

A STUDY ON COMPETENCY MAPPING FACTORS IN LANDMARK GROUPS, CHENNAI

Submitted in partial fulfillment of the requirements for the award of

MASTER OF BUSINESS ADMINISTRATION

by

**KISHORE M
Register No. 41410173**



SCHOOL OF MANAGEMENT STUDIES

SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

**Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE
JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119**

MAY 2023



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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the Bonafide work of **KISHORE.M 41410173** who carried out the project entitled "**A STUDY ON COMPETENCY MAPPING FACTOR IN LANDMARK GROUPS** " under my supervision from January 2023 to April 2023.

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06/05/2023

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DECLARATION

I **KISHORE.M (41410173)** hereby declare that the Project Report entitled “**A STUDY ON COMPETENCY MAPPING FACTOR IN LANDMARK GROUPS** ” done by me under the guidance of **DR. DHIVYA SATHISH, MBA., M.phil., Ph.D.**, at Citymax hotels (India) Pvt.Ltd. 3rd Floor, 77 Town Centre, Building No.3, West Wing, Off HAL Airport Road, Yemalur P.O., Bangalore- 560037 is submitted in partial fulfillment of the requirements for the award of Master of Business Administration degree.

DATE: 06/05/2023

PLACE: Chennai



KISHORE M

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ABSTRACT

Competency mapping is a process through which one assesses and determines one's strengths as an individual worker and in some cases, as part of an organization. It generally examines two areas: emotional intelligence or emotional quotient (EQ), and strengths of the individual in areas like team structure, leadership, and decision-making.

The statement of problem is to identify the level of competency mapping with reference to Landmark Groups, Chennai. The study is made with the employees in the organization whom include the electrician, maintenance, furniture, household, table top, CSR, TIC etc. The study is made to find out skill, knowledge, attitude and behavior of the employees.

This study is also made to analyze the competency gap between employees and to define their role clarities according to their job. This project would be of much importance for the company in knowing its effective succession planning and job performance, to identify necessary competencies of employees for future.

The project follows a descriptive research, stratified sampling is used here and the respondents targeted is 128 where both the primary and secondary data is also been an information source. The tools used for the study is

1. Percentage analysis,
2. Chi square test,
3. One way Anova
4. Rank Correlation

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CHAPTER -1

INTRODUCTION

1.1INTRODUCTION ABOUT THE TOPIC

1.1.1. MEANING:

Competency mapping involves the determination of the extent to which the person possesses the various competencies related to a job.

1.1.2. DEFINITIONS:

A competency is an underlying characteristic of a person which is causally related and/or criterion-referenced for superior performance in a given job, role or situation

--- *William Lyle Spencer*

“A capacity that exists in a person that leads to behavior that meets the job demands within parameters of organizational environment, and that, in turn brings about desired results”

--- **Boyatzis (1982)**

For Ex: The extent to which a person is adjustable, resourceful, capable of working efficiently under stress, capable of anticipating threats, finding solutions and contributing in innovations. Which is then compared with the extent to which the various competencies are required for a job? The comparison enables us to know the suitability of a person for a job. So this too is used for setting standards and checking the employees standing on the various competencies' platform and further, the training needs of a person can also be identified.

1.1.3 FORMS OF COMPETENCY

Competency may take the following forms:

- Knowledge
- Attitude
- Skill
- Motive
- Self concept

The competencies have five characteristics, namely:

Motives: Things a person consistently thinks about or wants that cause action, motives drive, direct and select behavior towards certain actions. Example achievement motivation people consistently set challenging goals for themselves, take responsibility for accomplishing them and use the feedback to do better

Traits: Physical characteristics and consistent responses to situations. Good eyesight is physical traits of a pilot. Emotional Self Control and initiative are more complex consistent responses to situations.

Self Concept: A person's attitude value or self image. A person's values are reactive or respondent motives that predict what a person would do in the short run. Example: A person who values being a leader would be more likely to exhibit leadership behavior.

Knowledge: understanding acquired through learning. This refers to a body of information relevant to job performance. It is what people have to know to be able to perform a job, such as knowledge of policies and procedures for a recruitment process. (Information a person has in a specific work area) Example: An accountant's knowledge of various accounting procedures.

Skill : (is the ability to perform certain mental or physical tasks) Example: Mental competency includes analytical thinking. The ability to establish cause and effect

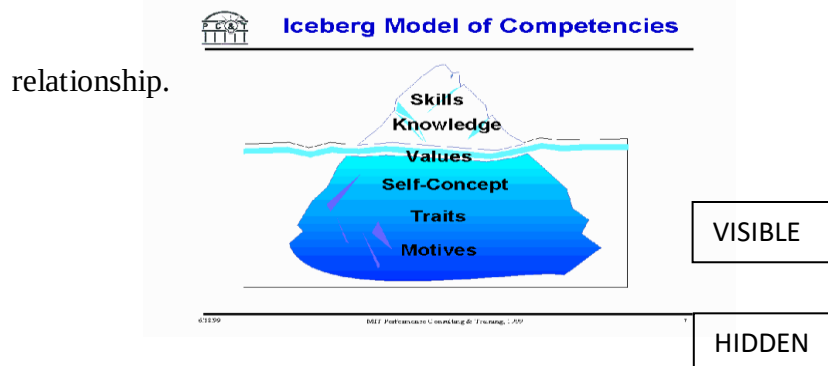


FIGURE 1.0

1.1.4 TYPES OF COMPETENCIES

Organizational Competencies - unique factors that make an organization competitive

Job/Role Competencies - things an individual must demonstrate to be effective in a job, role, function, task, or duty, an organizational level, or in the entire organization.

Personal Competencies - aspects of an individual that imply a level of skill, achievement, or output

Managerial - Some managerial competencies could be more relevant for specific occupations, however they are applied horizontally across the Organization, i.e. analysis and decision- making, team leadership, change management, etc.

Generic - Competencies which are considered essential for all staff, regardless of their function or level, i.e. communication, program execution, processing tools, linguistic, etc.

Technical/Functional - Specific competencies which are considered essential to perform any job in the Organization within a defined technical or functional area of work, i.e. environmental management, industrial process sectors, investment management, finance and administration, human resource management, etc.

AREAS OF IMPLEMENTATION

The competency mapping can be applied to the areas depicted in the following diagram:

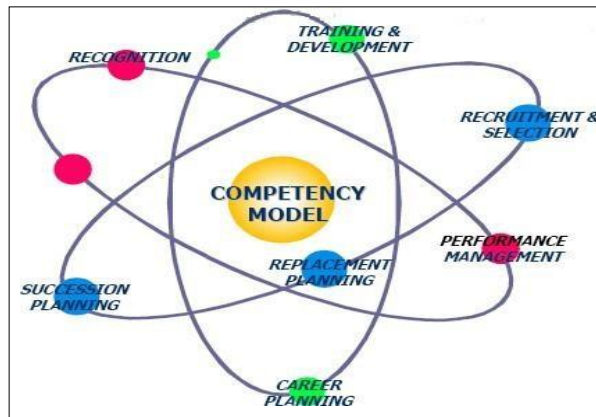
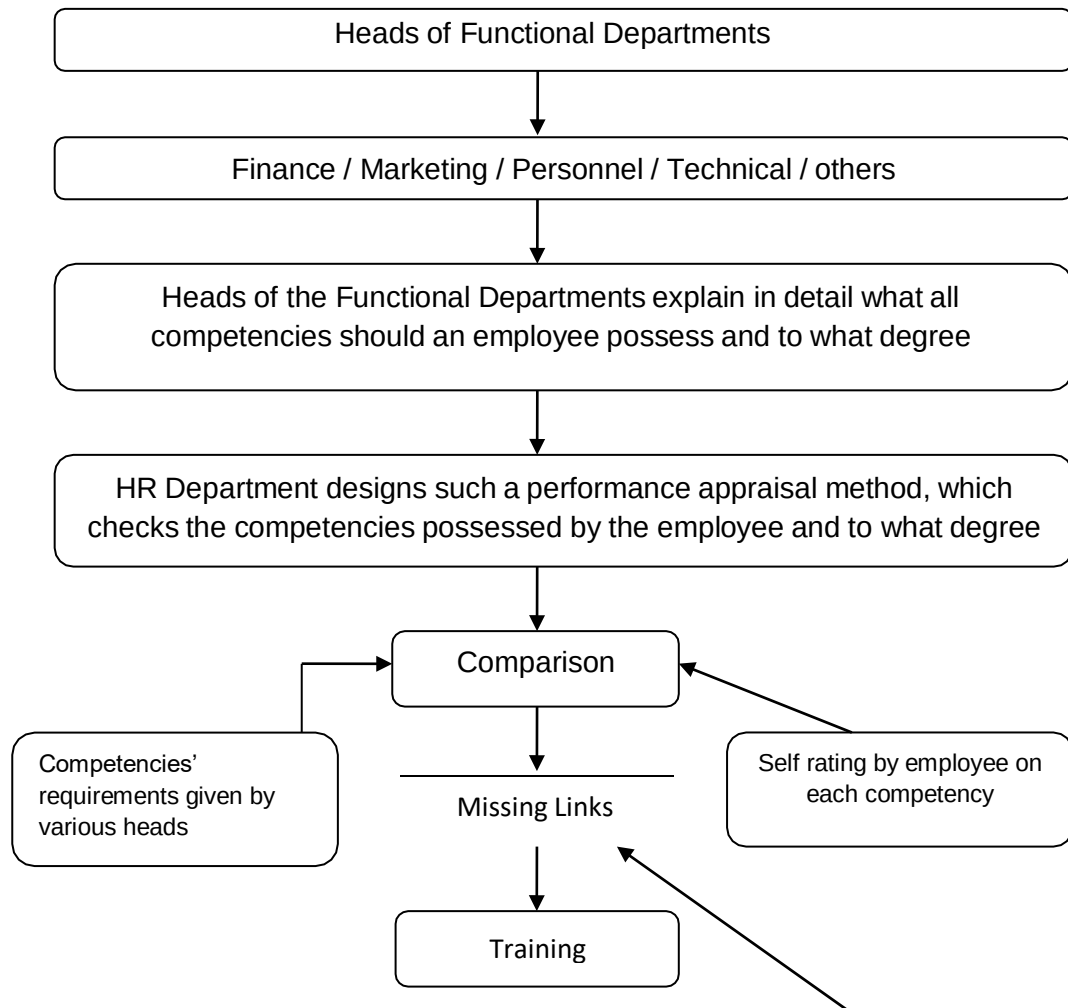


FIGURE 1.1

1.1.3. A MODEL FOR COMPETENCY MAPPING



1.2 INDUSTRY PROFILE

INTRODUCTION

Indian retail industry has emerged as one of the most dynamic and fast-paced industries due to the entry of several new players. It accounts for over 10% of the country's gross domestic product (GDP) and around 8% of the employment. India is the world's fifth-largest global destination in the retail space. India ranked 73 in the United Nations Conference on Trade and Development's Business-to-Consumer (B2C) E-commerce Index 2019. India is the world's fifth-largest global destination in the retail space and ranked 63 in World Bank's Doing Business 2020.

