European Economic Letters
ISSN 2323-5233
Vol 13, Issue 4 (2023)
http://eelet.org.uk

A Study on Effectiveness of Competency Mapping among the Faculty Members of Business Schools in India

[1]Dr. J. Krithika, [2]P. Pooja, [3]Dr. P. Priyadarsini
[1]Xavier Institute of Management & Entrepreneurship, Chennai
[2]III B.Com, VIT Business School, Chennai
[3]Professor, Tagore Engineering College, Chennai

Abstract:
Competency Mapping is essential for every organization to assess the competency of their employees. Competency mapping focusing on identifying right person, utilising the man power effectively and analysing how these competencies will enhance business and individual performances. Hence an attempt was made to study about the existing competency mapping practices in educational Institutions with special references to the B schools.
Key words: Competency, organization, performance, mapping and B schools

Introduction:
"An underlying characteristic of an individual that is causally related to criterion referenced effective and/or superior performance in a job or a situation is called competency."

-Mcclelland-

Competent human resources are essential for an orgnaisation's success and utilising those competencies from man power planning to succession planning is called as competency mapping. Competency mapping focusing on identifying right person, utilising the man power effectively and analysing how these competencies will enhance business and individual performances.

Competency Mapping is essential for every organization to assess the competency of their employees. Because skilled employees can contribute for better productivity and semi skilled employees can get adequate training support for gaining needed competencies.

Hence an attempt was made to study about the existing competency mapping practices in educational Institutions with special references to the B schools. The mismatch between the expectations from MBA/PGDM(Post graduate Diploma in Management) graduates and their original performance increases the concern on the competencies of the faculty members working in B schools. In current Era, Business school faculty members are in the position to adopt themselves to the new technologies and the pressing social imperative. Hence the need for upgrading the skills and abilities are unavoidable for the faulty members of B schools.

Review of Literature:

Alaraqe et al(2015)	Researchers expressed in their article that competency mapping is very critical factor to assess the employees and HR department should hold the clarity on the differences between the competent and non-competent.
krishnaveni J. (2013)	Through competency mapping, assessing any individual's strengths, which helps to indicate whether professional development efforts are needed or not. The study was conducted in order to identify the competencies essential for efficient working in Health sector.
R. Cellia & M. Karthick (2012)	This article state that a competency contains information, aptitudes, and behaviors of an individual which he or she will exhibit in their assigned duties. A standard competency profile includes both core competencies and the administrative competencies need to be prepared and circulated.Competency may be a person's capacity to appropriately perform a assignment.
Zulfiqar Murtaza(2015)	This paper tries to distinguish the gap between existing competencies and competencies required for tourism division representatives to operate ideally.

	It makes a difference the workers to superior understand the method and the prerequisites of the division and hence could be a coordinate offer assistance in creating the preparing program is way better suited to the requirements of the representatives and the department.
Jim Paul (2016)	Jim Paul states in his article that competency mapping rather than work portrayals is the unused buzzword in every industry and isn't as complicated because it could appear. At the heart of each fruitful work could be a competency or ability. This article clarifies what competencies are required to excel in an organization
Mily Velayudhan and Dr. Maran K. (2009)	Researchers state in their article that Competency Mapping could be a procedure of recognizing the key competencies for a company or institution as well as the jobs and capacities inside the company. Each well-managed organization required a set of competencies enlisted, which are expected to be perfomed.
S.V.Sreedevi (2013)	Author, in her article depicts that the portrayal of employees' competency qualities, relationship competencies and recommendations for moving forward their competency level. The most thought is to discover out the existing competence level of workers.
M. Maran, K. Thiagarajan (2016)	Researchers discussed on the competency level of workers in a driving belt fabricating company in Madurai, Tamilnadu, India, conjointly compare the competencies of representatives inother offices of the same company .
Sinchu.P, S.Bhuvaneswary	Authors of this article focused on the competency evaluation for worker improvement. Distinguishing and creating competencies in an organization empowers way better execution of administration .In addition, competency mapping may be a key HR system for observing performance.
Sinchu.P, S.Bhuvaneswary (2015)	Identifying and developing competencies in an organization enables better performance management and reward and recognition systems leading to career and succession planning programs.
Rymbai, (2011).	A administration teacher's work in higher instruction is vast and quality based teaching is the major challenge within the higher instruction framework. Beside this, educating must be supported by investigate, experimentation, and development
Jaideep Kaur & Vikas Kumar (2013)	Jaideep Kaur & Vikas Kumar (2013) in their article state that competency mapping may be a handle of distinguishing key competencies for a company or institution and the employments and functions inside the organization. The competencies required for a specific work depend on numerous variables like culture, environment, structure, obligations, assigned activities etc.,

METHODOLOGY:

Descriptive research design was adopted with 100 as a sample size. Judgemental sampling technique was adopted and the full time faculty members of the B schools in India working in the different levels as Assistant professor, Associate professors and professors were considered as the respondents. Appropriate statistical tools were utilised to interpret the data collected and analysed.

