development of the organization as well. Today, when measuring performance of the organization, its excellent results, reference is not based on the material resources, but to human resources and their competencies. Thus, competencies development has become one of the most key priorities of the organization. Competencies are a collection of observable and applied practical knowledge, skills, attitudes, abilities, motives and traits required to perform a particular job in an most valuable and effective manner.

The current globalization of economy necessitates new approaches in work force management. The fast forward changes occurring in the demography and social systems thereof have given breathing space for various Human Resource practices enhancing the productivity of employee and growth. And one of the most commonly used Human Resource practice choice is competency mapping for employees development. Identifying and development of the competencies in organization enable better performance management as well as reward and recognition systems leading to career and succession planning programmers.

Also, competency mapping is a strategic Human Resource frame work model for monitoring the performances of both employees and employers as well as whole organization. Employee hard skill initiative, knowledge and abilities are not enough sufficient to achieve the desired results of performance. What is additionally needed is employee's soft skills like attitude, mind-set values, belief and commitment. Thus, competency is the summation of knowledge, skills, attitude and personality of an individual person as required performing current and future organizational roles and responsibilities. Competency are indicates motives, self-concept, traits and desired behavior. Competency mapping identifies strengths and weaknesses of an individual. The goal is to enable the individual person to better understand him or herself and to point out where practices and efforts of career development need to be directed. Competency Mapping is the active process to prefer the required and most valuable competencies for an development of the organization and the job role and incorporating those competencies into action throughout the various processes.

## 1.3 DEFINITION:

Competency mapping is the process that determining the skills, behaviors, abilities and knowledge the job position required. Organizations begin the competency mapping process by determining the

Organization goals and analyzing the abilities of Organization existing employees. After, they clearly define the expectations for each position and ensure employees have the necessary and adequate knowledge, skills to succeed in job roles.

#### **1.4 COMPETENCY MAPPING PROCESS:**

The process of competency mapping is as follows:

- FIRST STAGE
- SECOND STAGE
- THIRD STAGE

##### **First Stage:**

To decide the required competencies for the job position that the organization is assigned according to their ability and skill.

##### **Second Stage:**

Identifying the location in which the competencies are need to work at that particular position in the organization structure, defining the relationships between the superiors and subordinates, etc.

##### **Third Stage:**

To identify the tasks that need to be completed, and the objectives of the function and the unit or the section where the position is located.

#### **1.5 METHODS OF COMPETENCY MAPPING:**

There are various methods of competency mapping are:

- Assessment Centre
- Critical Incidents technique
- Interview Techniques Competency Mapping
- Questionnaire
- Psychometric Tests

##### **Assessment Centre:**

It is a function of identifying the skill, ability and potential for the growth. It uses a few methods to evaluate the employees for human resource, manpower purpose and decisions.

##### **Critical Incidents Technique:**

It is a process that systematically identifying the employees behaviors that contribute to the success or failure of the competencies in the specific or critical situations. The rating or ranking is based on the severity of the incidents that can be handled by the employees.

##### **Interview Techniques:**

Every organization has follow the various interview techniques that interviewing the competencies of the employees.

##### **Questionnaire:**

It is a technique that is followed by the organization that prepares a list of questions that the users would fill the question and submit to the organization.

##### **Psychometric Tests:**

It is the most commonly used technique that is followed by the every organization. The Psychometric tests are the following: aptitude, reasoning, achievement and personality testing.

### 1.6 TYPES OF COMPETENCY MAPPING:

There are 4 types of competency Mapping:

- Intellectual Competencies
- Motivational Competencies
- Emotional Competencies
- Social Competencies

### 1.7 COMPETENCY ICE BERG MODEL:

**Skill:** - A ability of persons to do something well. For example, is great at using Microsoft Word and Microsoft Excel.

**Knowledge:** - Information that a person uses in a particular area or Field. For example, Someone Speaks many languages.

**Self-image:** -Identity, personality and worth of individual person view. For example, oneself seeing as a leader and developer of people.

**Trait:** - A typical aspect of a person's behavior and attitude. For example, being a good listener.

**Motive:** - What factor drives behavior of someone in a particular area (a need for achievement, affiliation or power).

**Figure 1.7: Competency ICE BERG Model**



### 1.8 OBJECTIVES OF THE PROJECT:

1. To investigate the various competency skills possessed by employees based on their position in the organization.
2. To analyses the competency mapping of the organization.
3. To assess individual employees' levels of competency.
4. To evaluate the demographic factors and overall perception towards competency mapping among employees.
5. To contribute suggestions to improve the level of competency of an employee.

The Objectives of the project are to attract, develop, motivate the employees that can help the organization achieve its strategic goals:

#### **1.8.1 Employee Knowledge:**

It analyze and measure the following:

Knowledge on Quality Standards, Social Accountability Specification of Work, Organizational Awareness, Communication, Utilize Training and Expertise guidance, Risk taking ability, Knowledge on Usage of Material and Tools, Business process, Behavior & Attitude Knowledge, Measuring Actual Performance.

#### **1.8.2 Employee skills:**

It analyze and measure the following:

Planning skill, Technical skill, Analytical & Problem Solving Skill, Organizing & Controlling skill, Appraisal based skill, Job related skill and New skill Update.

#### **1.8.3 Employee self-concepts:**

It analyze and measure the following:

Logical decision, Decision making process, Relation management, Interpersonal effectiveness, Relationship in organization and Planning help to perform better.

#### **1.8.4 Employee traits:**

It analyze and measure the following:

Technical competencies, Functional competencies, Adaptability, Team working, Pro- activity, Stamina, Achieving goals and Human attributes.

#### **1.8.5 Employee motive:**

It analyze and measure the following:

Relationship in organization, Personality Development, Career Development, Hardwork & Perseverance, Performance appraisal, Appraisal system, Promotions, Reward and Accomplishing goals.

#### **1.8.6 Employee Assessment:**

It analyze and measure the following:

Task force, Assessment of strength, Assessment of weakness, Assessment of opportunities, Assessment of threats, Assessment Centre, Job evaluation & Promotions, Effective career planning, Mentoring & Coaching, Result focus and Satisfactory Measures.

### **1.9 INTRODUCTION TO THE TEXTILE INDUSTRY:**

The Indian textile industry is one of the largest in the world with a massive raw material and textiles manufacturing base. Our economy is largely dependent on the textile manufacturing and trade in addition to other major industries. About 27% of the foreign exchange earnings are on account of export of textiles and clothing alone. The textiles and clothing sector contributes about 14% to the industrial production and 3% to the gross domestic product of the country. Around 8% of the total excise revenue collection is contributed by the textile industry.

So much so, the textile industry accounts for as large as 21% of the total employment generated in the economy. Around 35 million people are directly employed in the textile manufacturing activities. Indirect employment including the manpower engaged in agricultural based raw-material production like cotton and related trade and handling could be stated to be around another 60 million.

A textile is the largest single industry in India (and amongst the biggest in the world), accounting for about 20% of the total industrial production. It provides direct employment to around 20 million people. Textile and clothing exports account for one-third of the total value of exports from the country.

There are 1,227 textile mills with a spinning capacity of about 29 million spindles. While yarn is mostly produced in the mills, fabrics are produced in the power loom and hand loom sectors as well. The Indian textile industry continues to be predominantly based on cotton, with about 65% of raw materials consumed being cotton. The yearly output of cotton cloth was about 12.8 billion m (about 42 billion ft). The manufacture of jute products (1.1 million metric tons) ranks next in importance to cotton weaving.

Textile is one of India's oldest industries and has a formidable presence in the national economy inasmuch as it contributes to about 14 per cent of manufacturing value-addition, accounts for around one-third of our gross export earnings and provides gainful employment to millions of people. They include cotton and jute growers, artisans and weavers who are engaged in the organised as well as decentralised and household sectors spread across the entire country.

### **1.10 SCOPE OF THE PROJECT:**

This report examines Competency Mapping including Employee Knowledge, Employee skills, Employee self-concepts, Employee traits, Employee motive and Employee Assessment from both theoretical and practical application perspectives. Through this research, you can learn more about Competency mapping issues, their importance, the latest techniques, and the model used to make it more efficient. This study will help you learn the practical procedures of major organizations. Additionally, this research helps distinguish between practices and theories that show how an organization can improve his Competency Mapping processes.

The scope of HRM practices prevailing in the Textile industry is vast and includes a range of activities aimed at managing and developing the human capital of an organization.

**Some of the Key Competency Mapping that are commonly observed in the Textile Industry include:**

#### **1.10.1 Employee knowledge:**

Employee knowledge is a term that the textile industry encompasses the experience, skills, and knowledge of individual employees within an organization. It comprises the combined capabilities, expertise and know-how those who working in the company. This collective asset can be used to improve organizational improvement, performance and innovation and gain a competitive advantage in the marketplace.

#### **1.10.2 Employee Skills:**

Employability Skills are the most essential skills, personal qualities and values that enable employees to thrive in the Atlas export enterprises. These are also called 'skills of enterprise', 'skills of communication' or 'skills of workplace'. Employment skills include the following: good communication skill, motivation and initiative, leadership skill, reliability/dependability, instructions following, team work, patience, adaptability, emotional control and resilience.

#### **1.10.3 Employee self-concept:**

Employee self-concept is perception of who you are in the world and what you can handle the problem and it can affect all aspects of your life from your family relationships to your personal development of the career. In terms of your career, your self-concept might around your work identification and whatever you hop you're capable of doing the some.

#### **1.10.4 Employee trait:**

A Employee trait is an ability or aptitude skill that the Atlas Export Enterprise required for an employee to perform a particular or specific job. Employee traits include the following: Self-motivation, Dedication, Trustworthiness, Moral integrity and honesty, Strong communication skills, Leadership, Emotional intelligence and awareness, Responsible, Creativity, Teamwork and Willingness to learn.

#### **1.10.5 Employee motive:**

A Employee motive is the enthusiasm level, energy level, commitment level, and creativity level that an Atlas Export Enterprises expect an employee brings to their day to day job role. Employee motive include the following: Intrinsic Motivation, Extrinsic Motivation, Social Motivation, Achievement Motivation and Power Motivation.

#### **1.10.6 Employee assessment:**

A Employee assessment is a process by Atlas export Enterprises higher level authority evaluates an level of employee's skills, level of abilities, and level of performance. The purpose of the assessment is to identifies any areas in which the employee may require additional training or development and coaching in order to be successful in their current or future job role. Employee assessment include the following 360 Feedback and SWOT Analysis.

### **1.11 TIMELINE OF THE PROJECT**

Tasks and timelines related to conducting research on the topic of -

#### **“A STUDY ON THE ROLE OF COMPETENCY MAPPING AMONG EMPLOYEES WITH SPECIAL REFERENCE TO ATLAS EXPORT ENTERPRISES, KARUR”**

- Conduct a literature review on the topic- 1 weeks
- Define research objectives and develop research questions and hypothesis- 1 week
- Choose appropriate research design and methodology- 2 weeks
- Develop a survey questionnaire and interview guide- 1 week
- Collection of data- 1 week
- Clean and analyse data- 2 weeks
- Write up results and conclusions- 1 week
- Draft and revise research paper- 1 week

## **2. REVIEW OF LITERATURE**

### **2.1:**

A research study Mrs. ANUSHA PRABHA. P (2018) has undertaken A STUDY ON COMPETENCY MAPPING WITH SPECIAL REFERENCE TO SRI SARAVANA INDUSTRIES, Coimbatore. This study is mainly based personnel development needs are clearly identified through competency mapping and evaluation. a candidate's disability refers to a candidate's ability to develop based on the required skills found in the exam. skill mapping was also useful for Sri Saravana industries Coimbatore. many have been hired for it by the HR manager. efforts that benefit employees and businesses the aim of the study is to learn more about the concept of skill mapping and determine the level of awareness about skill mapping among Sri Saravana employees. A total of 150 sample blocks were obtained from the company's employees. In Data analysis, Simple Percentage Analysis, Chi square Test, One way Anova tools are used.

### **2.2:**

A research study, Mrs. NEHA BUTT (2020) has undertaken COMPETENCY MAPPING IN ORGANISATIONS – A REVIEW STUDY. This study is mainly in today's competitive environment,

where human resources are the most valuable asset of a company. each person has different own unique personality. as a result, it is important to fully develop these systems in order to gain competitiveness. one tool for mapping your skills is called skill mapping. it is used to learn about key traits such as an employee's knowledge, skills, and attitudes. system. this method is used to measure individual and team performance alike. the study article examines skill mapping, kinds, and the process of identification and embedding. individuals' abilities in the job. A total of 150 samples are used. In Data analysis, Simple Percentage Analysis tool is used.