The sizeable middle class and nearly unexplored retail market in India are the main enticing factors for international retail behemoths seeking to move into newer markets, which will help the Indian retail business grow more quickly. The urban Indian consumer's purchasing power is increasing, and branded goods in categories like apparel, cosmetics, footwear, watches, beverages, food, and even jewellery are gradually evolving into business and leisure that are well-liked by the urban Indian consumer. The retail sector in India is expected to reach a whopping US\$ 2 trillion in value by 2032, according to a recent analysis by the Boston Consulting Group (BCG).

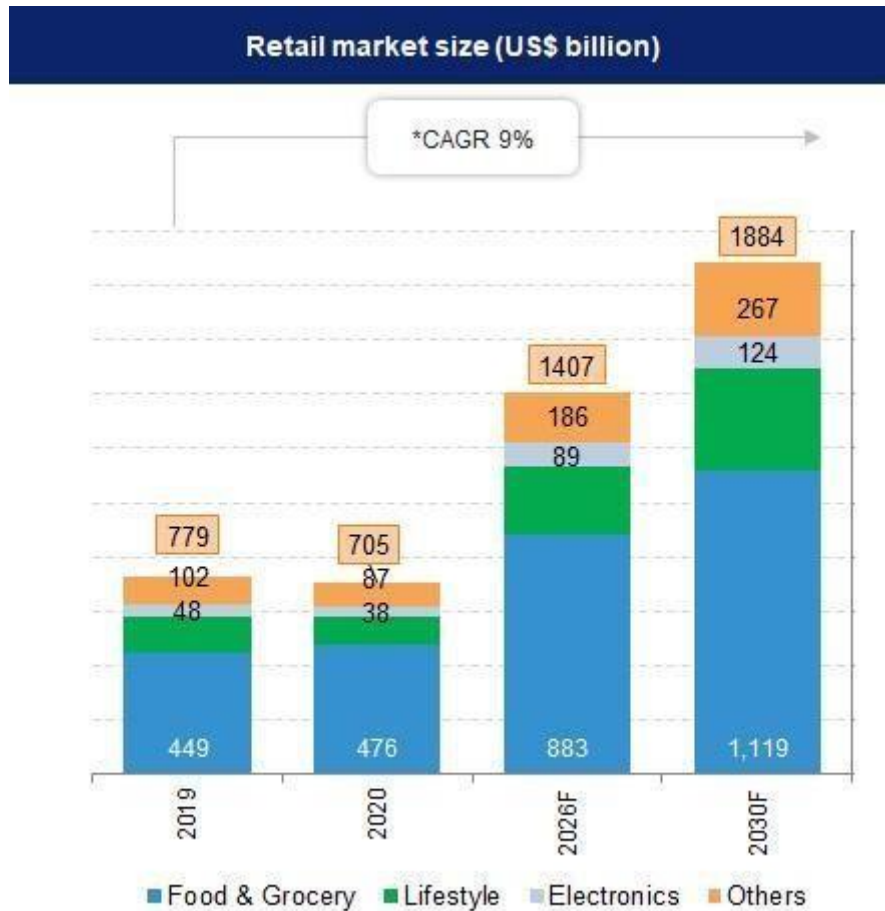


India is the world's fifth-largest global destination in the retail space. In FDI Confidence Index, India ranked 16 (after US, Canada, Germany, United Kingdom, China, Japan, France, Australia, Switzerland, and Italy).

MARKET SIZE

As per Kearney Research, India's retail industry is projected to grow at 9% over 2019-2030, from US\$ 779 billion in 2019 to US\$ 1,407 billion by 2026 and more than US\$ 1.8 trillion by 2030. Revenue of India's offline retailers, also known as brick and mortar (B&M) retailers, is expected to increase by Rs. 10,000-12,000 crore (US\$ 1.39-2.77 billion) in FY20. India's direct selling industry is expected to be valued at US\$ 2.14 billion by the end of 2021. E-Retail has been a boon during the pandemic and according to a report by Bain & Company in association with Flipkart 'How India Shops Online 2021' the e-retail market is expected to grow to US\$ 120-140 billion by FY26, increasing at approximately 25-30% p.a. over the next 5 years. Despite unprecedented challenges, the India consumption story is still robust. Driven by affluence, accessibility, awareness and attitude, household consumption stood at Rs. 130–140 trillion (US\$ 1.63-1.75 trillion) in 2021.

India has the third-highest number of e-retail shoppers (only behind China, the US). The new-age logistics players are expected to deliver 2.5 billion Direct-to-Consumer (D2C) shipments by 2030. Online used car transaction penetration is expected to grow by 9x in the next 10 years.



INVESTMENTS/ DEVELOPMENTS

The Retail sector in India has seen a lot of investments and developments in the recent past.

- India's retail trading sector attracted US\$ 4.11 billion FDIs between April 2000-June 2022.
- According to data released by the Ministry of Statistics & Programme Implementation (MoSPI), India's Consumer Price Index (CPI) based retail inflation stood at 6.77% YoY in October 2022.

- In November 2022, Aditya Birla Fashion and Retail Ltd. entered into a strategic partnership with the Galeries Lafayette to open luxury department stores and a dedicated e-commerce platform in India.
- In August 2022, Louis Philippe, India's leading premium menswear brand from Aditya Birla Fashion and Retail Ltd., announced the launch of its outlet in Vadodara, Gujarat.
- In August 2022, Wipro Consumer announced the launch of traditional snacks and spices as it forays into packaged foods.
- In July 2022, Reliance Brands Limited (rbl) partnered with Maison Valentino to bring to India the most established Italian Maison de Couture.
- In June 2022, Reliance Brands Limited inks a JV with plastic legno spa to strengthen toy manufacturing ecosystem in India
- In June 2022, Aditya Birla Group formally launches TMRW – a Digital First 'House of Brands' venture in the Fashion & Lifestyle space
- In May 2022, Reliance brands limited (rbl) partnered with Tod's S.p.A, the iconic Italian luxury brand to become the official retailer of the brand across all categories including footwear, handbags and accessories in the Indian market.
- In April 2022, Wipro Consumer Care inaugurated its factory in Telangana. It has invested in a state-of-the-art soap finishing line that runs on highest speed of 700 Nos of soap /minute.
- In FY 2021-22 (till 20th March 2022) total number of digital payment transactions volume stood at Rs. 8,193 crore (US\$ 1.05 billion).
- In October 2022, UPI transactions were valued at Rs. 12.11 lakh crore (US\$ 148.32 billion).
- In March 2022, Reliance Brands has bought the India franchisee rights and the current Sunglass Hut retail network from DLF Brands.

- Retail tech companies supporting the retail sector with services such as digital ledgers, inventory management, payments solutions, and tools for logistics and fulfillment are taking off in India. In the first nine months of 2021, investors pumped in US\$ 843 million into 200 small and mid-sized retail technology companies, which is an additional 260% of capital compared to the entire 2020.
- In November 2021, Department for Promotion of Industry and Internal Trade announced that it is working on a regulatory compliance portal to minimize burdensome compliance processes between industries and the government.
- With the rising need for consumer goods in different sectors including consumer electronics and home appliances, many companies have invested in the Indian retail space in the past few months.
- In October 2021, Reliance announced plan to launch 7-Eleven Inc.'s convenience stores in India.
- In October 2021, Reliance Retail introduced Freshpik, a new experiential gourmet foodstore in India, to expand its grocery segment in the ultra-premium category.
- In October 2021, Plum, the direct-to-consumer beauty & personal care brand, announced plan to launch >50 offline stores across India (by 2023) to expand its customer base.
- Tanishq, Shoppers Stop and Bestseller India (sells fashion brands Vero Moda, ONLY and Jack & Jones) plan to add 10-35 stores in FY22.

GOVERNMENT INITIATIVES

The Government of India has taken various initiatives to improve the retail industry in India. Some of them are listed below:

- In April 2022, the government approved PLI scheme for textiles products for enhancing India's manufacturing capabilities and enhancing exports with an approved financial outlay of Rs. 10,683 crore (US\$ 1.37 billion) over a five-year period.

- In October 2021, the RBI announced plans for a new framework for retail digital payments in offline mode to accelerate digital payment adoption in the country.
- In July 2021, the Andhra Pradesh government announced retail parks policy 2021-26, anticipating targeted retail investment of Rs. 5,000 crore (US\$ 674.89 million) in the next five years.
- Government may change Foreign Direct Investment (FDI) rules in food processing in abid to permit E-commerce companies and foreign retailers to sell Made in India consumer products.
- Government of India has allowed 100% FDI in online retail of goods and services through the automatic route, thereby providing clarity on the existing businesses of E-commerce companies operating in India.
- The Minister of MSME announced inclusion of retail and wholesale trades as MSMEs. Retail and wholesale trade will now get the benefit of priority sector lending under the RBI guidelines.

ROAD AHEAD

The COVID-19 pandemic has caused changes in consumer preferences, habits, and attitudes over the past two years. This has a significant impact on how people buy and consume goods and services. Global retailers are now using cutting-edge business strategies to take advantage of new retail opportunities. Consumers no longer distinguish between offline and online consumption channels. Due to this, major companies are experimenting with different ways to design seamless retail experiences that are integrated across all channels. By utilizing both established e-commerce platforms and traditional techniques, retailers are also experimenting with revenue models to improve their customer value offer.

E-commerce is expanding steadily in the country. Customers have the ever-increasing choice of products at the lowest rates. E-commerce is probably creating the biggest revolution in retail industry, and this trend is likely to continue in the years to come. Retailers should leverage digital retail channels (E-commerce), which would enable them to spend less money on real estate while reaching out to more customers in tier II and tier III cities. Online retail market in

India is projected to reach US\$ 350 billion by 2030 from an estimated US\$ 55 billion in 2021, due to rising online shoppers in the country. Online penetration of retail is expected to reach 10.7% by 2024 versus 4.7% in 2019. Nevertheless, long-term outlook for the industry looks positive, supported by rising income, favorable demographics, entry of foreign players, and increasing urbanization

1.3 COMPANY PROFILE

Landmark Group is an UAE multinational conglomerate based in [Dubai, UAE](#) headed by [Micky Jagtiani](#), who is the founder and chairman of the company. The group is involved in retailing of apparel, footwear, consumer electronics, cosmetics & beauty products, home improvement and baby products. The group also has interests in hospitality & leisure, healthcare and mall management

1.4 NEED OF THE STUDY

Management needs for ensuring that competent people are available for performing various competent roles. The need for focus in performing roles-need for time management, nurturing of competence, increased emphasis on performance management systems. Recognition that finances, customers and markets, systems and processes can all be set right or managed effectively if we have the right kind of human resources. People have to know about competencies which help them deliver better to customers

1.5 OBJECTIVE OF THE STUDY

- To identify the competencies level of employees in Landmark Group
- To analyze whether knowledge influence employee competency level.
- To find whether skill of an employee influence employee competency level.
- To Know where the attitude of an employee influence level.
- To study the behavior of the employee, towards the customers, colleagues and in the organization

1.6 SCOPE OF THE STUDY

- To analyze the competency gap between employees.
- To define their role clarities according to their job.
- To make an effective succession planning in their career and in job performance.
- To identify necessary competencies of employees for future.