ANALYSIS AND INTERPRETATION:

Table 1 :Table showing the competency "Adaptability" among the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	43	42.6	42.6	42.6
A	10	9.9	9.9	52.5

European Economic Letters
ISSN 2323-5233
Vol 13, Issue 4 (2023)
http://eelet.org.uk

NADR	29	28.7	28.7	81.2
DA	9	9.4	9.9	91.1
SDA	9	8.7	8.7	100.0
Total	100	100.0	100.0	

(A- Agree, NADR-Neither agree nor disagree, DA-Dis agree, SDA-Strongly disagree)

42% of the B school faculty members strongly opined that they possess the adaptability competency.

TABLE NO: 2- Table shows Communication competency of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	18	17.5	17.5	17.5
	A	29	28.6	28.6	45.6
	NADR	20	19.4	19.4	65
	DA	22	21.4	21.4	86.4
	SDA	11	10.6	10.6	100
	Total	100	100	100	

94% of the respondents feel that they have a adaptability skills to cope up with modern teaching technologies and 72% of them are confident on their communication skills.

TABLE NO: 3-Table shows initiative competency of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	33	33.0	33.0	33.0
	A	16	16.0	16.0	49.0
	NADR	34	34.0	34.0	83.0
	DA	13	13.0	13.0	96.0
	SDA	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

33% of the respondents felt that they possess the essential Initiative competency.

TABLE NO 4- Table showing the competency-"good at planning"

32% of the respondents felt that they possess the competency called -good at planning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	33	32.6	32.6	32.6
	A	16	15.7	15.7	48.0
	NADR	29	28.6	28.6	76.5
	DA	13	12.7	12.7	89.2
	SDA	9	8.8	8.8	100.0
	Total	100	100.0	100.0	

European Economic Letters
ISSN 2323-5233
Vol 13, Issue 4 (2023)
http://eelet.org.uk

ABLE NO 5- Table showing the competency-"Problem solving"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	35	35.2	35.2	35.7
	A	14	14.3	14.3	50
	NADR	28	28.4	28.4	78.6
	DA	14	14.2	14.2	90.8
	SDA	9	9.2	9.2	100
	Total	100	100	100	

35% of the B s
chool faculty members felt that they possess the competency "Problem solving"

ANOVA :
AGE
H10: There is no significant difference between Age and use of techology,planning,problemsolving,adaptability,productivity,commuication,inititative.
H1A: There is a significant difference between Age and use of techology,planning,problemsolving,adaptability,productivity,commuication,inititative.
GENDER:
H20: There is no significant difference between Gender and useoftechology,planning,problemsolving,adaptability,productivity,commuication,inititative.
H2A: There is significant difference between Gender and useoftechology,planning,problemsolving,adaptability,productivity,commuication,inititative..
MARITAL STATUS
H30: There is no significant difference between Martial status and useoftechology,planning,problemsolving,adaptability,productivity,commuication,inititative .
H3A: There is significant difference between Martial status and useoftechology,planning,problemsolving,adaptability,productivity,commuication,inititative.
DESIGNATION:
H40: There is no significant difference between Designation and useoftechnology,planning,problemsolving,adaptability,productivity,commuication ,inititative
H4A: Thereis significant difference between Designation and useoftechnology,planning,problemsolving,adaptability,productivity,commuication ,inititative.

ANOVA 1-Age and competencies

		SOS	df	MS	F	Sig.
Adaptability	Between Groups	84.525	2	42.263	28.324	0
	Within Groups	146.227	98	1.492		
	Total	230.752	100			
Communication	Between Groups	86.012	2	43.006	46.949	0
	Within Groups	89.77	98	0.916		
	Total	175.782	100			
Initiative	Between Groups	68.312	2	34.156	19.425	0
	Within Groups	172.322	98	1.758		
	Total	240.634	100			
Planning	Between Groups	9.626	2	4.813	2.757	0.068
	Within Groups	171.067	98	1.746		
	Total	180.693	100			
Problem solving	Between Groups	16.643	2	8.321	3.191	0.045