### 2.3:

A research study Mr R. YUVARAJ (2011) has undertaken a study entitled, COMPETENCY MAPPING – A DRIVE FOR INDIAN INDUSTRIES. This paper is based on HRM. Human Resource Management is the process that brings the people and organizations together so that the goals of each are met. This calls for upcoming skill and competency mapping through proper Human Resource Management Function initiatives. Indian organizations are evidence that a change in the culture of management, systems and philosophy due to the Indian organizations global alignment. A total of 1400 samples are used.

### 2.4:

A research study Mrs. SMITESH G and DR. A. SHAMEEM (2018), has undertaken A STUDY ON COMPETENCY MAPPING AND ITS IMPACTON DELIVERABLES WITH RESPECT TO THE REALITY SECTOR. The Objective of this study is to study the role of competency mapping and its impact on HR Deliverables. And also to ascertain & understand the Competency Mapping contribution in the Performance Appraisal process, study the competencies roles in the selection and the hiring process, harness the anticipating and managing the competencies required for the future. The study shows that competency based Human Resource practices. A total of 60 samples are used. In Data analysis, Simple Percentage Analysis, Chi square Test is used.

### 2.5:

A research study Mrs. S. MANJU, DR. D. JAYANTHI, Mrs. N. KOWSALYA (2020) has undertaken Competency mapping Among the Ites Sectors: A study among the ITES employees in Coimbatore. The present study is to know about the Competency Mapping effectiveness, employee field and expertise with respect to Competency elements and to know how Competency Mapping align the employee behavior with organization strategy, values and goals at ITES companies in Coimbatore. A total of 120 samples are used. In Data analysis, Simple Percentage Analysis, Anova is used.

### 2.6:

A research study Dr.P. Suguna, T. Tamil Selvi (2013) has undertaken Competency mapping – A drive for garment firms in tirupur district. This project explains the aim of competency mapping of an organization and how the performance influenced by competency mapping. In this paper, To evaluate the personnel's competency level in the organization and also to study the benefits of competency mapping in an Organization. A total of 50 samples are used. In Data analysis, Simple Percentage Analysis, Chi square Test, Anova is used.

### 2.7:

A research study Dr. L.J. SOUNDARA RAJAN, Dr. A. ANANDA KUMAR (2015) has undertaken Competency mapping analysis: A study conducted in specific package industry at puducherry state of india. In this project, The Objectives are to identify the individuals competency level, analyze the employees competency attributes, to map the individuals



competency level with the organization and develop that according to the need of the organization. A total of 70 samples are used. In Data analysis, Factor analysis, Correspondence analysis, Chi-square analysis, Principal Component Analysis is used.

#### **2.8:**

A research study A. Tejeswari, Dr. T.V. Ambuli (2016) has undertaken A STUDY ON COMPETENCY MAPPING OF EMPLOYEES WITH REFERENCE TO MURUGAPPAN AND COMPANY. In this project, The Objectives are to determine the association between work experience and high strength of emotional, to correlate the optimum usage time with that capability of individual in tracking the progress activity. To determine the relationship between leadership and follow-up. A total of 102 samples are used. In Data analysis, Percentage Analysis, Chi Square Analysis, Correlation, Regression is used.

#### **2.9:**

A research study Shivanjali, Mitushi Singh, Tripti Singh (2019) has undertaken Competency Mapping: A Strategic Perspective in Employee Retention. This project focuses on studying the factors related to competency mapping that help in retaining the talent professionals and also help in the organization development. In this project, The Objectives are to competency mapping factors among IT professionals that affect the employees retention. To conduct an study of IT professionals competency factors. Study the relationship between competency factors affecting retention of employees and employee retention. A total of 200 samples are used. In Data analysis, Correlations, regressions, descriptive analysis, Structural Equation Modeling is used.

#### **2.10:**

A research study Shraddha Awasthi Dr. Sunil Kumar (2016) has undertaken Competency Mapping: A Strategic Tool in Managing Employee Performance. This project has focus on various competency mapping tools, which are useful for the organization in managing performance of employees. Employee competencies are based on various parameters such as knowledge, skill, motive attitude, traits etc. A total of 300 samples are used. In Data analysis, Principal Component Analysis is used.

### **3. RESEARCH METHODOLOGY**

#### **3.1 Meaning:**

It refers to the process used to collect the information and data for the making business decisions purpose. The methodology may include research publication, interviews, surveys, and other research techniques and could include use the both present and historical information.

#### **3.2 Definition:**

According to the industrial research institute in research methodology, research always tries to search for the given question systematically in our own way and find out all the answers till conclusion. If research did not work systematically on a problem, there would be fewer possibilities to find out the final result. For finding or exploring research questions, a researcher faces a lot of problems that can be effectively resolved by using correct research methodology.

#### **3.3 Research Design:**

A Research Design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The research

is descriptive research as it includes surveying and fact-finding. The research was not done before for the organization. The research was to explore the details for further studies.

Competency analysis begins with the workforce competencies identification required to perform the business activities of the organization. Once the competencies are identified, a mapping between the targeted and actual competencies value is required to measure, analyse, and predict the future competencies capability and take necessary corrective and preventive action to either enhance or maintain the current capability.

Identifying the task force, skills, knowledge, and attitude required to perform various roles of organization can be used in formulating the job description. assessing current level of competency of employees and activities like planning the career development and coordinating the competency development.

### **3.4 Method of Data Collection:**

The structured questionnaire method is what I used to complete the survey.

There are two types of data collection. They are:

#### **3.4.1 Primary Data:**

- Primary data refers to the form of the very pure and the fresh data which is collected for the first time.
- Primary data was collected through Google Form while filling up questionnaires (51 respondents).

#### **3.4.2 Secondary Data:**

- Secondary data refers to the data which is already collected by some of the researchers in the past and is available in published or unpublished form.
- The secondary data for this project has been obtained from international journals and publication.

### **3.5 Population:**

A research population is a large collection of the individuals or objects that are the main focus of a scientific query. It is for the benefit of the parameter of population that research is done. Due to the large size populations, researchers cannot test every individuals in the population because it is too expensive and time consuming process. This is the reason why researchers rely on the various sampling techniques. Atlas Export Enterprises employees were more than 700 at different units and different departments.

### **3.6 Sampling Unit:**

Employees of Atlas Export Enterprises, Karur is consider as sample unit of study.

### **3.7 Sample Size:**

A sample size is 51.

### **3.8 Sampling Method:**

Research had made use of simple random sampling technique to collect data.

A simple random sample is a randomly selected subset of a population, and the sample is collected from the different departments of employees of Atlas Export Enterprises, Karur. In this sampling method, each member has getting an equal chance of being selected in the population. Since simple random sampling uses the technique of randomization, any research performed on simple random sampling should have highest internal and external validity. statistical inferences about a population is made by the use of Simple random sampling. It helps ensure highest internal validity; randomization is

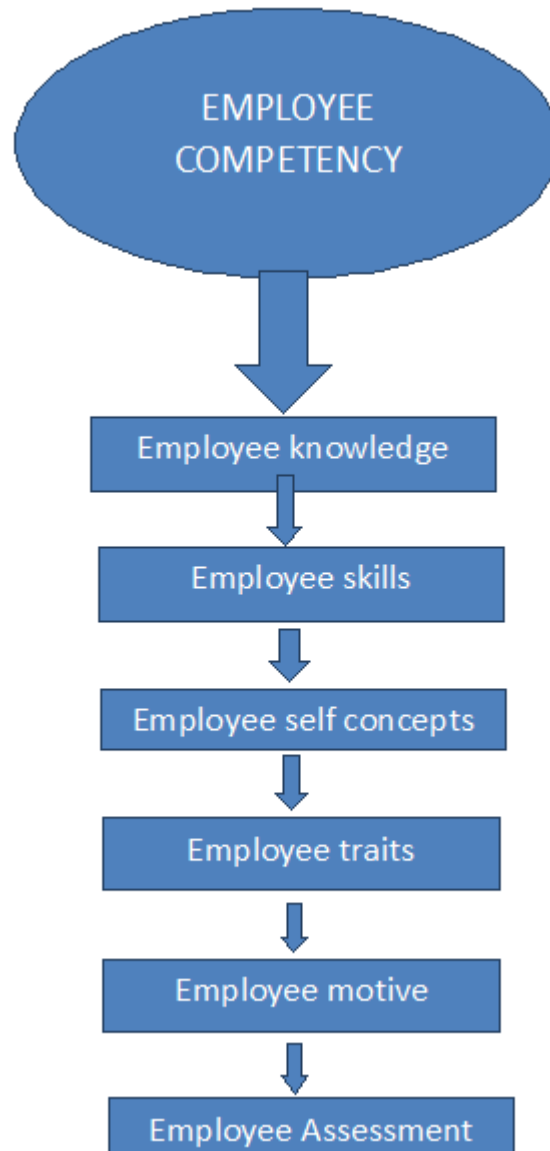
the best method to reduce the potential confounding variables impact. In addition to simple random sampling, if the sample size is large, a simple random sampling has highest external validity. It represents the larger population characteristics.

### 3.9 Tools for Data Analysis:

In this Project uses the PSPP Software for analyzing the Descriptive Statistics, Chi-Square, Correlation, Anova and Regression.

### 3.10 Proposed Model:

**Figure 3.10: Proposed Model**



### 3.11 Scaling Method:

5 Point Likert scaling method is used for this study. This 5 Point Likert Scaling method includes Highest Satisfied, Satisfied, Neutral, Dissatisfied and Highly Dissatisfied.

### 3.12 Research Process:

Figure 3.12: Research Process



3.13 QUESTIONNAIRE:

|                         |  |
|-------------------------|--|
| <b>Name</b>             |  |
| <b>Age</b>              | A) Below 30    B) 30-35    C) 36- 40    D) 41-45    E) Above 45      |
| <b>Gender</b>           | A)Male    B) Female  |
| <b>Education</b>        | A) Matriculation    B) Graduate    C) Post Graduate    D) Others     |
| <b>Language Known</b>   | A) Tamil    B) English    C) Telugu    D) Above all                  |
| <b>Marital Status</b>   | A) Married    B) Unmarried    C) Widow                               |
| <b>Department</b>       | A) HR    B) Production    C) Admin    D) Finance                     |
| <b>Designation</b>      | A) Employee  |
| <b>Years of Service</b> | A) Below 10yrs    B) 10-20yrs    C) Above 20 yrs                     |
| <b>Monthly Income</b>   | A) Below 10000    B) 10000-20000    C) 20000-30000    D) Above 30000 |

| Sl. No                           | Factors   | Highly Satisfied | Satisfied | Neutral | Dissatisfied | Highly Dissatisfied |
|----------------------------------|---|------------------|-----------|---------|--------------|---------------------|
| <b>1.Employee knowledge</b>      |   |                  |           |         |              |                     |
| 1                                | Knowledge on Quality Standards, Social Accountability Specification of Work |                  |           |         |              |                     |
| 2                                | Organizational Awareness  |                  |           |         |              |                     |
| 3                                | Communication   |                  |           |         |              |                     |
| 4                                | Utilize Training & Expertise guidance                                       |                  |           |         |              |                     |
| 5                                | Risk taking ability   |                  |           |         |              |                     |
| 6                                | Knowledge on Usage of Material and Tools                                    |                  |           |         |              |                     |
| 7                                | Business process  |                  |           |         |              |                     |
| 8                                | Behaviour & Attitude Knowledge  |                  |           |         |              |                     |
| 9                                | Measuring Actual Performance  |                  |           |         |              |                     |
| <b>2.Employee skills</b>         |   |                  |           |         |              |                     |
| 1                                | Planning skill  |                  |           |         |              |                     |
| 2                                | Technical skill   |                  |           |         |              |                     |
| 3                                | Analytical & Problem Solving Skill  |                  |           |         |              |                     |
| 4                                | Organizing & Controlling skill  |                  |           |         |              |                     |
| 5                                | Appraisal based skill   |                  |           |         |              |                     |
| 6                                | Job related skill   |                  |           |         |              |                     |
| 7                                | New skill Updation  |                  |           |         |              |                     |
| <b>3. Employee self-concepts</b> |   |                  |           |         |              |                     |
| 1                                | Logical decision  |                  |           |         |              |                     |
| 2                                | Decision making process   |                  |           |         |              |                     |
| 3                                | Relation management   |                  |           |         |              |                     |
| 4                                | Interpersonal effectiveness   |                  |           |         |              |                     |
| 5                                | Relationship in organization  |                  |           |         |              |                     |
| 6                                | Planning help to perform better   |                  |           |         |              |                     |
| <b>4.Employee traits</b>         |   |                  |           |         |              |                     |
| 1                                | Technical competencies  |                  |           |         |              |                     |
| 2                                | Functional competencies   |                  |           |         |              |                     |