1.7 LIMITATION OF THE STUDY

- The study is limited to only to Chennai branch.
- The time available for doing study was very limited
- Accuracy of results depends on reliable data.
- Time is one of the main constraints as the employees were preoccupied with work.

CHAPTER-2

2. REVIEW OF LITERATURE

Identifying Competencies of Volunteer Board Members of Community Sports Clubs

Anne-Line Balduck,

Marc Buelens

Ghent University, Vlerick Leuven Ghent Management School

Nonprofit and Voluntary Sector Quarterly, April 2010; vol. 39, 2: pp. 213-235., first published on April 30, 2009

This study contributes to the emerging empirical studies on roles and responsibilities of boards in nonprofit organizations by identifying competencies of volunteer board members. We identified how two types of constituents—volunteer board members and sports members—perceived competencies of volunteer board members in community sports clubs. We used the repertory grid technique to draw cognitive maps and to reveal the perceived reality of these constituents. Our results suggest that constituents within a group share similar perceptions of competencies of outstanding performing board members, whereas they agree less on perceptions of poor performing board members. This study reveals that cognitive (e.g., having a long-term vision, having professionalism), emotional intelligence (e.g., being reliable, being honest), and social intelligence (e.g., listening to others, being jovial/nice to be with) competencies are necessary to be perceived as an outstanding performing board member.

Human Resource Development and the Resource-Based Model of CoreCompetencies: Methods for Diagnosis and Assessment

Alan Clardy

Towson University, aclardy@towson.edu

Human Resource Development Review, December 2008; vol. 7, 4: pp. 387-407.

The resource-based theory of organizational performance emphasizes the sustained competitive advantages gained from production capabilities that are rare and hard to imitate.

Under certain conditions, such capabilities become core competencies and tend to involve the firm's human resources. There is not yet a standard research protocol for how to research core competencies. Based on a review of existing studies on core competencies from a variety of fields, a framework for studying core competencies is proposed here based on four questions: Does the firm have a competitive advantage? If so, is it based on capabilities? What is the nature of the specific core competencies involved? Does the competition have core competencies, and if yes, what are they?

Evaluator Competencies

What's Taught Versus What's Sought

Daniela C. Schröter

Carolyn D. Sullins

Western Michigan University

American Journal of Evaluation, September 2008; vol. 29, 3: pp. 268-287.

This article explores the overlaps and disconnects between the competencies evaluators acquire during graduate school and those required and desired by employers. To investigate this relationship, two different surveys are administered, one for job seekers and the other for employers; 205 postings in the American Evaluation Association job bank were analyzed. The findings suggest that employers, job seekers, and job posters generally agree on the importance of some competencies, such as quantitative analyses and data management. However, some skills desired by employers, such as interpersonal, project management, and presentation skills, differ from skills that job seekers acquire in graduate school. Opportunities for additional experiences in real-world evaluation settings could fill these gaps.

Goldstein (1993) defines career coaching as a systematic acquisition of skills, rules, concepts or attitudes that results in improved performance in another environment.

Hinrichs Bramley (1991) defines career coaching as any organizationally initiated procedure, which is intended to foster learning among organizational members in a direction contributing for organizational effectiveness. The new career coaching cycle which is an endless belt of career coaching shows how

validation is intrinsically linked to design and delivery, evaluation is linked to objectives and outcomes, and results linked to the organizational needs (Reeves, 1994).

A broader definition still focuses on the extent to which career coaching “meets its objectives”. **Descy and Westphalen** (1998) define this more precisely as career coaching that “meets its objectives as defined by its funding body”.

Although executive career coaching has become more prevalent today than 15 years ago, many companies conduct career coaching simply for appearance sake (**Hughey & Mussnug, 1997**), instead of focusing on adult learning and development (**Wills, 1994; Hollenback & Ingols, 1990; Humphrey, 1990; Kolb's, 1984**), experiential learning (**Whetten & Clark, 1996**); and cognitive abilities (Carter, 2002).

Warr et al. (1999) suggested that the levels in the Kirkpatrick Model may be interrelated. He Investigated six coachee features and one organizational characteristic that might predict outcomes at each measurement level. The six coachee features studied were learning motivation, confidence about the learning task, learning strategies, technical qualifications, tenure, and age.

The reaction level was assessed using the data gathered after the career coaching that asked about enjoyment of the career coaching, perceptions of the usefulness of the career coaching, and the perceptions of the difficulty of the career coaching.

Warr et al. (1999) reported the relationship of the six individual coachee features and one organizational feature as predictors of each evaluation level. At level one, all reaction measures were strongly predicted by motivation of the participants prior to career coaching. At level two, motivation, confidence, and strategy significantly predicted measures of learning change. Learning level scores that reflected changes were strongly predicted by reaction level scores. Findings suggested a possible link between reactions and learning that could be identified with the use of more differentiated indicators at the reaction level. At level three, coachee confidence and transfer support significantly predicted job behavior. Transfer support was a part of the organizational feature of transfer climate. Transfer support was the amount of support given by supervisors and colleagues for the application of the career coaching material. Warr et al. suggested that an investigation into the pretest scores might explain reasons for the behavior and generate Organizational improvements.

Implications of Cognitive Theory for Instruction in Problem Solving.
Norman Frederiksen

Educational Testing Service

Review of educational research fall 1984 vol. 54 no. 3 363-407

Cognitive theories of problem solving and suggestions made by cognitive psychologists regarding how to teach problem solving are reviewed. Theories and suggestions from creativity research are also considered. The results are summarized in a description of how high levels of proficiency in problem solving are acquired and how problem solving skills might best be taught, keeping in mind a distinction between well- and ill-structured problems. The need for practice materials is discussed, and some desirable qualities of such materials are suggested. Finally, several unresolved issues regarding instructional methods are considered.

The Relation Between Assessment Practices and Outcomes of Studies: The Case of Research on Prior Knowledge

Filip

Dochy

Mien

Segers

University of Maastricht, The Netherlands

Review of educational research summer 1999 vol. 69 no. 2 145-186

The purpose of this review was to (a) overview prior knowledge research and its role in student performance, and (b) examine the effects of prior knowledge in relation to the method of assessment. We selected 183 articles, books, papers, and research reports related to prior knowledge. While prior knowledge generally had positive effects on students' performance, the effects varied by assessment method. More specifically, prior knowledge was more likely to have negative or no effects on performance when flawed assessment measures were used. However, in some studies, flawed methods yielded informative results..

HERZBERG AT AL (1959)Thinks that distinction between job satisfaction and dissatisfaction in quality of working life reflects the influence of job satisfaction theories. They used “Hygiene factors” and “Motivator factors” to distinguish between the separate causes of job satisfaction and job dissatisfaction. It has been suggested that Motivator factors are intrinsic to the job, that is; job content, the work itself, responsibility and advancement. The Hygiene factors or dissatisfaction avoidance factors include aspects of the job environment such as interpersonal relationships, salary, working conditions and security. Of these latter, the most common cause of job dissatisfaction can be company policy and administration, whilst achievement can be the greatest source of extreme satisfaction.

GLASIER (1976),thinks that the term QWL means more than job security, good working conditions, adequate and fair compensation, more even than an equal employment opportunity.

DYER AND HOFFENBERG (1976), defines quality of work life in terms of the organization’s contributions to the economic and socio-psychological needs of those individuals actively engaged in furthering its goals.

RICHARD E WALTON (Harvard professor) (1973), has listed eight major conceptual Categories in term of human needs and aspirations for the improvement of work life: “adequate and fair compensation, safety and healthy working conditions, immediate opportunity to use and develop human capacities, opportunities for continued growth and security, social integration in the work organization, work and the total life space and the social relevance of work”.

SEASHORE (1975),has pointed out that much of the research and theoretician in the quality of work life has been based primarily on the assumption that it is the individual's own personal satisfaction or dissatisfaction that defines the quality of his or her work rather than any objective criterion.

However due to individual differences in culture , social class , family rearing , education and personality, a wide range of human preferences exists and any assessment of improvements in the quality of work life would be especially subject to these differences in personal expectations. One man's meat may be another man's poison.

HACKMAN AND OLDHAM (1976), described psychological growth needs as relevant to the consideration of Quality of working life. Several such needs were identified; Skill variety, Task Identity, Task significance, Autonomy and Feedback. They suggested that such needs have to be addressed if employees are to experience high quality of working life.

TAYLOR (1979), more pragmatically identified the essential components of Quality of working life as; basic extrinsic job factors of wages, hours and working conditions, and the intrinsic job notions of the nature of the work itself. He suggested that a number of other aspects could be added, including; individual power, employee participation in the management, fairness and equity, social support, use of one's present skills, self development, a meaningful future at work, social relevance of the work or product, effect on extra work activities. Taylor suggested that relevant Quality of working life concepts may vary according to organization and employee group.

WARR AND COLLEAGUES (1979), in an investigation of Quality of working life, considered a range of apparently relevant factors, including work involvement, intrinsic job motivation, higher order need strength, perceived intrinsic job characteristics, job satisfaction, life satisfaction, happiness, and self-rated anxiety. They discussed a range of correlations derived from their work, such as those between work involvement and job satisfaction, intrinsic job motivation and job satisfaction, and perceived intrinsic job characteristics and job satisfaction. In particular, Warr et al. found evidence for a moderate association between total job satisfaction and total life satisfaction and happiness, with a less strong, but significant association with self-rated anxiety.

LAWLER (1982), defines Quality of Working Life is conceptually similar to well-being of employees but differs from job satisfaction which solely represents the workplace domain.

MIRVIS AND LAWLER (1984), suggested that Quality of working life was associated with satisfaction with wages, hours and working conditions, describing the “basic elements of a good quality of work life” as; safe work environment, equitable wages, equal employment opportunities and opportunities for advancement.

ROBBINS (1989), defines QWL as “a process by which an organization responds to employees needs by developing mechanisms to allow them to share fully in making the decisions their design their lives at work”.

ELIZUR AND SHYE (1990), concluded that quality of work performance is affected by of Life as well as Quality of working life. However, it will be argued here that the specific attention to work-related aspects of quality of life is valid.

BABA AND JAMAL (1991), they are described as typical indicators of quality of working life, including: job satisfaction, job involvement, work role ambiguity, work role conflict, work role overload, job stress, organizational commitment and turn-over intentions. Baba and Jamal also explored routinisation of job content, suggesting that this facet should be investigated as part of the concept of quality of working life.