	Within Groups	255.595	98	2.608		
	Total	272.238	100			
Productivity	Between Groups	23.611	2	11.805	10.731	0
	Within Groups	107.815	98	1.1		
	Total	131.426	100			
Use of technology	Between Groups	123.392	2	61.696	64.529	0
	Within Groups	93.697	98	0.956		
	Total	217.089	100			

ANOVA 2- Gender and competencies

		SOS	Df	MS	F	Sig.
Adaptability	Between Groups	30.978	1	30.978	14.144	0
	Within Groups	216.824	99	2.19		
	Total	247.802	100			
Communication	Between Groups	49.17	1	49.17	35.955	0
	Within Groups	135.385	99	1.368		
	Total	184.554	100			
Initiative	Between Groups	31.79	1	31.79	14.214	0
	Within Groups	221.418	99	2.237		
	Total	253.208	100			
Planning	Between Groups	0.228	1	0.228	0.125	0.725
	Within Groups	181.218	99	1.83		
	Total	181.446	100			
Problem solving	Between Groups	5.117	1	5.117	1.723	0.192
	Within Groups	293.972	99	2.969		
	Total	299.089	100			
Productivity	Between Groups	47.628	1	47.628	52.153	0
	Within Groups	90.411	99	0.913		
	Total	138.04	100			
Use of technology	Between Groups	36.96	1	36.96	20.313	0
	Within Groups	180.13	99	1.819		
	Total	217.089	100			

European Economic Letters
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http://eelet.org.uk

ANOVA 3- Marital status and competencies

		SOS	Df	MS	F	Sig.
Adaptability	Between Groups	65.543	1	65.543	35.602	.000
	Within Groups	182.259	99	1.841		
	Total	247.802	100			
Communication	Between Groups	58.770	1	58.770	46.255	.000
	Within Groups	125.785	99	1.271		
	Total	184.554	100			
Initiative	Between Groups	104.426	1	104.426	69.486	.000
	Within Groups	148.782	99	1.503		
	Total	253.208	100			
Planning	Between Groups	24.676	1	24.676	15.583	.000
	Within Groups	156.769	99	1.584		
	Total	181.446	100			
Problem solving	Between Groups	39.468	1	39.468	15.050	.000
	Within Groups	259.621	99	2.622		
	Total	299.089	100			
Productivity	Between Groups	11.859	1	11.859	9.305	.003
	Within Groups	126.180	99	1.275		
	Total	138.040	100			
Use of technology	Between Groups	85.509	1	85.509	64.336	.060
	Within Groups	131.580	99	1.329		
	Total	217.089	100			

ANOVA 4- Designation and competencies

		SOS	Df	MS	F	Sig.
Adaptability	Between Groups	132.224	4	33.056	31.023	0
	Within Groups	102.291	96	1.066		
	Total	234.515	100			
Communication	Between Groups	37.596	4	9.399	6.53	0
	Within Groups	138.186	96	1.439		
	Total	175.782	100			
Intitative	Between Groups	147.591	4	36.898	37.045	0.05
	Within Groups	95.617	96	0.996		

	Total	243.208	100			
Planning	Between Groups	108.081	4	27.02	34.839	0
	Within Groups	74.454	96	0.776		
	Total	182.535	100			
Problemsolving	Between Groups	151.062	4	37.766	29.069	0.178
	Within Groups	124.72	96	1.299		
	Total	275.782	100			
Productivity	Between Groups	38.843	4	9.711	9.793	0
	Within Groups	95.196	96	0.992		
	Total	134.04	100			
Use of technology	Between Groups	107.575	4	26.894	23.07	0.063
	Within Groups	111.91	96	1.166		
	Total	219.485	100			

INTERPRETATION:

There is no significant difference between the age and the competencies communication, Initiative, Productivity and Use fo technology.But the difference was found incase of Initiative and planning competencies. Like Age, even interms od gender the significance difference was found in trms of intiative and planning competencies.

There was no significanct differences found between Martial sataus and the competencies namely communication, Initiative, planning and problemsolving. But there was a significance difference between productivity and use of technology. The married respondents found it difficult to spend time on learning new technologies and utilising the same in their career. The significance difference was found between designation and the competencies Initiative,problem solving and use of technologies.

RECOMMENDATIONS:

This study reveals that the employees in the B schools are competitive, even though the management should adopt strategies to measures their performance and support them to compete with the present competitive environment. The competencies such as ability to adopt according to the work environment, communication, planning, productivity, problem solving, use of technology need to be focused much. Problem solving, Planning, use of technology are the competencies which need special concentration. The B school management can arrange for some faculty development program in these areas and the faculty mentor would be a better strategy, by that the needy teachers can learn from their mentors. Some specific courses can be recommended for the B school faculty members, which will enhance their use of technology competencies.

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