|                              |                              |  |  |  |  |  |
|------------------------------|------------------------------|--|--|--|--|--|
| 3                            | Adaptability                 |  |  |  |  |  |
| 4                            | Team working                 |  |  |  |  |  |
| 5                            | Pro- activity                |  |  |  |  |  |
| 6                            | Stamina                      |  |  |  |  |  |
| 7                            | Achieving goals              |  |  |  |  |  |
| 8                            | Human attributes             |  |  |  |  |  |
| <b>5.Employee motive</b>     |                              |  |  |  |  |  |
| 1                            | Relationship in organization |  |  |  |  |  |
| 2                            | Personality Development      |  |  |  |  |  |
| 3                            | Career Development           |  |  |  |  |  |
| 4                            | Hardwork &Perseverance       |  |  |  |  |  |
| 5                            | Performance appraisal        |  |  |  |  |  |
| 6                            | Appraisal system             |  |  |  |  |  |
| 7                            | Promotions                   |  |  |  |  |  |
| 8                            | Reward                       |  |  |  |  |  |
| 9                            | Accomplishing goals          |  |  |  |  |  |
| <b>6.Employee Assessment</b> |                              |  |  |  |  |  |
| 1                            | Task force                   |  |  |  |  |  |
| 2                            | Assessment of strength       |  |  |  |  |  |
| 3                            | Assessment of weakness       |  |  |  |  |  |
| 4                            | Assessment of opportunities  |  |  |  |  |  |
| 5                            | Assessment of threats        |  |  |  |  |  |
| 6                            | Assessment Centre            |  |  |  |  |  |
| 7                            | Job evaluation & Promotions  |  |  |  |  |  |
| 8                            | Effective career planning    |  |  |  |  |  |
| 9                            | Mentoring & Coaching         |  |  |  |  |  |
| 10                           | Result focus                 |  |  |  |  |  |
| 11                           | Satisfactory Measures        |  |  |  |  |  |

#### 4. DATA ANALYSIS AND INTERPRETATION

##### 4.1 Introduction:

Data analysis is a process that including the inspect the data, cleanse the data, transform the data, and model the data with the aims to discover the useful information, inform the conclusions, and support the decision-making process. Data analysis also includes the various facts, approaches, diverse techniques under the category of different names and is used in different domains of business, science, and social science.

4.2 Descriptive Statistics:

4.2.1 Table showing the Age of the respondents

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Below 30 | 19        | 37.3%   | 37.3%         | 37.3%              |
| 30-35          | 10        | 19.6%   | 19.6%         | 56.9%              |
| 36-40          | 11        | 21.6%   | 21.6%         | 78.4%              |
| 41-45          | 6         | 11.8%   | 11.8%         | 90.2%              |
| Above 45       | 5         | 9.8%    | 9.8%          | 100.0%             |
| <b>Total</b>   | 51        | 100.0%  |               |                    |

Source: Primary data

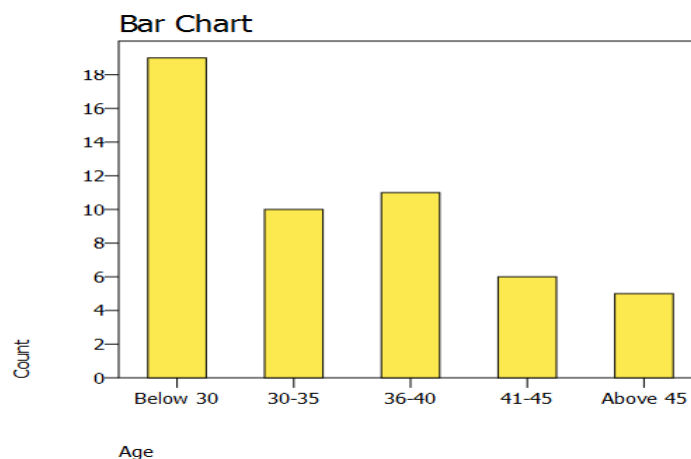
|   |                | Age      |
|---|----------------|----------|
| N | Valid          | 51       |
|   | Missing        | 0        |
|   | <b>Mean</b>    | 2.37     |
|   | <b>Median</b>  | 2.00     |
|   | <b>Mode</b>    | Below 30 |
|   | <b>Std Dev</b> | 1.36     |

Statistics

**Inference:**

From the above table, we infer that 37.3% of the respondents are in the age group of Below 30, 19.6% of the respondents are in the age group of 30-35, 21.6% of the respondents are in the age group of 36-40, 11.8% respondents are in the age group of 41-45 and 9.8% of the respondents are in the age group of above 45. Hence we conclude that majority of the respondents are in the age group of Below 30.

4.2.1 Chart showing the Age of the respondents



**4.2.2 Table showing the Gender of the respondents**

|              | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-----------|---------|---------------|--------------------|
| Valid Male   | 30        | 58.8%   | 58.8%         | 58.8%              |
| Female       | 21        | 41.2%   | 41.2%         | 100.0%             |
| <b>Total</b> | 51        | 100.0%  |               |                    |

Source: Primary data

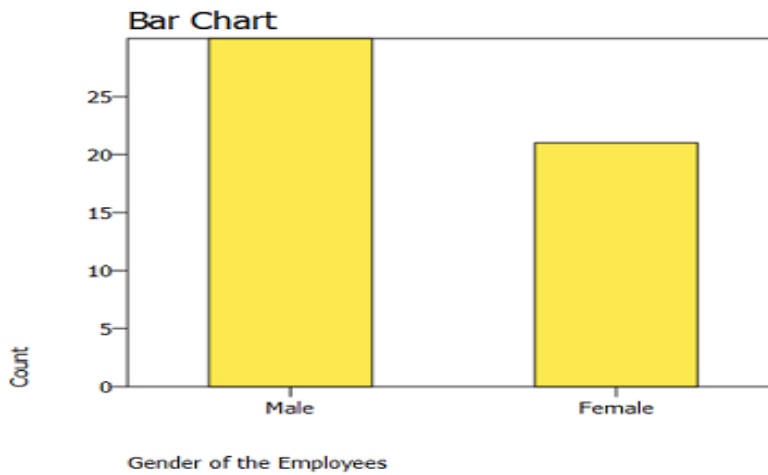
|                |         | Gender of the Employees |
|----------------|---------|-------------------------|
| N              | Valid   | 51                      |
|                | Missing | 0                       |
| <b>Mean</b>    |         | 1.41                    |
| <b>Median</b>  |         | 1.00                    |
| <b>Mode</b>    |         | Male                    |
| <b>Std Dev</b> |         | 0.50                    |

Statistics

**Inference:**

From the above table, we infer that 58.8% of the respondents are male and 41.2% of the respondents are female. Hence we conclude that, majority of the respondents are Male.

**4.2.2 Chart showing the Gender of the respondents**



**4.2.3 Table showing the Education of the respondents**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Graduate | 33        | 64.7%   | 64.7%         | 64.7%              |
| Post Graduate  | 15        | 29.4%   | 29.4%         | 94.1%              |
| Others         | 3         | 5.9%    | 5.9%          | 100.0%             |
| <b>Total</b>   | 51        | 100.0%  |               |                    |

Source: Primary data



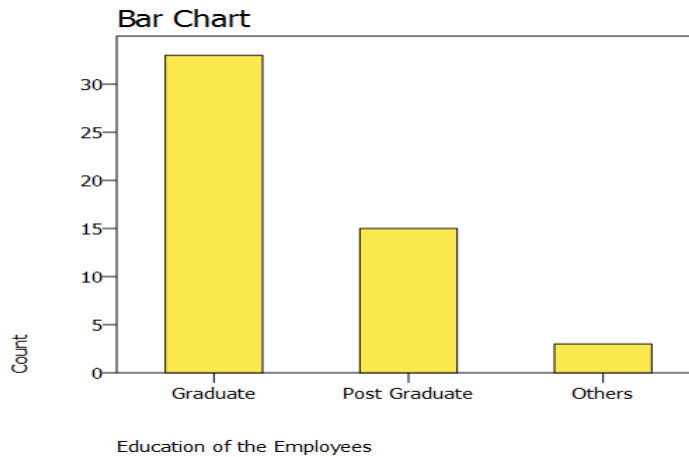
|                |         | Education of the Employees |
|----------------|---------|----------------------------|
| N              | Valid   | 51                         |
|                | Missing | 0                          |
| <b>Mean</b>    |         | 2.41                       |
| <b>Median</b>  |         | 2.00                       |
| <b>Mode</b>    |         | Graduate                   |
| <b>Std Dev</b> |         | 0.61                       |

Statistics

**Inference:**

From the above table, we infer that None of the respondents are Matriculate, 64.7% of the respondents are Graduate, 29.4% of the respondents are Post Graduate and 5.9% of the respondents are Others. Hence we conclude that, majority of the respondents are Graduate.

**4.2.3 Chart showing the Education of the respondents**



**4.2.4 Table showing the Department of the respondents**

|              | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-----------|---------|---------------|--------------------|
| Valid HR     | 10        | 19.6%   | 19.6%         | 19.6%              |
| Production   | 20        | 39.2%   | 39.2%         | 58.8%              |
| Admin        | 10        | 19.6%   | 19.6%         | 78.4%              |
| Finance      | 11        | 21.6%   | 21.6%         | 100.0%             |
| <b>Total</b> | 51        | 100.0%  |               |                    |

Source: Primary data

|               |         | Department of the Employees |
|---------------|---------|-----------------------------|
| N             | Valid   | 51                          |
|               | Missing | 0                           |
| <b>Mean</b>   |         | 2.43                        |
| <b>Median</b> |         | 2.00                        |
| <b>Mode</b>   |         | Production                  |

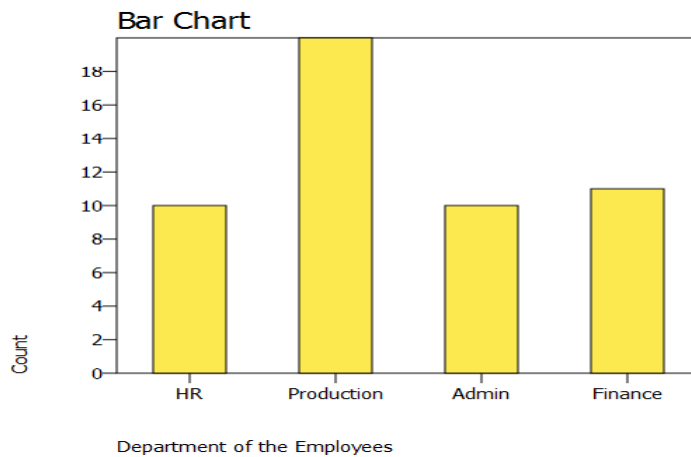
|                |      |
|----------------|------|
| <b>Std Dev</b> | 1.04 |
|----------------|------|

Statistics

**Inference:**

From the above table, we infer that 19.6% of the respondents are HR Department, 39.2% of the respondents are Production Department, 19.6% of the respondents are Admin Department and 21.6% of the respondents are Finance Department. Hence we conclude that, majority of the respondents are Production Department.