LOSCOCO & ROSCHELLE (1991), more recently, work-related stress and the relationship between work and non-work life domains have also been identified as factors that should conceptually be included in Quality of Working Life.

DANNA & GRIFFIN (1999), thinks Quality of Working Life is not a unitary concept, but has been seen as incorporating a hierarchy of perspectives that not only include work-based factors such as job satisfaction, satisfaction with pay and relationships with work colleagues, but also factors that broadly reflect life satisfaction and general feelings of well-being.

CHAPTER-3

3.0. RESEARCH METHODOLOGY

Research methodology is a way to systematically solve the research problem. It may be understood as science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods techniques but also methodology.

3.0.1. DEFINITION OF RESEARCH:

Research is a process through which we attempt to achieve systematically and with the support of data the answer to a question, the resolution of a problem, or a greater understanding of a phenomenon.

3.1. RESEARCH DESIGN:

Research simply means a search for facts, answers to questions and solution to problem. It is a purposive investigation, an organized inquiry. It seeks to find explanations to unexplained phenomenon, to clarify the doubtful propositions and to correct the misconceived facts. In order to comply with our objective and test our research hypotheses we design a study based on the effect of corporate social responsibility on the consumer purchase behavior.

3.1.1. Descriptive research

Descriptive research purpose is description of the state of affairs as it exists at present. The research has no control over the variables. He can only report what has happened or what is happening. In descriptive study the study seeks to measure items such as preferences of people, etc.,

Method of research utilized are, survey and fact-finding enquiries of different kinds, comparative methods and co-relational method.

3.2. TARGET RESPONDENT

3.2.1 Population:

The total of observation about which inferences are drawn is called population. The overall population is 106 in the organization.

3.2.2 Sample:

The part of totality on which data's are collected and analyzed to gain knowledge about the population is called as sample.

The sample size of the study is 128.

3.3. SAMPLING METHOD

3.3.1 Stratified sampling(Probability sampling method):

In stratified sampling, population is divided into strata (groups) before the sample is drawn. Strata are so designed that they do not overlap. When sub-populations vary considerably, it is advantageous to sample each subpopulation (stratum) independently. **Stratification** is the process of grouping members of the population into relatively homogeneous subgroups before sampling. The strata should be mutually exclusive: every element in the population must be assigned to only one stratum.

3.4. DATA COLLECTION

3.4.1 Primary data

Primary data are information collected or generated for a specific purpose immediately at hand. The methods of collection are

- Questionnaire
- Observation
- Personal interview

3.4.2 Secondary data

Secondary data consists of information that already exist somewhere and was collected for another purpose, which may not be the same as the purpose of research secondary data used here was :-

- ◆ Record books from personnel department.
- ◆ Articles published in magazines.
- ◆ Related websites

3.5. TOOLS USED FOR STUDY

The collected data was tabulated. For this study statistical tool used for analysis are

- Simple percentage method,
- Percentage analysis,
- Chi square test,
- One way Anova
- Rank Correlation

3.5.1 PERCENTAGE ANALYSIS:

Percentage analysis can be calculated as follows: First of all the frequency i.e. the total population is noted in a tabular column. Then the percentage is calculated by dividing each frequency with the total population and then multiplied by 100. Then the values are noted in the column as a percentage.

In the percentage analysis percentage is calculated by multiplying the number of respondents into hundred and it is divided by the sample size.

$$\text{Percentage analysis} = \frac{\text{No of respondents}}{\text{Sample size}} \times 100$$

CHAPTER - 4

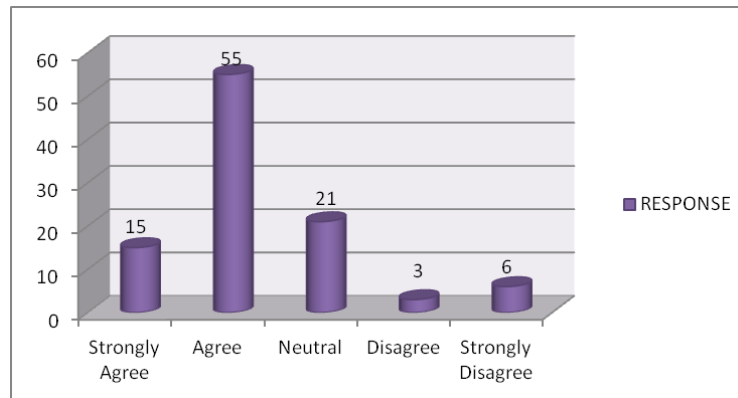
4.1 PERCENTAGE ANALYSIS

- 1. Relevant professional knowledge:** Know the background of management principles including planning, organizing controlling and directing.

4.1.1. Table showing relevant professional knowledge

RATING	RESPONSE	PERCENTAGE
Strongly Agree	15	15%
Agree	55	55%
Neutral	21	21%
Disagree	3	3%
Strongly Disagree	6	6%

4.1.1. Chart showing relevant professional knowledge



INTERPRETATION:

It is inferred from the above table 15% of employees were strongly agree they have relevant professional knowledge , 55% of employees were agree they have relevant professional knowledge , 21% of employees were neutrally agree they have relevant professional knowledge , 3% of employees were disagree they have relevant professional knowledge , 6% of employees were strongly disagree they have relevant professional knowledge . It is concluded that 55% of employees were agree they have relevant professional knowledge .

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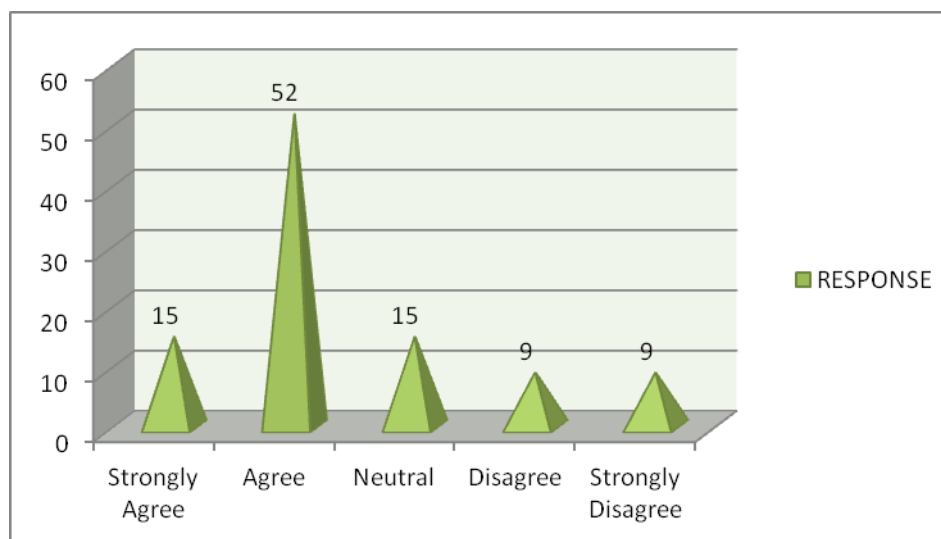
- Majority of the people agree the relevant professional knowledge.

2.Knowledge on products standards and specifications

4.1.2. Table showing knowledge on products standards and specifications

RATING	RESPONSE	PERCENTAGE
Strongly Agree	15	15%
Agree	52	52%
Neutral	15	15%
Disagree	9	9%
Strongly Disagree	9	9%

4.1.2. Chart showing knowledge on products standards and specifications



INTERPRETATION:

It is inferred from the above table 15% of employees were strongly agree they have knowledge on products standards and specification, 52% of employees were agree they have knowledge on products standards and specification, 15% of employees were neutrally agree they have knowledge on products standards and specification, 9% of employees were disagree they have knowledge on products standards and specification, 9% of employees were strongly disagree they have knowledge on products standards and specification. It is concluded that 52% of employees were agree they have knowledge on products standards and specification.

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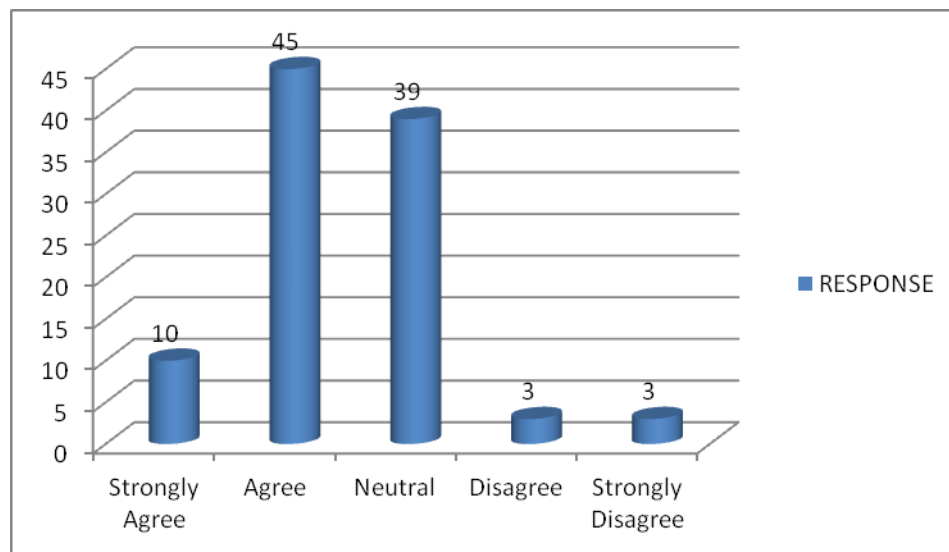
- 52% of the employees were agree on the knowledge on products and the standards.

1.3 Organizational awareness: Have wide knowledge about the organization, Its departments and functions

4.1.3. Table showing organizational awareness

RATING	RESPONSE	PERCENTAGE
Strongly Agree	10	10%
Agree	45	45%
Neutral	39	39%
Disagree	3	3%
Strongly Disagree	3	3%

4.1.3. Chart showing organizational awareness



INTERPRETATION:

It is inferred from the above table 10% of employees were strongly agree they have organizational awareness , 45% of employees were agree they have organizational awareness, 39% of employees were neutrally agree they have organizational awareness, 3% of employees were disagree they have organizational awareness, 3% of employees were strongly disagree they have organizational awareness. It is concluded that 45% of employees were agree.

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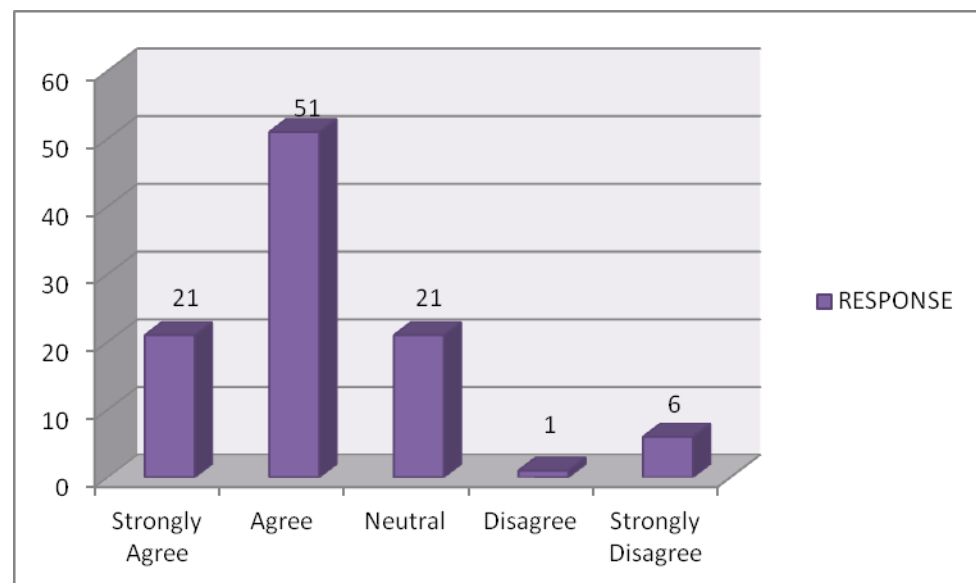
- 45% employees agree that they have organizational awareness

Mental agility: Grasp problems quickly, think about several things at once, understand the whole situation quickly and give solutions

4.1.4. Table showing Mental Agility

RATING	RESPONSE	PERCENTAGE
Strongly Agree	21	21%
Agree	51	51%
Neutral	21	21%
Disagree	1	1%
Strongly Disagree	6	6%

4.1.4. Chart showing Mental agility



INTERPRETATION:

It is inferred from the above table 21% of employees were strongly agree they have mental agility, 51% of employees were agree they have mental agility, 21% of employees were neutrally agree they have mental agility , 1% of employees were disagree they have mental agility, 6% of employees were strongly disagree they have mental agility. It is concluded that 51% of employees were agree they have mental agility.

INFERENCE

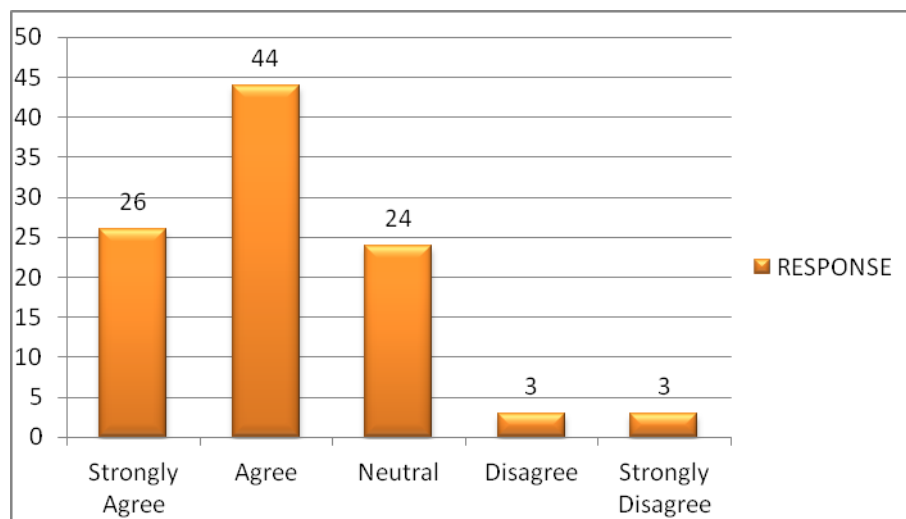
- Majority of employees were agree they have mental agility

2. How much knowledge you gained and how much you are interested to work for your organization

4.1.5. Table showing employee's interest towards work

RATING	RESPONSE	PERCENTAGE
Strongly Agree	26	26%
Agree	44	44%
Neutral	24	24%
Disagree	3	3%
Strongly Disagree	3	3%

4.1.5. Chart showing employee's interest towards work



INTERPRETATION:

It is inferred from the above table 26% of employees were strongly agree that they have gained knowledge and interested to work in the organization, 44% of employees were agree they have gained knowledge and interested to work in the organization, 24% of employees were neutrally agree they have gained knowledge and interested to work in the organization, 3% of employees were disagree they have gained knowledge and interested to work in the organization, 3% of employees were strongly disagree they have gained knowledge and interested to work in the organization.

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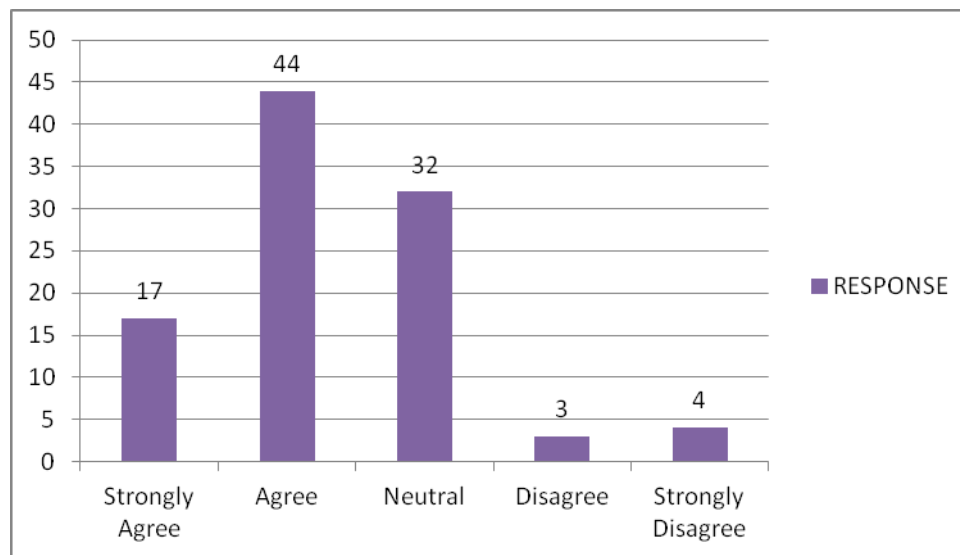
- 44% of the employees were they have gained knowledge and interested to work in the organization

4.Self-knowledge: Aware of one's own beliefs, goals, values, feeling, behavior and the part they play in influencing their actions

4.1.6. Table showing Self-knowledge

RATING	RESPONSE	PERCENTAGE
Strongly Agree	17	17%
Agree	44	44%
Neutral	32	32%
Disagree	3	3%
Strongly Disagree	4	4%

4.1.6. Chart showing Self-knowledge



INTERPRETATION:

It is inferred from the above table 17% of employees were strongly agree they have self knowledge , 44% of employees were agree they have self knowledge , 32% of employees were neutrally agree they have self knowledge , 3% of employees were disagree they have self knowledge , 4% of employees were strongly disagree they have self knowledge. It is concluded that 44% of employees were agree they have self knowledge.

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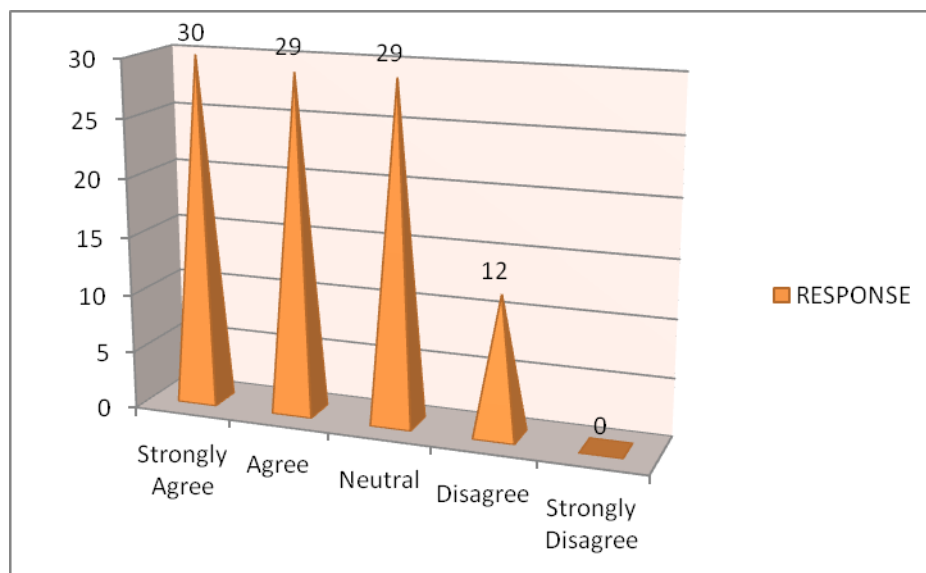
- Majority of the employee responded that they have engaged that they get chance for presentation.

4. Presentation skill: Able to present ideas, concepts, plan and procedures clearly to the target group

4.1.7. Table showing Presentation skill

RATING	RESPONSE	PERCENTAGE
Strongly Agree	30	30%
Agree	29	29%
Neutral	29	29%
Disagree	12	12%
Strongly Disagree	0	0%

4.1.7. Chart showing Presentation skill



INTERPRETATION:

It is inferred from the above table 30% of employees were strongly agree they have presentation skill, 29% of employees were agree they have presentation skill, 29% of employees were neutrally agree they have presentation skill, 12% of employees were disagree they have presentation skill, 0% of employees were strongly disagree they have presentation skill. It is concluded that 30% of employees were strongly agree they have presentation skill.

INFERENCE

- Majority 62% of the employees agree that they have analytical and problem solving skill.

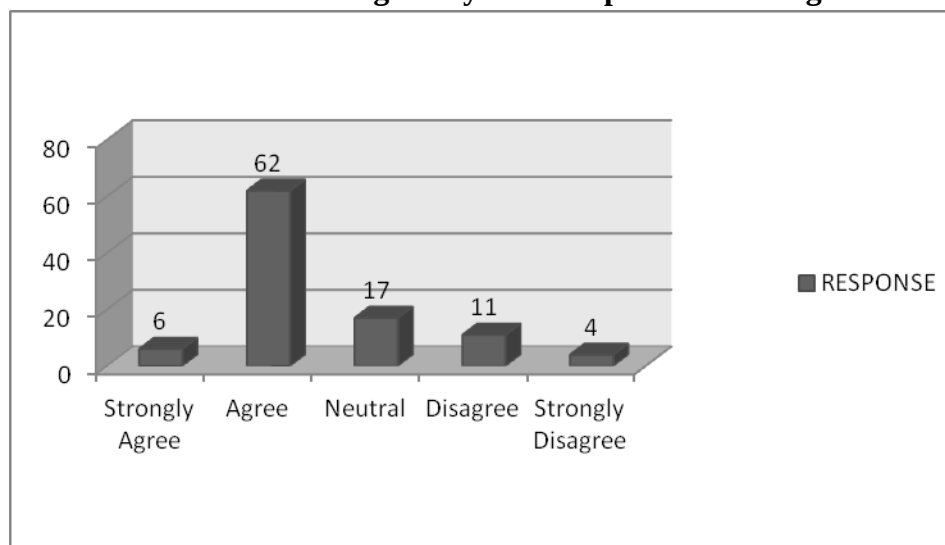
4. Analytical and problem solving skill: Weigh the pros and cons in an ambiguous situation and takes appropriate decision without delay

4.1.8. Table showing Analytical and problem solving skill

RATING	RESPONSE	PERCENTAGE
Strongly Agree	6	6%
Agree	62	62%
Neutral	17	17%
Disagree	11	11%
Strongly Disagree	4	4%

36

4.1.8. Chart showing Analytical and problem solving skill



INTERPRETATION:

It is inferred from the above table 6% of employees were strongly agree they have Analytical and problem solving skill, 62% of employees were agree they have Analytical and problem solving skill, 17% of employees were neutrally agree they have Analytical and problem solving skill, 11% of employees were disagree they have Analytical and problem solving skill, 4% of employees were strongly disagree they have Analytical and problem solving skill. It is concluded that 62% of employees were agree they have Analytical and problem solving skill.