**4.2.4 Chart showing the Department of the respondents**



**4.2.5 Table showing the Years of Service of the respondents**

|                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid Below 10yrs | 28        | 54.9%   | 54.9%         | 54.9%              |
| 10-20yrs          | 16        | 31.4%   | 31.4%         | 86.3%              |
| Above 20yrs       | 7         | 13.7%   | 13.7%         | 100.0%             |
| <b>Total</b>      | 51        | 100.0%  |               |                    |

Source: Primary data

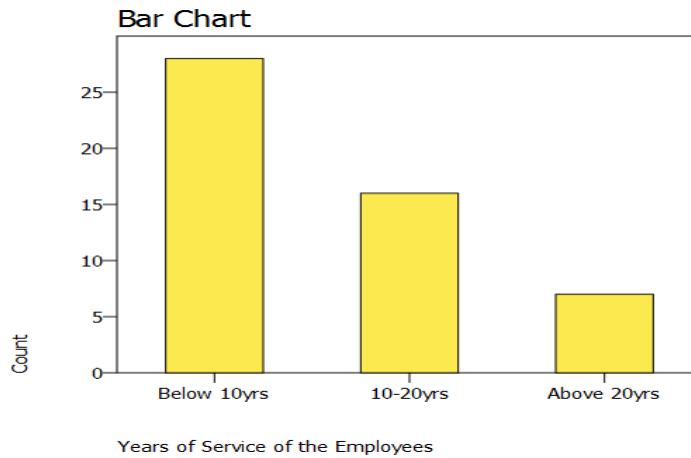
|   |                | Years of Service of the Employees |
|---|----------------|-----------------------------------|
| N | Valid          | 51                                |
|   | Missing        | 0                                 |
|   | <b>Mean</b>    | 1.59                              |
|   | <b>Median</b>  | 1.00                              |
|   | <b>Mode</b>    | Below 10yrs                       |
|   | <b>Std Dev</b> | 0.73                              |

Statistics

**Inference:**

From the above table, we infer that 54.9% of the respondents are Below 10 yrs of Service, 31.4% of the respondents are 10-20 yrs of Service and 13.7% of the respondents are Above 20 yrs of Service. Hence we conclude that, majority of the respondents are Below 10 yrs of Service.

**4.2.5 Chart showing the Years of Service of the respondents**



**4.2.6 Table showing the Monthly Income of the respondents**

|                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid Below 10000 | 5         | 9.8%    | 9.8%          | 9.8%               |
| 10000-20000       | 15        | 29.4%   | 29.4%         | 39.2%              |
| 20000-30000       | 16        | 31.4%   | 31.4%         | 70.6%              |
| Above 30000       | 15        | 29.4%   | 29.4%         | 100.0%             |
| <b>Total</b>      | 51        | 100.0%  |               |                    |

Source: Primary data

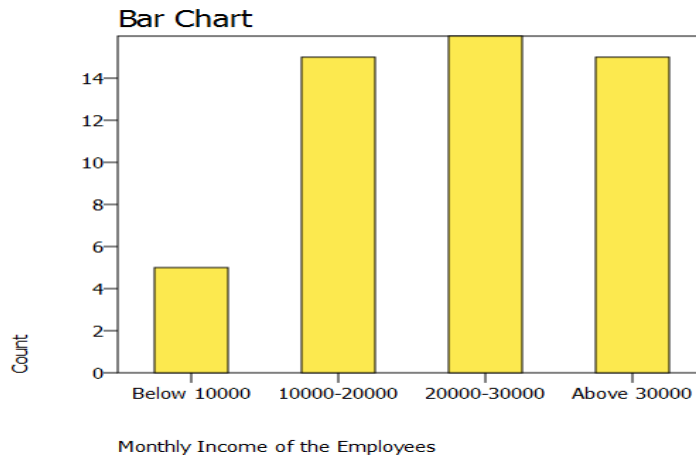
|   |                | Monthly Income of the Employees |
|---|----------------|---------------------------------|
| N | Valid          | 51                              |
|   | Missing        | 0                               |
|   | <b>Mean</b>    | 2.80                            |
|   | <b>Median</b>  | 3.00                            |
|   | <b>Mode</b>    | 20000-30000                     |
|   | <b>Std Dev</b> | 0.98                            |

Statistics

**Inference:**

From the above table, we infer that 9.8% of the respondents are earned Below 10000, 29.4% of the respondents are earned in the range of between 10000-20000, 31.4% of the respondents are earned in the range of between 20000-30000 and 29.4% of the respondents are earned in the range of Above 30000. Hence we conclude that, majority of the respondents are earned in the range of 20000-30000.

**4.2.6 Chart showing the Monthly Income of the respondents**



**4.3 Employee knowledge:**

**4.3.1 Table showing the Knowledge on Quality Standards, Social Accountability Specification of Work**

|                           | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------|-----------|---------|---------------|--------------------|
| Valid Highly Dissatisfied | 5         | 9.8%    | 9.8%          | 9.8%               |
| Dissatisfied              | 10        | 19.6 %  | 19.6%         | 29.4%              |
| Neutral                   | 16        | 31.4%   | 31.4%         | 60.8%              |
| Satisfied                 | 15        | 29.4%   | 29.4%         | 90.2%              |
| Highly Satisfied          | 5         | 9.8%    | 9.8%          | 100.0%             |
| <b>Total</b>              | 51        | 100.0%  |               |                    |

Source: Primary data

|   |                | Knowledge on Quality Standards, Social Accountability Specification of Work |
|---|----------------|---|
| N | Valid          | 51  |
|   | Missing        | 0   |
|   | <b>Mean</b>    | 3.10  |
|   | <b>Median</b>  | 3.00  |
|   | <b>Mode</b>    | Neutral   |
|   | <b>Std Dev</b> | 1.14  |

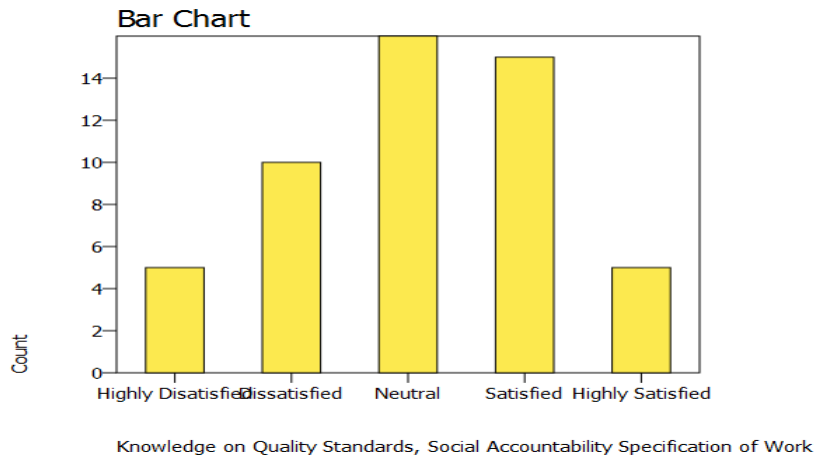
Statistics

**Inference:**

From the above table, Under the Employee knowledge, we infer that 9.8% of the respondents Highly satisfied with Knowledge on Quality Standards, Social Accountability Specification of Work, 27.5% of the respondents Satisfied with Knowledge on Quality Standards, Social Accountability Specification of Work, 33.3% of the respondents Neutral with Knowledge on Quality Standards, Social Accountability Specification of Work, 19.6% of the respondents Dissatisfied with Knowledge on Quality Standards, Social Accountability Specification of Work and 9.8% of the respondents Highly Dissatisfied with Knowledge on Quality Standards, Social Accountability Specification of Work. Hence we conclude that,

majority of the respondents Satisfied with Knowledge on Quality Standards, Social Accountability Specification of Work.

**4.3.1 Chart showing the Knowledge on Quality Standards, Social Accountability Specification of Work**



**4.3.2 Table showing the Behaviour & Attitude Knowledge**

|                           | Frequency | Percent       | Valid Percent | Cumulative Percent |
|---------------------------|-----------|---------------|---------------|--------------------|
| Valid Highly Dissatisfied | 4         | 7.8%          | 7.8%          | 7.8%               |
| Dissatisfied              | 6         | 11.8%         | 11.8%         | 19.6%              |
| Neutral                   | 14        | 27.5%         | 27.5%         | 47.1%              |
| Satisfied                 | 14        | 27.5%         | 27.5%         | 74.5%              |
| Highly Satisfied          | 13        | 25.5%         | 25.5%         | 100.0%             |
| <b>Total</b>              | <b>51</b> | <b>100.0%</b> |               |                    |

Source: Primary data

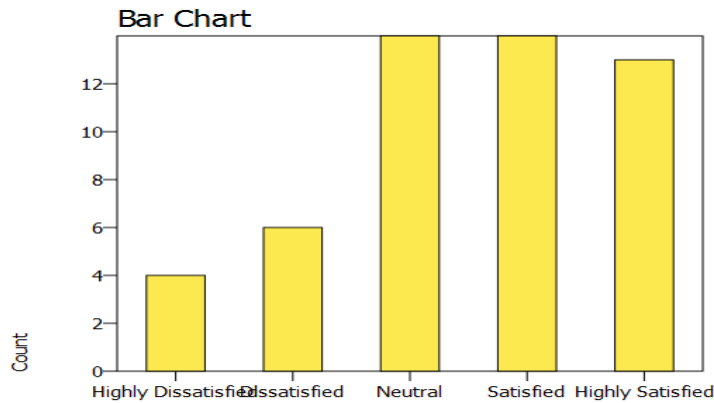
|   |                | Behaviour & Attitude Knowledge |
|---|----------------|--------------------------------|
| N | Valid          | 51                             |
|   | Missing        | 0                              |
|   | <b>Mean</b>    | 3.51                           |
|   | <b>Median</b>  | 4.00                           |
|   | <b>Mode</b>    | .                              |
|   | <b>Std Dev</b> | 1.22                           |

Statistics

**Inference:**

From the above table, Under the Employee knowledge, we infer that 25.5% of the respondents Highly satisfied with Behaviour & Attitude Knowledge, 27.5% of the respondents Satisfied with Behaviour & Attitude Knowledge, 27.5% of the respondents Neutral with Behaviour & Attitude Knowledge, 11.8% of the respondents Dissatisfied with Behaviour & Attitude Knowledge and 7.8% of the respondents Highly Dissatisfied with Behaviour & Attitude Knowledge. Hence we conclude that, majority of the respondents Satisfied and Neutral with Behaviour & Attitude Knowledge.

### 4.3.2 Chart showing the Behaviour & Attitude Knowledge



### 4.4 Employee skills:

#### 4.4.1 Table showing the Technical skill

|                           | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------|-----------|---------|---------------|--------------------|
| Valid Highly Dissatisfied | 4         | 7.8%    | 7.8%          | 7.8%               |
| Dissatisfied              | 7         | 13.7%   | 13.7%         | 21.6%              |
| Neutral                   | 15        | 29.4%   | 29.4%         | 51.0%              |
| Satisfied                 | 14        | 27.5%   | 27.5%         | 78.4%              |
| Highly Satisfied          | 11        | 21.6%   | 21.6%         | 100.0%             |
| <b>Total</b>              | 51        | 100.0%  |               |                    |

Source: Primary data

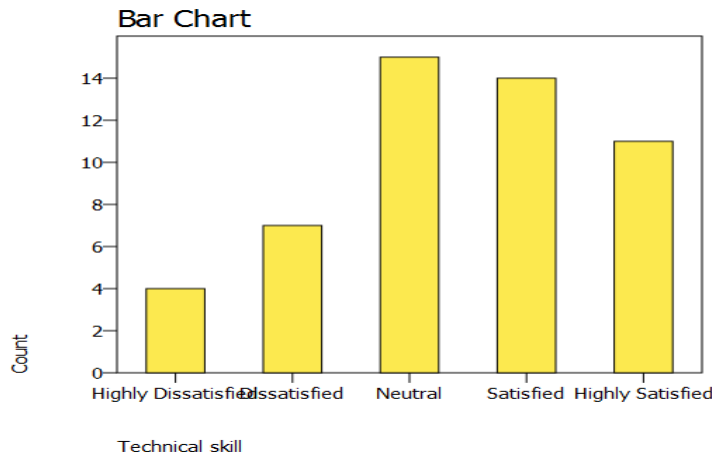
|   |                | Technical skill |
|---|----------------|-----------------|
| N | Valid          | 51              |
|   | Missing        | 0               |
|   | <b>Mean</b>    | 3.41            |
|   | <b>Median</b>  | 3.00            |
|   | <b>Mode</b>    | Neutral         |
|   | <b>Std Dev</b> | 1.20            |

Statistics

#### Inference:

From the above table, Under the Employee skills, we infer that 21.6% of the respondents Highly satisfied with Technical skill, 27.5% of the respondents Satisfied with Technical skill, 22% of the respondents Neutral with Technical skill, 13.7% of the respondents Dissatisfied with Technical skill and 7.8% of the respondents Highly Dissatisfied with Technical skill. Hence we conclude that, majority of the respondents Satisfied with Technical skill.