INFERENCE

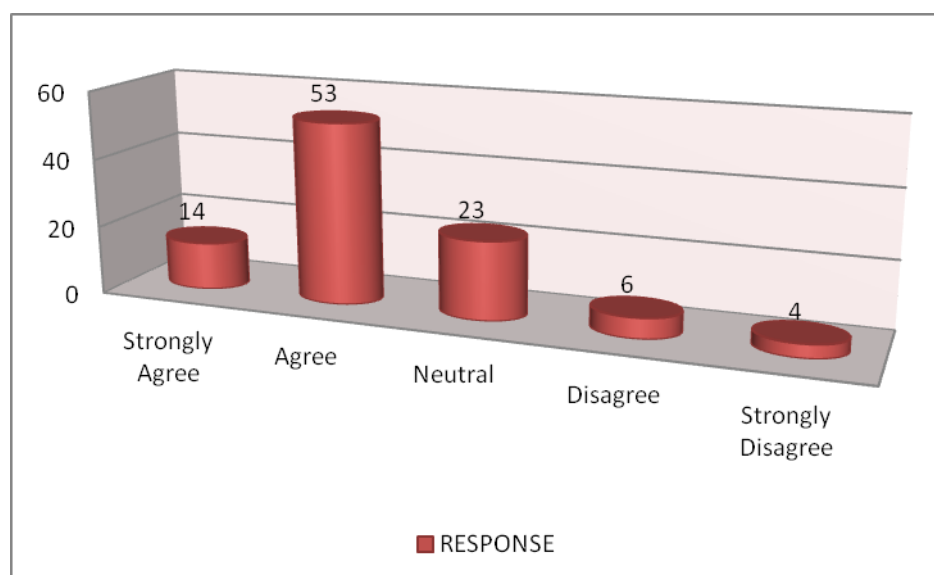
- Majority 53% of employee agree that they have creativity of knowledge skill

3. **Creativity:** Come up with unique ideas or solutions – either one’s own ideas or ideas from another source

4.1.9. Table showing employees Creativity

RATING	RESPONSE	PERCENTAGE
Strongly Agree	14	14%
Agree	53	53%
Neutral	23	23%
Disagree	6	6%
Strongly Disagree	4	4%

4.1.9. Chart showing employees Creativity



INTERPRETATION:

It is inferred from the above table 14% of employees were strongly agree they have creativity knowledge , 53% of employees were agree they have creativity knowledge, 23% of employees were neutrally agree they have creativity knowledge, 6% of employees were disagree they have creativity knowledge , 4% of employees were strongly disagree they have creativity knowledge. It is concluded that 53% of employees were agree they have creativity knowledge.

INFERENCE

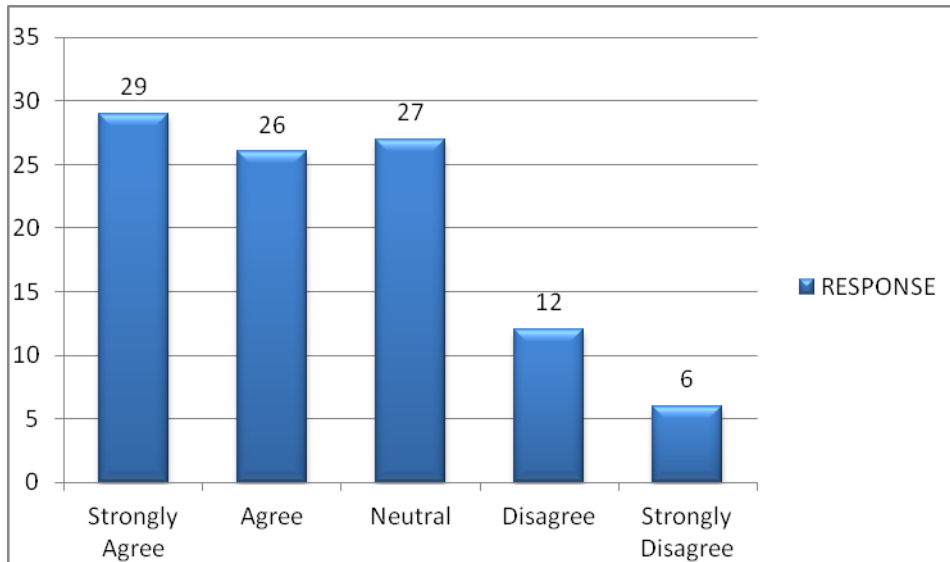
- Majority 29% of the employee were strongly agree they have negotiation skill

4. **Negotiation skill:** Discuss and share opinions so as to arrive at a constructive agreement.

4.1.10. Table showing Negotiation skill

RATING	RESPONSE	PERCENTAGE
Strongly Agree	29	29%
Agree	26	26%
Neutral	27	27%
Disagree	12	12%
Strongly Disagree	6	6%

4.1.10. Chart showing Negotiation skill



INTERPRETATION:

It is inferred from the above table 29% of employees were strongly agree they have negotiation skill , 26% of employees were agree they have negotiation skill, 27% of employees were neutrally agree they have negotiation skill, 12% of employees were disagree they have negotiation skill, 6% of employees were strongly disagree they have negotiation skill . It is concluded that 29% of employees were strongly agree they have negotiation skill.

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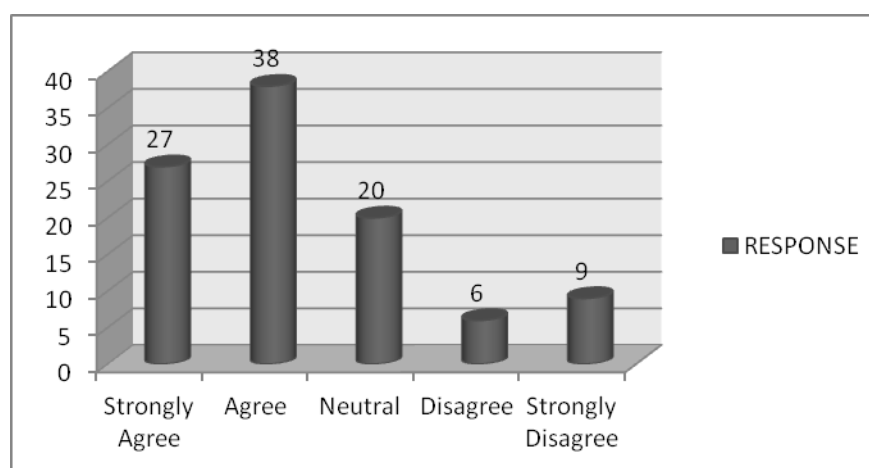
- Majority 29% of the employees were strongly agree they have negotiation skill.

5. **Listening skills:** Listen to others views with patience

4.1.11. Table showing Listening skills

RATING	RESPONSE	PERCENTAGE
Strongly Agree	27	27%
Agree	38	38%
Neutral	20	20%
Disagree	6	6%
Strongly Disagree	9	9%

4.1.11. Chart showing Listening skills



INTERPRETATION:

It is inferred from the above table 27% of employees were strongly agree they have listening skill , 38% of employees were agree they have listening skill, 20% of employees were neutrally agree they have listening skill, 6% of employees were disagree they have listening skill, 9% of employees were strongly disagree they have listening skill. It is concluded that 38% of employees were agree they have listening skill.

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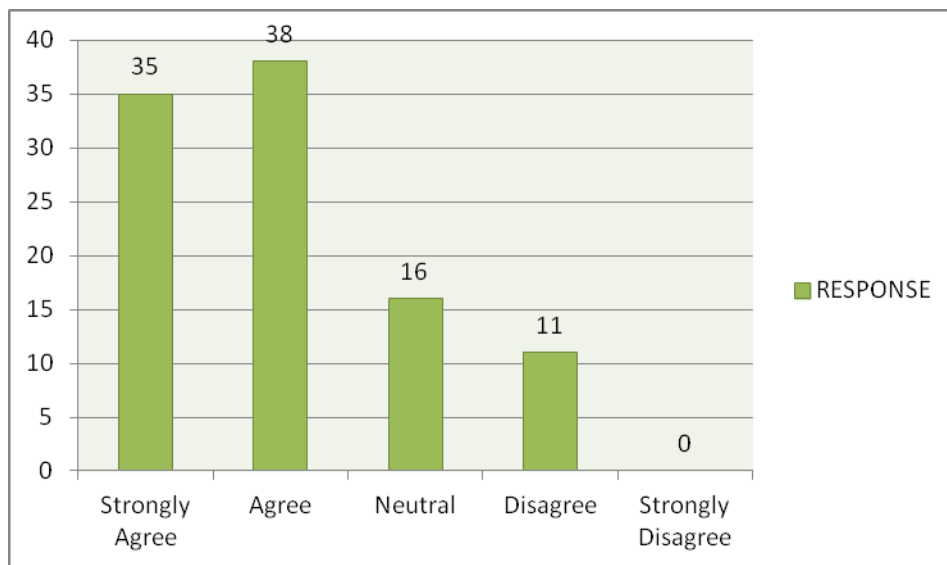
- Majority 38% of employee were agree that they have listening skill.

6. **Communication skill:** Able to convince customers to buy the products and in getting things done

4.1.12. Table showing Communication skill

RATING	RESPONSE	PERCENTAGE
Strongly Agree	35	35%
Agree	38	38%
Neutral	16	16%
Disagree	11	11%
Strongly Disagree	0	0%

4.1.12. Chart showing Communication skill



INTERPRETATION:

It is inferred from the above table 35% of employees were strongly agree they have communication skill , 38% of employees were agree they have communication skill, 16% of employees were neutrally agree they have communication skill, 11% of employees were disagree they have communication skill, 0% of employees were strongly disagree they have communication skill. It is concluded that 38% of employees were agree they have communication skill.