**4.4.1 Chart showing the Technical skill**



**4.4.2 Table showing the Organizing & Controlling skill**

|                           | Frequency | Percent       | Valid Percent | Cumulative Percent |
|---------------------------|-----------|---------------|---------------|--------------------|
| Valid Highly Dissatisfied | 5         | 9.8%          | 9.8%          | 9.8%               |
| Dissatisfied              | 6         | 11.8%         | 11.8%         | 21.6%              |
| Neutral                   | 13        | 25.5%         | 25.5%         | 47.1%              |
| Satisfied                 | 19        | 37.3%         | 37.3%         | 84.3%              |
| Highly Satisfied          | 8         | 15.7%         | 15.7%         | 100.0%             |
| <b>Total</b>              | <b>51</b> | <b>100.0%</b> |               |                    |

Source: Primary data

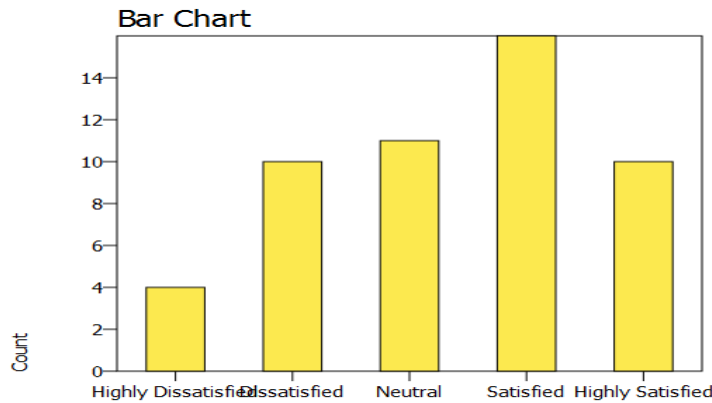
|   |                | Organizing & Controlling skill |
|---|----------------|--------------------------------|
| N | Valid          | 51                             |
|   | Missing        | 0                              |
|   | <b>Mean</b>    | 3.37                           |
|   | <b>Median</b>  | 4.00                           |
|   | <b>Mode</b>    | Dissatisfied                   |
|   | <b>Std Dev</b> | 1.18                           |

Statistics

**Inference:**

From the above table, Under the Employee skills, we infer that 15.7% of the respondents Highly satisfied with Organizing & Controlling skill, 37.3% of the respondents Satisfied with Organizing & Controlling skill, 25.5% of the respondents Neutral with Organizing & Controlling skill, 11.8% of the respondents Dissatisfied with Organizing & Controlling skill and 9.8% of the respondents Highly Dissatisfied with Organizing & Controlling skill. Hence we conclude that, majority of the respondents Satisfied with Organizing & Controlling skill.

**4.4.2 Chart showing the Organizing & Controlling skill**



**4.5 Employee self-concepts:**

**4.5.1 Table showing the Logical decision**

|                           | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------|-----------|---------|---------------|--------------------|
| Valid Highly Dissatisfied | 2         | 3.9%    | 3.9%          | 3.9%               |
| Dissatisfied              | 8         | 15.7%   | 15.7%         | 19.6%              |
| Neutral                   | 15        | 29.4%   | 29.4%         | 49.0%              |
| Satisfied                 | 17        | 33.3%   | 33.3%         | 82.4%              |
| Highly Satisfied          | 9         | 17.6%   | 17.6%         | 100.0%             |
| <b>Total</b>              | 51        | 100.0%  |               |                    |

Source: Primary data

|   |                | Logical decision |
|---|----------------|------------------|
| N | Valid          | 51               |
|   | Missing        | 0                |
|   | <b>Mean</b>    | 3.45             |
|   | <b>Median</b>  | 4.00             |
|   | <b>Mode</b>    | Satisfied        |
|   | <b>Std Dev</b> | 1.08             |

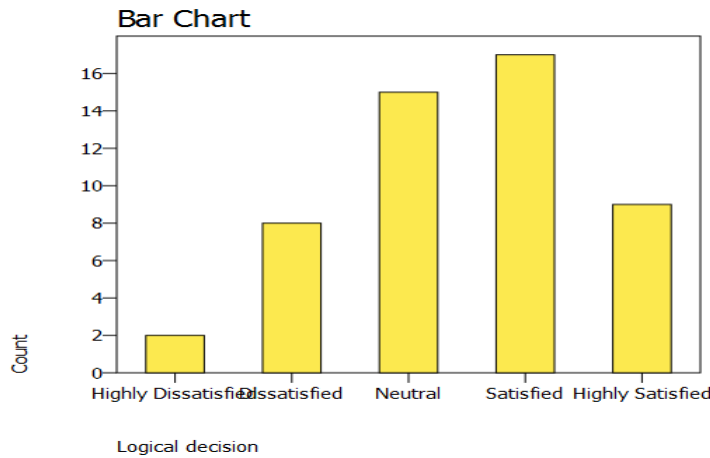
Statistics

**Inference:**

From the above table, Under the Employee self-concepts, we infer that 17.6% of the respondents Highly satisfied with Logical decision, 33.3% of the respondents Satisfied with Logical decision, 29.4% of the respondents Neutral with Logical decision, 15.7% of the respondents Dissatisfied with Logical decision and 3.9% of the respondents Highly Dissatisfied with Logical decision. Hence we conclude that, majority of the respondents Satisfied with Logical decision.



#### 4.5.1 Chart showing the Logical decision



#### 4.5.2 Table showing the Interpersonal effectiveness

|                           | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------|-----------|---------|---------------|--------------------|
| Valid Highly Dissatisfied | 3         | 5.9%    | 5.9%          | 5.9%               |
| Dissatisfied              | 11        | 21.6%   | 21.6%         | 27.5%              |
| Neutral                   | 7         | 13.7%   | 13.7%         | 41.2%              |
| Satisfied                 | 18        | 35.3%   | 35.3%         | 76.5%              |
| Highly Satisfied          | 12        | 23.5%   | 23.5%         | 100.0%             |
| <b>Total</b>              | 51        | 100.0%  |               |                    |

Source: Primary data

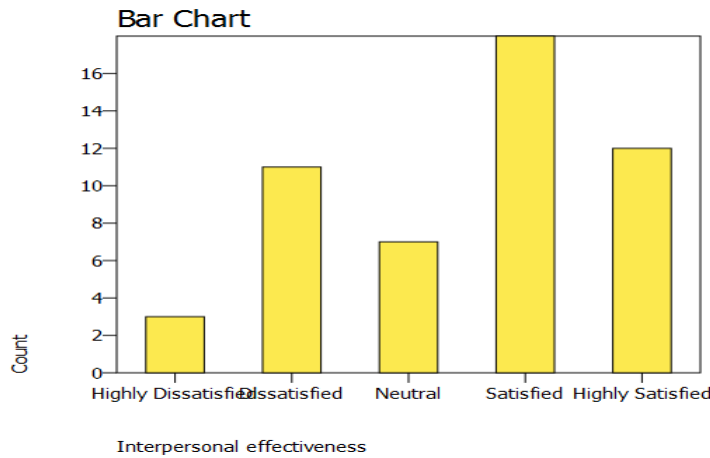
|   |                | Interpersonal effectiveness |
|---|----------------|-----------------------------|
| N | Valid          | 51                          |
|   | Missing        | 0                           |
|   | <b>Mean</b>    | 3.49                        |
|   | <b>Median</b>  | 4.00                        |
|   | <b>Mode</b>    | Satisfied                   |
|   | <b>Std Dev</b> | 1.24                        |

Statistics

#### Inference:

From the above table, Under the Employee self-concepts, we infer that 23.5% of the respondents Highly satisfied with Interpersonal effectiveness, 35.3% of the respondents Satisfied with Interpersonal effectiveness, 13.7% of the respondents Neutral with Interpersonal effectiveness, 21.6% of the respondents Dissatisfied with Interpersonal effectiveness and 5.9% of the respondents Highly Dissatisfied with Interpersonal effectiveness. Hence we conclude that, majority of the respondents Satisfied with Interpersonal effectiveness.

**4.5.2 Chart showing the Interpersonal effectiveness**



**4.6 Employee traits:**

**4.6.1 Table showing the Functional competencies**

|                           | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------|-----------|---------|---------------|--------------------|
| Valid Highly Dissatisfied | 2         | 3.9%    | 3.9%          | 3.9%               |
| Dissatisfied              | 12        | 23.5%   | 23.5%         | 27.5%              |
| Neutral                   | 9         | 17.6%   | 17.6%         | 45.1%              |
| Satisfied                 | 18        | 35.3%   | 35.3%         | 80.4%              |
| Highly Satisfied          | 10        | 19.6%   | 19.6%         | 100.0%             |
| <b>Total</b>              | 51        | 100.0%  |               |                    |

Source: Primary data

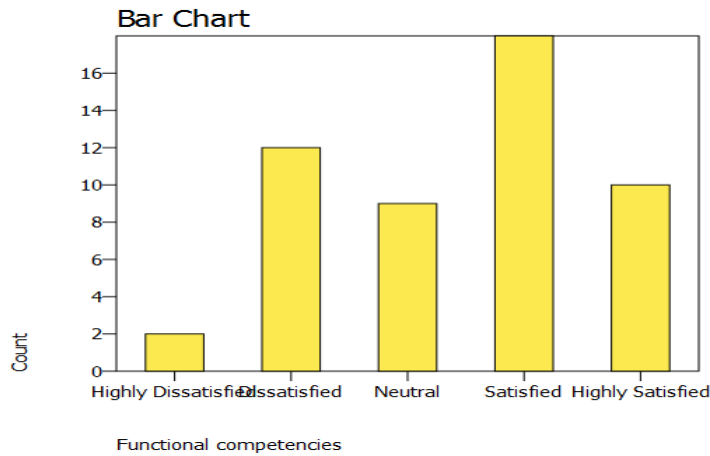
| Functional competencies |           |
|-------------------------|-----------|
| N Valid                 | 51        |
| Missing                 | 0         |
| <b>Mean</b>             | 3.43      |
| <b>Median</b>           | 4.00      |
| <b>Mode</b>             | Satisfied |
| <b>Std Dev</b>          | 1.17      |

Statistics

**Inference:**

From the above table, Under the Employee traits, we infer that 19.6% of the respondents Highly satisfied with Functional competencies, 35.3% of the respondents Satisfied with Functional competencies, 17.6% of the respondents Neutral with Functional competencies, 23.5% of the respondents Dissatisfied with Functional competencies and 3.9% of the respondents Highly Dissatisfied with Functional competencies. Hence we conclude that, majority of the respondents Satisfied with Functional competencies.

#### 4.6.1 Chart showing the Functional competencies



#### 4.6.2 Table showing the Pro- activity

|                           | Frequency | Percent       | Valid Percent | Cumulative Percent |
|---------------------------|-----------|---------------|---------------|--------------------|
| Valid Highly Dissatisfied | 6         | 11.8%         | 11.8%         | 11.8%              |
| Dissatisfied              | 7         | 13.7%         | 13.7%         | 25.5%              |
| Neutral                   | 13        | 25.5%         | 25.5%         | 51.0%              |
| Satisfied                 | 15        | 29.4%         | 29.4%         | 80.4%              |
| Highly Satisfied          | 10        | 19.6%         | 19.6%         | 100.0%             |
| <b>Total</b>              | <b>51</b> | <b>100.0%</b> |               |                    |

Source: Primary data

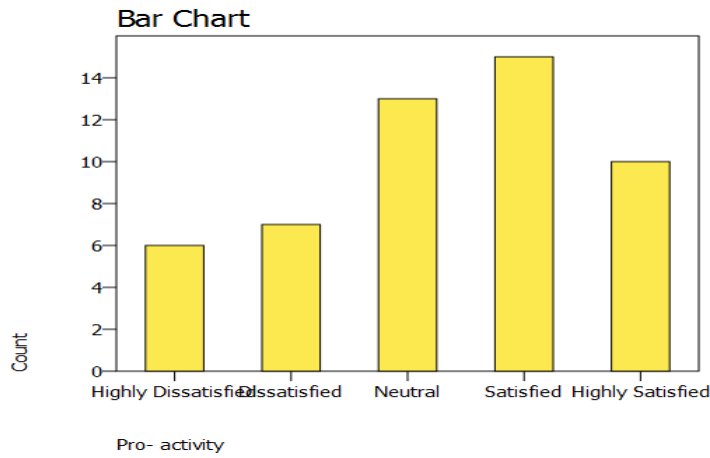
|   |                | Pro- activity |
|---|----------------|---------------|
| N | Valid          | 51            |
|   | Missing        | 0             |
|   | <b>Mean</b>    | 3.31          |
|   | <b>Median</b>  | 3.00          |
|   | <b>Mode</b>    | Satisfied     |
|   | <b>Std Dev</b> | 1.27          |

Statistics

#### Inference:

From the above table, Under the Employee traits, we infer that 19.6% of the respondents Highly satisfied with Pro- activity, 29.4% of the respondents Satisfied with Pro- activity, 25.5% of the respondents Neutral with Pro- activity, 13.7% of the respondents Dissatisfied with Pro- activity and 11.8% of the respondents Highly Dissatisfied with Pro- activity. Hence we conclude that, majority of the respondents Satisfied with Pro- activity.

**4.6.2 Chart showing the Pro- activity**



**4.7 Employee motive:**

**4.7.1 Table showing the Relationship in organization**

|                           | Frequency | Percent       | Valid Percent | Cumulative Percent |
|---------------------------|-----------|---------------|---------------|--------------------|
| Valid Highly Dissatisfied | 3         | 5.9%          | 5.9%          | 5.9%               |
| Dissatisfied              | 11        | 21.6%         | 21.6%         | 27.5%              |
| Neutral                   | 11        | 21.6%         | 21.6%         | 49.0%              |
| Satisfied                 | 18        | 35.3%         | 35.3%         | 84.3%              |
| Highly Satisfied          | 8         | 15.7%         | 15.7%         | 100.0%             |
| <b>Total</b>              | <b>51</b> | <b>100.0%</b> |               |                    |

Source: Primary data

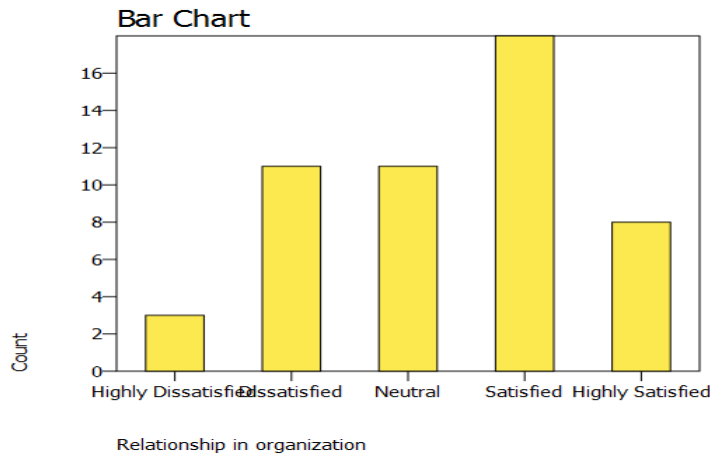
|   |                | Relationship in organization |
|---|----------------|------------------------------|
| N | Valid          | 51                           |
|   | Missing        | 0                            |
|   | <b>Mean</b>    | 3.33                         |
|   | <b>Median</b>  | 4.00                         |
|   | <b>Mode</b>    | Satisfied                    |
|   | <b>Std Dev</b> | 1.16                         |

Statistics

**Inference:**

From the above table, Under the Employee motive, we infer that 17.6% of the respondents Highly satisfied with Relationship in organization, 33.3% of the respondents Satisfied with Relationship in organization, 21.6% of the respondents Neutral with Relationship in organization, 21.6% of the respondents Dissatisfied with Relationship in organization and 5.9% of the respondents Highly Dissatisfied with Relationship in organization. Hence we conclude that, majority of the respondents Satisfied with Relationship in organization.

**4.7.1 Chart showing the Relationship in organization**



**4.7.2 Table showing the Personality Development**

|                           | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------|-----------|---------|---------------|--------------------|
| Valid Highly Dissatisfied | 3         | 5.9%    | 5.9%          | 5.9%               |
| Dissatisfied              | 10        | 19.6%   | 19.6%         | 25.5%              |
| Neutral                   | 10        | 19.6%   | 19.6%         | 45.1%              |
| Satisfied                 | 12        | 23.5%   | 23.5%         | 68.6%              |
| Highly Satisfied          | 16        | 31.4%   | 31.4%         | 100.0%             |
| <b>Total</b>              | 51        | 100.0%  |               |                    |

Source: Primary data

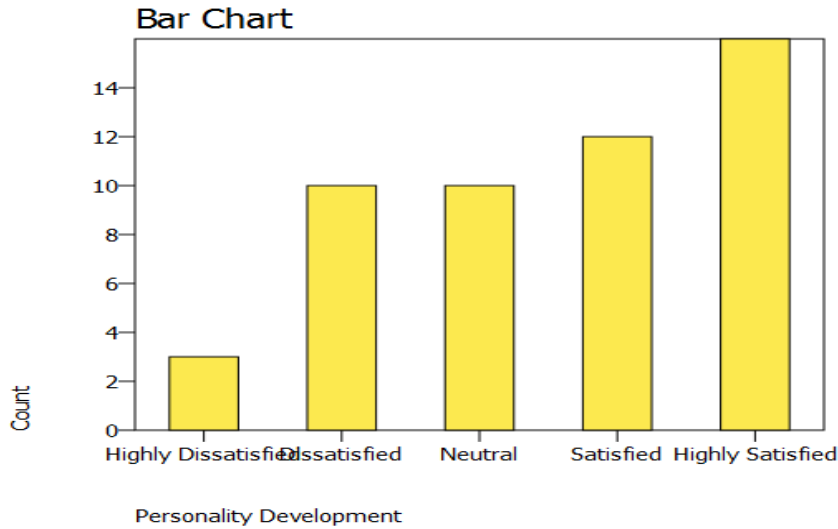
|   |                | Personality Development |
|---|----------------|-------------------------|
| N | Valid          | 51                      |
|   | Missing        | 0                       |
|   | <b>Mean</b>    | 3.55                    |
|   | <b>Median</b>  | 4.00                    |
|   | <b>Mode</b>    | Highly Satisfied        |
|   | <b>Std Dev</b> | 1.29                    |

Statistics

**Inference:**

From the above table, Under the Employee motive, we infer that 31.4% of the respondents Highly satisfied with Personality Development, 23.5% of the respondents Satisfied with Personality Development, 19.6% of the respondents Neutral with Personality Development, 19.6% of the respondents Dissatisfied with Personality Development and 5.9% of the respondents Highly Dissatisfied with Personality Development. Hence we conclude that, majority of the respondents Satisfied with Personality Development.

**4.7.2 Chart showing the Personality Development**



**4.8 Employee Assessment:**

**4.8.1 Table showing the Effective career planning**

|                           | Frequency | Percent       | Valid Percent | Cumulative Percent |
|---------------------------|-----------|---------------|---------------|--------------------|
| Valid Highly Dissatisfied | 6         | 11.8%         | 11.8%         | 11.8%              |
| Dissatisfied              | 6         | 11.8%         | 11.8%         | 23.5%              |
| Neutral                   | 9         | 17.6%         | 17.6%         | 41.2%              |
| Satisfied                 | 18        | 35.3%         | 35.3%         | 76.5%              |
| Highly Satisfied          | 12        | 23.5%         | 23.5%         | 100.0%             |
| <b>Total</b>              | <b>51</b> | <b>100.0%</b> |               |                    |

Source: Primary data

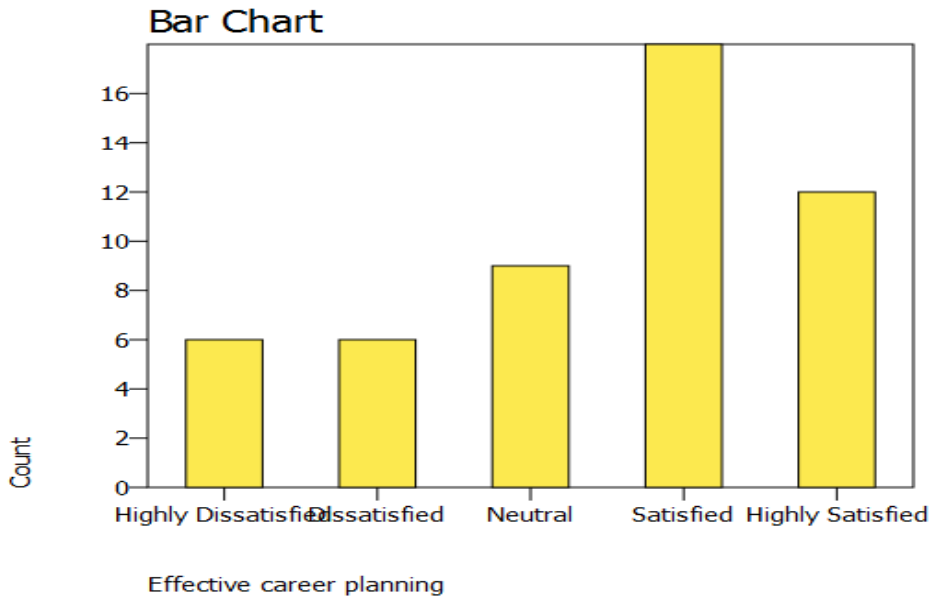
|   |                | Effective career planning |
|---|----------------|---------------------------|
| N | Valid          | 51                        |
|   | Missing        | 0                         |
|   | <b>Mean</b>    | 3.47                      |
|   | <b>Median</b>  | 4.00                      |
|   | <b>Mode</b>    | Satisfied                 |
|   | <b>Std Dev</b> | 1.30                      |

Statistics

**Inference:**

From the above table, Under the Employee Assessment, we infer that 23.5% of the respondents Highly satisfied with Effective career planning, 35.3% of the respondents Satisfied with Effective career planning, 17.6% of the respondents Neutral with Effective career planning, 11.8% of the respondents Dissatisfied with Effective career planning and 11.8% of the respondents Highly Dissatisfied with Effective career planning. Hence we conclude that, majority of the respondents Satisfied with Effective career planning.

**4.8.1 Chart showing the Effective career planning**



**4.8.2 Table showing the Satisfactory Measures**

|                           | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------|-----------|---------|---------------|--------------------|
| Valid Highly Dissatisfied | 4         | 7.8%    | 7.8%          | 7.8%               |
| Dissatisfied              | 8         | 15.7%   | 15.7%         | 23.5%              |
| Neutral                   | 14        | 27.5%   | 27.5%         | 51.0%              |
| Satisfied                 | 18        | 35.3%   | 35.3%         | 86.3%              |
| Highly Satisfied          | 7         | 13.7%   | 13.7%         | 100.0%             |
| <b>Total</b>              | 51        | 100.0%  |               |                    |

Source: Primary data

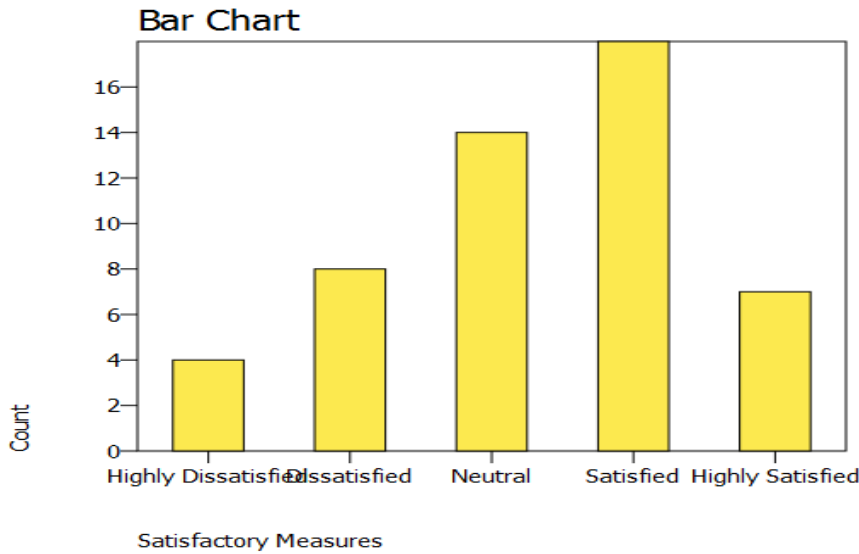
|   |                | Satisfactory Measures |
|---|----------------|-----------------------|
| N | Valid          | 51                    |
|   | Missing        | 0                     |
|   | <b>Mean</b>    | 3.31                  |
|   | <b>Median</b>  | 3.00                  |
|   | <b>Mode</b>    | Satisfied             |
|   | <b>Std Dev</b> | 1.14                  |

Statistics

**Inference:**

From the above table, Under the Employee Assessment, we infer that 13.7% of the respondents Highly satisfied with Satisfactory Measures, 35.3% of the respondents Satisfied with Satisfactory Measures, 27.5% of the respondents Neutral with Satisfactory Measures, 15.7% of the respondents Dissatisfied with Satisfactory Measures and 7.8% of the respondents Highly Dissatisfied with Satisfactory Measures. Hence we conclude that, majority of the respondents Satisfied with Satisfactory Measures.