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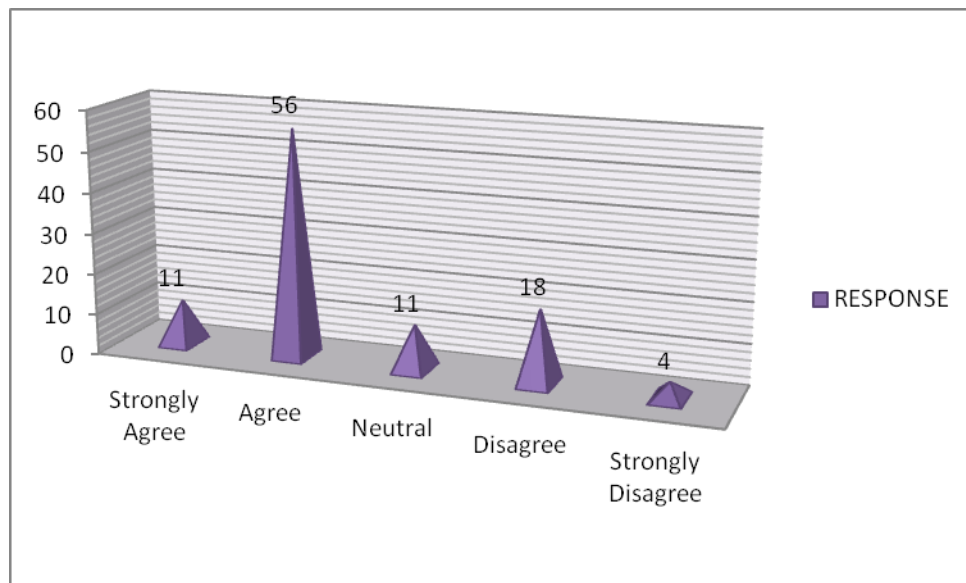
- Majority 38% of the employee respondent agree that they have communication skill.

7. Concern for excellence: Work with burning desire to perform outstandingly

4.1.13. Table showing Concern for excellence

RATING	RESPONSE	PERCENTAGE
Strongly Agree	11	11%
Agree	56	56%
Neutral	11	11%
Disagree	18	18%
Strongly Disagree	4	4%

4.1.13. Chart showing Concern for excellence



INTERPRETATION:

It is inferred from the above table 11% of employees were strongly agree they have concern for excellence , 56% of employees were agree they have concern for excellence, 11% of employees were neutrally agree they have concern for excellence, 18% of employees were disagree they have concern for excellence, 4% of employees were strongly disagree they have concern for excellence. It is concluded that 56% of employees were agree they have concern for excellence.

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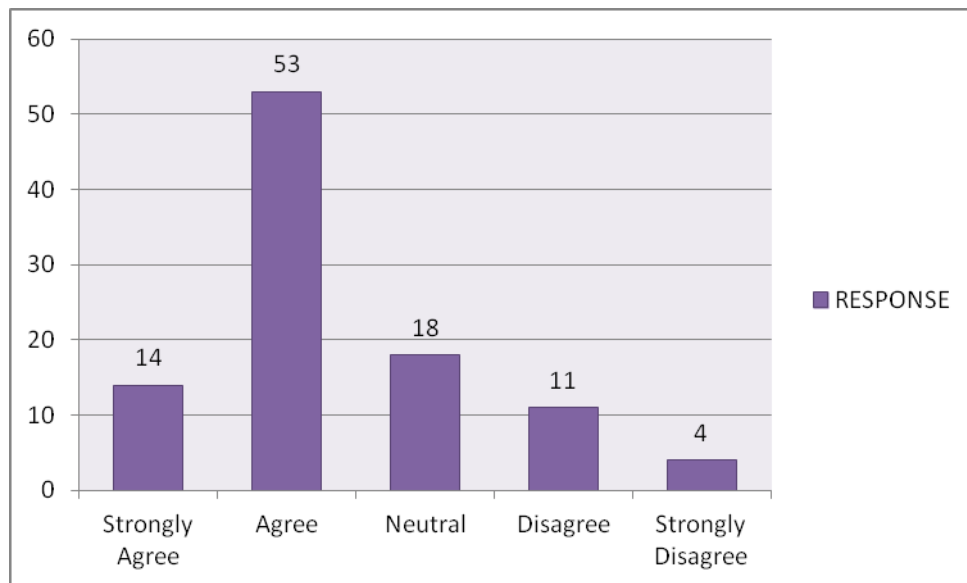
- Majority 56% of the respondent were agreed they have concern for excellence

- 8. Sensitivity:** Aware of what is going on in the work place and responds in a suitable manner to situations as they arise

4.1.14. Table showing Sensitivity

RATING	RESPONSE	PERCENTAGE
Strongly Agree	14	14%
Agree	53	53%
Neutral	18	18%
Disagree	11	11%
Strongly Disagree	4	4%

4.1.14. Chart showing Sensitivity



INTERPRETATION:

It is inferred from the above table 14% of employees were strongly agree they have sensitivity, 53% of employees were agree they have sensitivity, 18% of employees were neutrally agree they have sensitivity, 11% of employees were disagree they have sensitivity, 4% of employees were strongly disagree they have sensitivity. It is concluded that 53% of employees were agree they have sensitivity.

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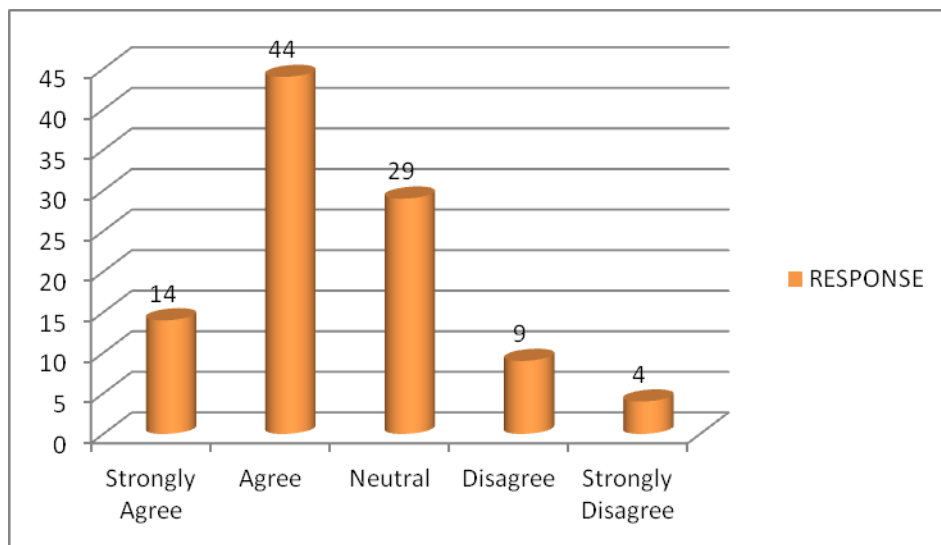
- Majority 53% of employee were agree that they have sensitivity.

9. Motivation: How would you motivate an employee who was performing poorly

4.1.15. Table showing Motivation

RATING	RESPONSE	PERCENTAGE
Strongly Agree	14	14%
Agree	44	44%
Neutral	29	29%
Disagree	9	9%
Strongly Disagree	4	4%

4.1.15. Chart showing Motivation



INTERPRETATION:

It is inferred from the above table 14% of employees were strongly agree they have motivation, 44% of employees were agree they have motivation, 29% of employees were neutrally agree they have motivation, 9% of employees were disagree they have motivation, 4% of employees were strongly disagree they have motivation. It is concluded that 44% of employees were agree they have motivation.

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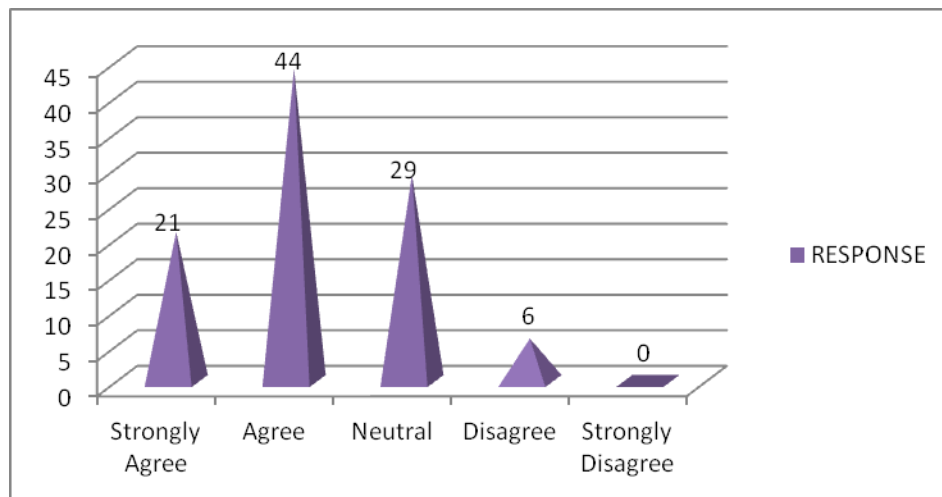
- Majority 44% of employees were agree they have motivation.

10. Self- sufficiency: Exercises the professional duties without assistance

4.1.16. Table showing Self-sufficiency

RATING	RESPONSE	PERCENTAGE
Strongly Agree	21	21%
Agree	44	44%
Neutral	29	29%
Disagree	6	6%
Strongly Disagree	0	0%

4.1.16. Chart showing Self-sufficiency



INTERPRETATION:

It is inferred from the above table 21% of employees were strongly agree they have self sufficiency, 44% of employees were agree they have self sufficiency, 29% of employees were neutrally agree they have self sufficiency, 6% of employees were disagree they have self sufficiency, 0% of employees were strongly disagree they have self sufficiency. It is concluded that 44% of employees were agree they have self sufficiency.

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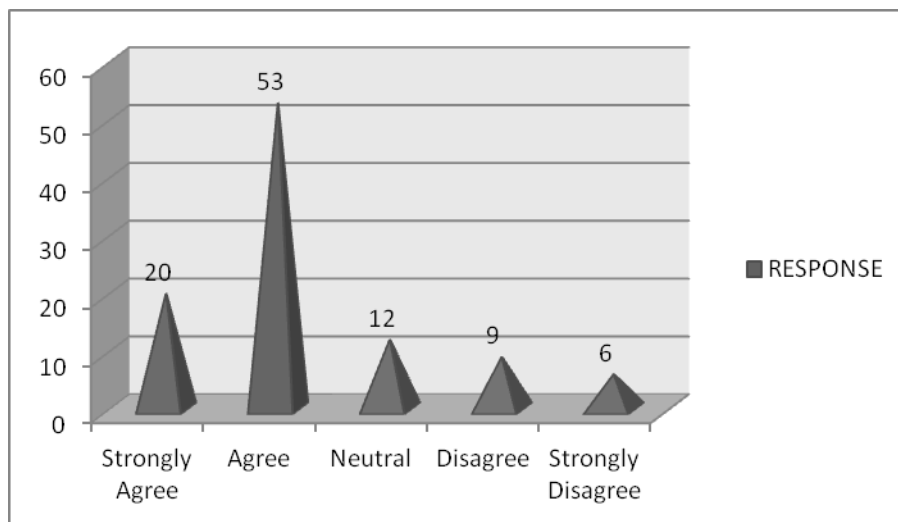
- Majority 44% of employees were agree they have motivation.