**4.8.2 Chart showing the Satisfactory Measures**



**4.9 Chi- Square Test:**

**Hypothesis Statement:**

**H<sub>0</sub>:** There is no significance relationship between Utilize Training & Expertise guidance and Measuring Actual Performance.

**H<sub>1</sub>:** There is a significance relationship between Utilize Training & Expertise guidance and Measuring Actual Performance.

**4.9.1 Table showing the Chi square test for Utilize Training & Expertise guidance and Measuring Actual Performance**

|                              | Value | df | Asymptotic Sig. (2-tailed) |
|------------------------------|-------|----|----------------------------|
| Pearson Chi-Square           | 50.53 | 16 | .000                       |
| Likelihood Ratio             | 56.18 | 16 | .000                       |
| Linear-by-Linear Association | 31.14 | 1  | .000                       |
| N of Valid Cases             | 51    |    |                            |

**Inference:**

From the above table, the calculated Pearson Chi-Square significance value is .000, that significance value is Below than the 0.05(5% level of significance). Hence H<sub>0</sub> is Rejected. H<sub>1</sub> is Accepted.

Therefore it is inferred that there is a significance relationship between Utilize Training & Expertise guidance and Measuring Actual Performance.

**Chi- Square Test:**

**Hypothesis Statement:**

**H<sub>0</sub>:** There is no significance relationship between Knowledge on Usage of Material and Tools and Business process.

**H<sub>1</sub>:** There is a significance relationship between Knowledge on Usage of Material and Tools and Business process.



**4.9.2 Table showing the Chi square test for Knowledge on Usage of Material and Tools and Business process**

|                              | Value | df | Asymptotic Sig. (2-tailed) |
|------------------------------|-------|----|----------------------------|
| Pearson Chi-Square           | 43.89 | 16 | .000                       |
| Likelihood Ratio             | 49.51 | 16 | .000                       |
| Linear-by-Linear Association | 20.90 | 1  | .000                       |
| N of Valid Cases             | 51    |    |                            |

**Inference:**

From the above table, the calculated Pearson Chi-Square significance value is .000, that significance value is Below than the 0.05(5% level of significance). Hence H0 is Rejected. H1 is Accepted.

Therefore it is inferred that there is a significance relationship between Knowledge on Usage of Material and Tools and Business process.

**Chi- Square Test:**

**Hypothesis Statement:**

**H0:** There is no significance relationship between Job related skill and Career Development.

**H1:** There is a significance relationship between Job related skill and Career Development.

**4.9.3 Table showing the Chi square test for Job related skill and Career Development**

|                              | Value | df | Asymptotic Sig. (2-tailed) |
|------------------------------|-------|----|----------------------------|
| Pearson Chi-Square           | 51.79 | 16 | .000                       |
| Likelihood Ratio             | 54.83 | 16 | .000                       |
| Linear-by-Linear Association | 30.27 | 1  | .000                       |
| N of Valid Cases             | 51    |    |                            |

**Inference:**

From the above table, the calculated Pearson Chi-Square significance value is .000, that significance value is Below than the 0.05(5% level of significance). Hence H0 is Rejected. H1 is Accepted.

Therefore it is inferred that there is a significance relationship between Job related skill and Career Development.

**4.10 Anova:**

**Hypothesis Statement:**

**H0:** There is no significance relationship between Planning help to perform better and New skill Updation.

**H1:** There is a significance relationship between Planning help to perform better and New skill Updation.

**4.10.1 Table showing the One way Anova for Planning help to perform better and New skill Updation**

|  | Sum of Squares | df        | Mean Square | F     | Sig. |
|--|----------------|-----------|-------------|-------|------|
| Planning help to perform better Between Groups | 43.80          | 4         | 10.95       | 17.49 | .000 |
| Within Groups                                  | 28.79          | 46        | .63         |       |      |
| <b>Total</b>                                   | <b>72.59</b>   | <b>50</b> |             |       |      |

Dependent Variable: Planning help to perform better

Factor: New skill Updation

**Inference:**

From the above table, the calculated significance value is .000, that significance value is Below than the 0.05(5% level of significance). Hence H<sub>0</sub> is Rejected. H<sub>1</sub> is Accepted.

Therefore it is inferred that there is a significance relationship between Planning help to perform better and New skill Updation.

**Anova:**

**Hypothesis Statement:**

**H<sub>0</sub>:** There is no significance relationship between Decision making process and Analytical & Problem Solving Skill.

**H<sub>1</sub>:** There is a significance relationship between Decision making process and Analytical & Problem Solving Skill.

**4.10.2 Table showing the One way Anova for Decision making process and Analytical & Problem Solving Skill**

|  | Sum of Squares | df        | Mean Square | F     | Sig. |
|--|----------------|-----------|-------------|-------|------|
| Decision making process Between Groups | 38.15          | 4         | 9.54        | 11.80 | .000 |
| Within Groups                          | 37.18          | 46        | .81         |       |      |
| <b>Total</b>                           | <b>75.33</b>   | <b>50</b> |             |       |      |

Dependent Variable: Decision making process

Factor: Analytical & Problem Solving Skill

**Inference:**

From the above table, the calculated significance value is .000, that significance value is Below than the 0.05(5% level of significance). Hence H<sub>0</sub> is Rejected. H<sub>1</sub> is Accepted.

Therefore it is inferred that there is a significance relationship between Decision making process and Analytical & Problem Solving Skill.

**Anova:**

**Hypothesis Statement:**

**H<sub>0</sub>:** There is no significance relationship between Reward and Appraisal based skill.

**H<sub>1</sub>:** There is a significance relationship between Reward and Appraisal based skill.

**4.10.3 Table showing the One way Anova for Reward and Appraisal based skill**

|                       | Sum of Squares | df        | Mean Square | F     | Sig. |
|-----------------------|----------------|-----------|-------------|-------|------|
| Reward Between Groups | 52.34          | 4         | 13.09       | 19.90 | .000 |
| Within Groups         | 30.25          | 46        | .66         |       |      |
| <b>Total</b>          | <b>82.59</b>   | <b>50</b> |             |       |      |

Dependent Variable: Reward

Factor: Appraisal based skill

**Inference:**

From the above table, the calculated significance value is .000, that significance value is **Below than the 0.05(5% level of significance)**. Hence **H<sub>0</sub> is Rejected. H<sub>1</sub> is Accepted.**

Therefore it is inferred that **there is a significance relationship between Reward and Appraisal based skill.**

**4.11 Correlation:**

**Hypothesis Statement:**

**H<sub>0</sub>:** There is no interconnection between Team working and Achieving goals.

**H<sub>1</sub>:** There is an interconnection between Team working and Achieving goals.

**4.11.1 Table showing the Correlation between Team working and Achieving goals**

|                 |                     | Team working | Achieving goals |
|-----------------|---------------------|--------------|-----------------|
| Team working    | Pearson Correlation | 1.000        | .752            |
|                 | Sig. (2-tailed)     |              | .000            |
|                 | N                   | 51           | 51              |
| Achieving goals | Pearson Correlation | .752         | 1.000           |
|                 | Sig. (2-tailed)     | .000         |                 |
|                 | N                   | 51           | 51              |

**Inference:**

From the above table, the calculated Pearson Correlation value is .752, that Pearson Correlation value is higher than the 0.5. Hence H<sub>0</sub> is Rejected. H<sub>1</sub> is Accepted.

Therefore it is inferred that there is an interconnection between Team working and Achieving goals.

Also the Pearson Correlation value .752 indicates that there is a perfect correlation between Team working and Achieving goals.

**Correlation:**

**Hypothesis Statement:**

**H<sub>0</sub>:** There is no interconnection between Adaptability and Stamina.

**H<sub>1</sub>:** There is an interconnection between Adaptability and Stamina.

**4.11.2 Table showing the Correlation between Adaptability and Stamina**

|              |                     | Adaptability | Stamina |
|--------------|---------------------|--------------|---------|
| Adaptability | Pearson Correlation | 1.000        | .715    |
|              | Sig. (2-tailed)     |              | .000    |
|              | N                   | 51           | 51      |
| Stamina      | Pearson Correlation | .715         | 1.000   |
|              | Sig. (2-tailed)     | .000         |         |
|              | N                   | 51           | 51      |

**Inference:**

From the above table, the calculated Pearson Correlation value is .715, that Pearson Correlation value is higher than the 0.5. Hence H<sub>0</sub> is Rejected. H<sub>1</sub> is Accepted.

Therefore it is inferred that there is an interconnection between Adaptability and Stamina.

Also the Pearson Correlation value .715 indicates that there is a perfect correlation between Adaptability and Stamina.

**Correlation:**

**Hypothesis Statement:**

**H<sub>0</sub>:** There is no interconnection between Task force and Job evaluation & Promotions.

**H<sub>1</sub>:** There is an interconnection between Task force and Job evaluation & Promotions.

**4.11.3 Table showing the Correlation between Task force and Job evaluation & Promotions**

|                             |                     | Task force | Job evaluation & Promotions |
|-----------------------------|---------------------|------------|-----------------------------|
| Task force                  | Pearson Correlation | 1.000      | .836                        |
|                             | Sig. (2-tailed)     |            | .000                        |
|                             | N                   | 51         | 51                          |
| Job evaluation & Promotions | Pearson Correlation | .836       | 1.000                       |
|                             | Sig. (2-tailed)     | .000       |                             |
|                             | N                   | 51         | 51                          |

**Inference:**

From the above table, the calculated Pearson Correlation value is .836, that Pearson Correlation value is higher than the 0.5. Hence H<sub>0</sub> is Rejected. H<sub>1</sub> is Accepted.

Therefore it is inferred that there is an interconnection between Task force and Job evaluation & Promotions.

Also the Pearson Correlation value .836 indicates that there is a perfect correlation between Adaptability and Stamina.

**4.12 Regression:**

**Hypothesis Statement:**

**H<sub>0</sub>:** There is no significance relationship between Promotions and Performance appraisal.

**H<sub>1</sub>:** There is a significance relationship between Promotions and Performance appraisal.

**4.12.1 Table showing the Regression for Promotions and Performance appraisal**

|                       | Unstandardized Coefficients |            | Standardized Coefficients | t    | Sig. |
|-----------------------|-----------------------------|------------|---------------------------|------|------|
|                       | B                           | Std. Error | Beta                      |      |      |
| (Constant)            | 1.23                        | .28        | .00                       | 4.44 | .000 |
| Performance appraisal | .64                         | .08        | .76                       | 8.10 | .000 |

Dependent Variable: Promotions

Independent Variable: Performance appraisal

**Inference:**

From the above table, the calculated significance value is .000, that significance value is Below than the 0.05(5% level of significance). Hence H<sub>0</sub> is Rejected. H<sub>1</sub> is Accepted.

Therefore it is inferred that there is a significance relationship between Promotions and Performance appraisal.

**Regression:**

**Hypothesis Statement:**

**H<sub>0</sub>:** There is no significance relationship between Accomplishing goals and Hardwork &Perseverance.

**H<sub>1</sub>:** There is a significance relationship between Accomplishing goals and Hardwork &Perseverance.

**4.12.2 Table showing the Regression for Accomplishing goals and Hardwork &Perseverance**

|                         | Unstandardized Coefficients |            | Standardized Coefficients | t    | Sig. |
|-------------------------|-----------------------------|------------|---------------------------|------|------|
|                         | B                           | Std. Error | Beta                      |      |      |
| (Constant)              | .85                         | .32        | .00                       | 2.68 | .010 |
| Hardwork & Perseverance | .72                         | .09        | .77                       | 8.38 | .000 |

Dependent Variable: Accomplishing goals

Independent Variable: Hardwork & Perseverance

**Inference:**

From the above table, the calculated significance value is .000, that significance value is Below than the 0.05(5% level of significance). Hence H0 is Rejected. H1 is Accepted.

Therefore it is inferred that there is a significance relationship between Accomplishing goals and Hardwork & Perseverance.

**Regression:**

**Hypothesis Statement:**

**H0:** There is no significance relationship between Result focus and Mentoring & Coaching.

**H1:** There is a significance relationship between Result focus and Mentoring & Coaching.

**4.12.3 Table showing the Regression for Result focus and Mentoring & Coaching**

|                      | Unstandardized Coefficients |            | Standardized Coefficients | t    | Sig. |
|----------------------|-----------------------------|------------|---------------------------|------|------|
|                      | B                           | Std. Error | Beta                      |      |      |
| (Constant)           | .99                         | .43        | .00                       | 2.29 | .026 |
| Mentoring & Coaching | .74                         | .12        | .66                       | 6.14 | .000 |

Dependent Variable: Result focus

Independent Variable: Mentoring & Coaching

**Inference:**

From the above table, the calculated significance value is .000, that significance value is Below than the 0.05(5% level of significance). Hence H0 is Rejected. H1 is Accepted.

Therefore it is inferred that there is a significance relationship between Result focus and Mentoring & Coaching.

**5. FINDINGS, SUGGESTIONS AND CONCLUSION**

**5.1 Findings:**

**5.1.1 Descriptive Analysis:**

- 37.3% of the respondents are in the age group of Below 30.
- 58.8% of the respondents are Male.
- 64.7% of the respondents are Graduate.
- 39.2% of the respondents are Production Department.
- 54.9% of the respondents are Below 10 yrs of Service.
- 31.4% of the respondents are earned in the range of 20000-30000.
- 33.3% of the respondents Satisfied with Knowledge on Quality Standards, Social Accountability Specification of Work in Employee knowledge.

- 27.5% of the respondents Satisfied and Neutral with Behaviour & Attitude Knowledge in Employee knowledge.
- 27.5% of the respondents Satisfied with Technical skill in Employee skills.
- 37.3% of the respondents Satisfied with Organizing & Controlling skill in Employee skills.
- 33.3% of the respondents Satisfied with Logical decision in Employee self-concepts.
- 35.3% of the respondents Satisfied with Interpersonal effectiveness in Employee self-concepts.
- 35.3% of the respondents Satisfied with Functional competencies in Employee traits.
- 29.4% of the respondents Satisfied with Pro- activity in Employee traits.
- 33.3% of the respondents Satisfied with Relationship in organization in Employee motive.
- 31.4% of the respondents Highly Satisfied with Personality Development in Employee motive.
- 35.3% of the respondents Satisfied with Effective career planning in Employee Assessment.
- 35.3% of the respondents Satisfied with Satisfactory Measures in Employee Assessment.

#### 5.1.2 Chi- Square Test:

- There is a significance relationship between Utilize Training & Expertise guidance and Measuring Actual Performance.
- There is a significance relationship between Knowledge on Usage of Material and Tools and Business process.
- There is a significance relationship between Job related skill and Career Development.

#### 5.1.3 Anova:

- There is a significance relationship between Planning help to perform better and New skill Updation.
- There is a significance relationship between Decision making process and Analytical & Problem Solving Skill.
- There is a significance relationship between Reward and Appraisal based skill.

#### 5.1.4 Correlation:

- There is an interconnection between Team working and Achieving goals.
- Also the Pearson Correlation value .752 indicates that there is a perfect correlation between Team working and Achieving goals.
- There is an interconnection between Adaptability and Stamina.
- Also the Pearson Correlation value .715 indicates that there is a perfect correlation between Adaptability and Stamina.
- There is an interconnection between Task force and Job evaluation & Promotions.
- Also the Pearson Correlation value .836 indicates that there is a perfect correlation between Adaptability and Stamina.

#### 5.1.5 Regression:

- There is a significance relationship between Promotions and Performance appraisal.
- There is a significance relationship between Accomplishing goals and Hardwork & Perseverance.
- There is a significance relationship between Result focus and Mentoring & Coaching.

#### 5.2 Suggestions:

A number of options are available for defining competencies and evaluating individuals against those competencies. To make the proper choices in defining and rating competencies is thoughtful to determine how it is structured and used for learning, performance management, and succession planning systems.

- Management may make sure that they ensure their employees that they are ready to spend time and money on employee development.
- Some of the qualities of the employees are untapped because they are not allowed to use their creativity or not given a chance to use it. The management must give every employee a chance to use their creativity, which will help them to enhance their decision-making competency.
- Since most of the employees belong to the middle-aged and elderly generation, it is the best time for the management to improve the core competencies needed for the employees in the organization, as this is the experienced period of the career of most of the employees.
- The organisation should create awareness about competency mapping and its uses among the employees through various programs.
- The organisation should enhance the employee's competencies through various training and development programs.
- The HR manager can take the initial steps to teach about the range of methods for assessing the employee's competencies.

### 5.3 Conclusion:

Skill development process by Competency mapping is one of the most important activity that identifying the technical and behavioral competencies of an individual in an organization. Competency mapping should not be seen and viewed as a reward. All the stakeholders must see in the exercise and focuses on an opportunity for long-term growth. Competency mapping is not only important activity operating function for the Company own regular employees of an organization; it can also be done for contract employee or for those seeking opportunity of employment to emphasize and exposure the specific set of skills and knowledge that would make them better valuable to a potential employer of the organization. Competency is a collection of knowledge, skills, and attitudes required to proceed and perform a job in effective and efficient manner. A competency is one important process that describes how one job role might be done excellently. An ability describes only what one has to be done, not the how to perform the one. A core competency is one that competency cannot be copied from one and it is the pillar upon which an individual takes the job. The present study has attempted to identify gaps in the competency levels of manufacturing professionals and all department employees working in Atlas Export Enterprises in Karur. The gaps are found to be moderate and high among the employees in the Atlas Export Enterprises. These gaps could be rectified and developed by providing the required training and personality development classes to the employees to improve the organizational growth.

Human resource and organizational development professionals have generated a lot of interest in the notion of competencies as a key element and measure of human performance. Competency models provide direction to the organization and its employees to plan their development needs. Competency development processes bring in management commitment and use an integrated approach. Feedback on the competency development activities provides inputs for improvement of people processes and builds benchmark data to select appropriate tools for use in the future.

### 5.4 Benefit to the Society:

First, It is beneficial to the company as they get to know about the needs and satisfaction level of the employees towards Competency Mapping Process.

It is beneficial to other companies as they would get to know the perception of the employees and they can restructure their Organization Competency Mapping Practices if possible.

This would make the employees to work effectively and would result in improvement in quality of the Organization goals and objectives.

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**ANNEXTURE-QUESTIONNAIRE:**

|                         |  |
|-------------------------|--|
| <b>Name</b>             |  |
| <b>Age</b>              | A) Below 30    B) 30-35    C) 36- 40    D) 41-45    E) Above 45      |
| <b>Gender</b>           | A)Male    B) Female  |
| <b>Education</b>        | A) Matriculation    B) Graduate    C) Post Graduate    D) Others     |
| <b>Language Known</b>   | A)Tamil    B) English    C) Telugu    D) Above all                   |
| <b>Marital Status</b>   | A) Married    B) Unmarried    C) Widow                               |
| <b>Department</b>       | A) HR    B) Production    C) Admin    D) Finance                     |
| <b>Designation</b>      | A) Employee  |
| <b>Years of Service</b> | A) Below 10yrs    B) 10-20yrs    C) Above 20 yrs                     |
| <b>Monthly Income</b>   | A) Below 10000    B) 10000-20000    C) 20000-30000    D) Above 30000 |

| Sl. No                      | Factors   | Highly Satisfied | Satisfied | Neutral | Dissatisfied | Highly Dissatisfied |
|-----------------------------|---|------------------|-----------|---------|--------------|---------------------|
| <b>1.Employee knowledge</b> |   |                  |           |         |              |                     |
| 1                           | Knowledge on Quality Standards, Social Accountability Specification of Work |                  |           |         |              |                     |
| 2                           | Organizational  |                  |           |         |              |                     |

|                                  |  |  |  |  |  |  |
|----------------------------------|--|--|--|--|--|--|
|                                  | Awareness                                |  |  |  |  |  |
| 3                                | Communication                            |  |  |  |  |  |
| 4                                | Utilize Training & Expertise guidance    |  |  |  |  |  |
| 5                                | Risk taking ability                      |  |  |  |  |  |
| 6                                | Knowledge on Usage of Material and Tools |  |  |  |  |  |
| 7                                | Business process                         |  |  |  |  |  |
| 8                                | Behaviour & Attitude Knowledge           |  |  |  |  |  |
| 9                                | Measuring Actual Performance             |  |  |  |  |  |
| <b>2.Employee skills</b>         |  |  |  |  |  |  |
| 1                                | Planning skill                           |  |  |  |  |  |
| 2                                | Technical skill                          |  |  |  |  |  |
| 3                                | Analytical & Problem Solving Skill       |  |  |  |  |  |
| 4                                | Organizing & Controlling skill           |  |  |  |  |  |
| 5                                | Appraisal based skill                    |  |  |  |  |  |
| 6                                | Job related skill                        |  |  |  |  |  |
| 7                                | New skill Updation                       |  |  |  |  |  |
| <b>3. Employee self-concepts</b> |  |  |  |  |  |  |
| 1                                | Logical decision                         |  |  |  |  |  |
| 2                                | Decision making process                  |  |  |  |  |  |
| 3                                | Relation management                      |  |  |  |  |  |
| 4                                | Interpersonal effectiveness              |  |  |  |  |  |
| 5                                | Relationship in organization             |  |  |  |  |  |
| 6                                | Planning help to perform better          |  |  |  |  |  |
| <b>4.Employee traits</b>         |  |  |  |  |  |  |
| 1                                | Technical competencies                   |  |  |  |  |  |
| 2                                | Functional competencies                  |  |  |  |  |  |
| 3                                | Adaptability                             |  |  |  |  |  |
| 4                                | Team working                             |  |  |  |  |  |
| 5                                | Pro- activity                            |  |  |  |  |  |
| 6                                | Stamina                                  |  |  |  |  |  |

|                              |                              |  |  |  |  |  |
|------------------------------|------------------------------|--|--|--|--|--|
| 7                            | Achieving goals              |  |  |  |  |  |
| 8                            | Human attributes             |  |  |  |  |  |
| <b>5.Employee motive</b>     |                              |  |  |  |  |  |
| 1                            | Relationship in organization |  |  |  |  |  |
| 2                            | Personality Development      |  |  |  |  |  |
| 3                            | Career Development           |  |  |  |  |  |
| 4                            | Hardwork & Perseverance      |  |  |  |  |  |
| 5                            | Performance appraisal        |  |  |  |  |  |
| 6                            | Appraisal system             |  |  |  |  |  |
| 7                            | Promotions                   |  |  |  |  |  |
| 8                            | Reward                       |  |  |  |  |  |
| 9                            | Accomplishing goals          |  |  |  |  |  |
| <b>6.Employee Assessment</b> |                              |  |  |  |  |  |
| 1                            | Task force                   |  |  |  |  |  |
| 2                            | Assessment of strength       |  |  |  |  |  |
| 3                            | Assessment of weakness       |  |  |  |  |  |
| 4                            | Assessment of opportunities  |  |  |  |  |  |
| 5                            | Assessment of threats        |  |  |  |  |  |
| 6                            | Assessment Centre            |  |  |  |  |  |
| 7                            | Job evaluation & Promotions  |  |  |  |  |  |
| 8                            | Effective career planning    |  |  |  |  |  |
| 9                            | Mentoring & Coaching         |  |  |  |  |  |
| 10                           | Result focus                 |  |  |  |  |  |
| 11                           | Satisfactory Measures        |  |  |  |  |  |