11. Quality consciousness: Work always with quality awareness

4.1.17. Table showing Quality consciousness

RATING	RESPONSE	PERCENTAGE
Strongly Agree	20	20%
Agree	53	53%
Neutral	12	12%
Disagree	9	9%
Strongly Disagree	6	6%

4.1.17. Chart showing Quality consciousness



INTERPRETATION:

It is inferred from the above table 20% of employees were strongly agree they have Quality consciousness, 53% of employees were agree they have Quality consciousness, 12% of employees were neutrally agree they have Quality consciousness, 9% of employees were disagree they have Quality consciousness, 6% of employees were strongly disagree they have Quality consciousness. It is concluded that 53% of employees were agree they have Quality consciousness.

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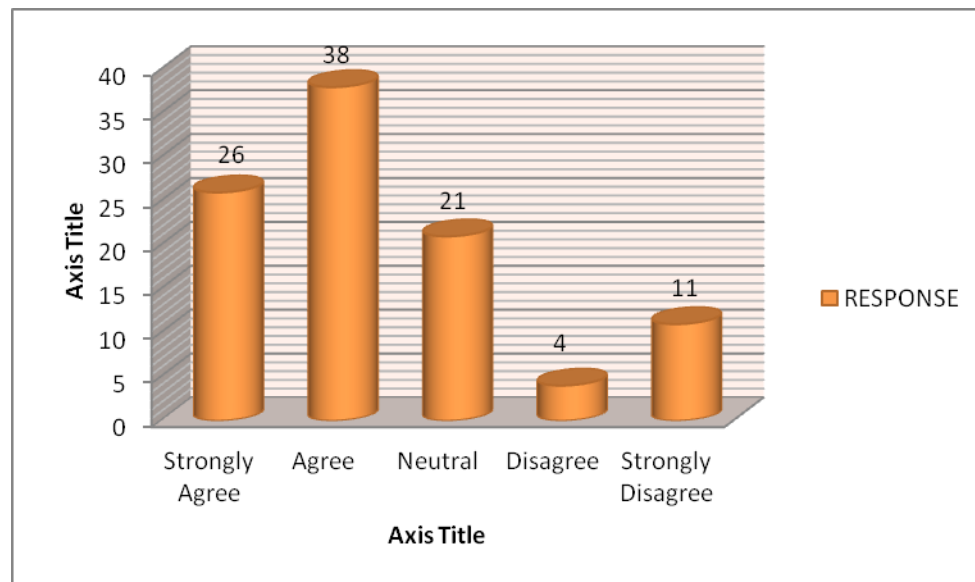
- Majority 53% of employee were agree that they have quality consciousness.

12. Understanding: Do you understand your colleagues emotions and feelings towards work.

4.1.18. Table Showing Understanding

RATING	RESPONSE	PERCENTAGE
Strongly Agree	26	26%
Agree	38	38%
Neutral	21	21%
Disagree	4	4%
Strongly Disagree	11	11%

4.1.18. Chart Showing Understanding



INTERPRETATION:

It is inferred from the above table 26% of employees were strongly agree they have Understandings, 38% of employees were agree they have Understandings, 21% of employees were neutrally agree they have Understandings, 4% of employees were disagree they have Understandings, 11% of employees were strongly disagree they have Understandings. It is concluded that 38% of employees were agree they have good Understandings.

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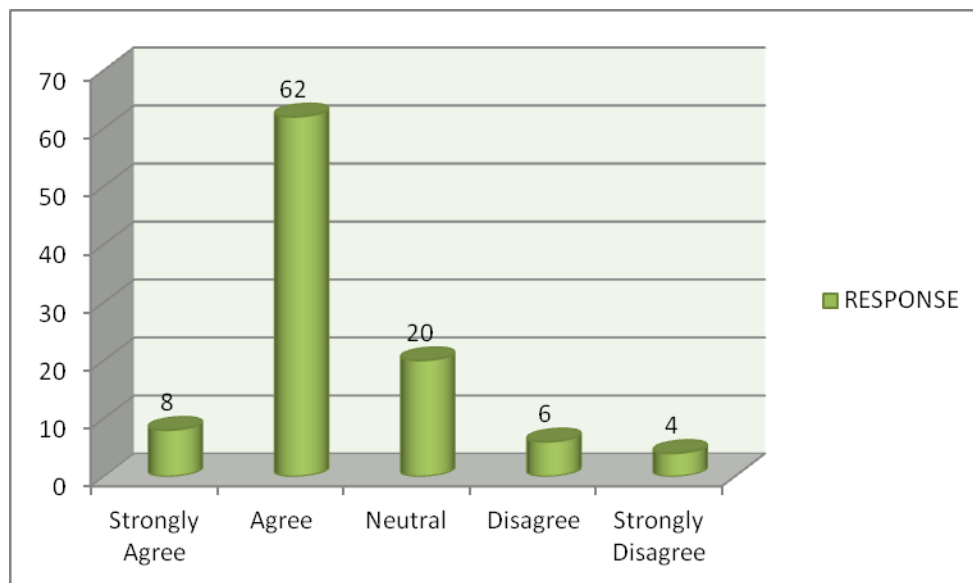
- Majority 38% of employee were agree that they have understandings.

13. Conflict Management: Have you ever anticipated a difficult situation before it arose

4.1.19. Table Showing Conflict Management

RATING	RESPONSE	PERCENTAGE
Strongly Agree	8	8%
Agree	62	62%
Neutral	20	20%
Disagree	6	6%
Strongly Disagree	4	4%

4.1.19. Chart Showing Conflict Management



INTERPRETATION:

It is inferred from the above table 8% of employees were strongly agree they have Conflict Management, 62% of employees were agree they have Conflict Management, 20% of employees were neutrally agree they have Conflict Management, 6% of employees were disagree they have Conflict Management, 4% of employees were strongly disagree they have Conflict Management. It is concluded that 62% of employees were agree they have Conflict Management.

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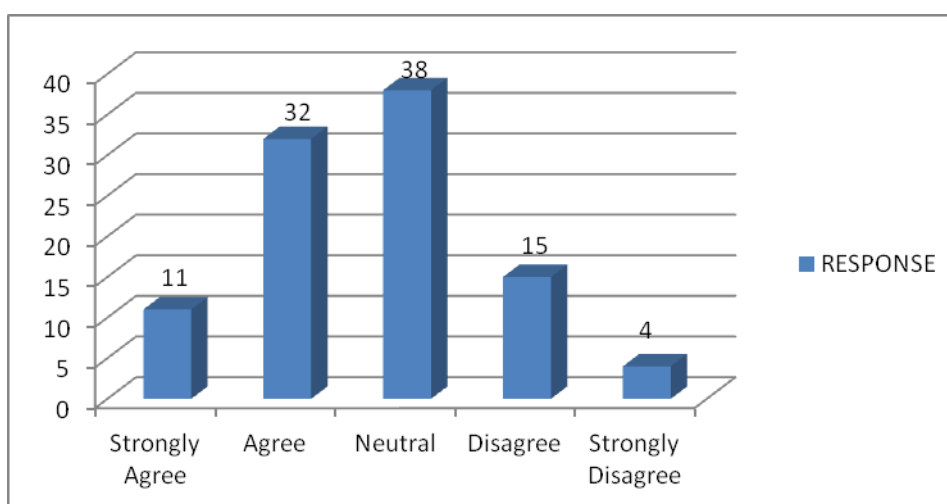
- Majority 62% of employees were agree they have conflict management

14. Did you talk to your references and know what they and your co-workers would say about your behavior

4.1.20. Table showing the behavior of co-workers

RATING	RESPONSE	PERCENTAGE
Strongly Agree	11	11%
Agree	32	32%
Neutral	38	38%
Disagree	15	15%
Strongly Disagree	4	4%

4.1.20. Chart showing the behavior of co-workers



INTERPRETATION:

It is inferred from the above table 11% of employees were strongly agree they have talked to their reference and co-workers about their own behavior, 32% of employees were agree they have talked to their reference and co-workers about their own behavior, 38% of employees were neutrally agree they have talked to their reference and co-workers about their own behavior, 15% of employees were disagree they have talked to their reference and co-workers about their own behavior , 4% of employees were strongly disagree they have talked to their reference and co-workers about their own behavior.

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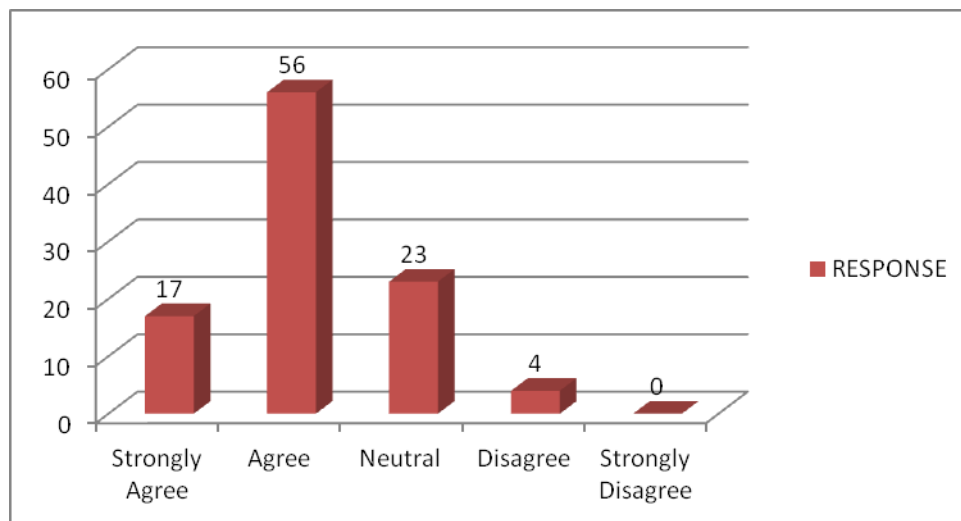
- Majority 38% of employee were neutrally agree they have talked to their reference and Co-workers about their own behavior.

15. Assertiveness: Able to state yours opinion firmly and positively

4.1.21. Table showing Assertiveness of employees

RATING	RESPONSE	PERCENTAGE
Strongly Agree	17	17%
Agree	56	56%
Neutral	23	23%
Disagree	4	4%
Strongly Disagree	0	0%

4.1.21. Chart showing Assertiveness of employees



INTERPRETATION:

It is inferred from the above table 17% of employees were strongly agree they have assertiveness, 56% of employees were agree they have assertiveness, 23% of employees were neutrally agree they have assertiveness, 4% of employees were disagree they have assertiveness, 0% of employees were strongly disagree they have assertiveness. It is concluded that 56% of employees were agree they have Assertiveness.

INFERENCE

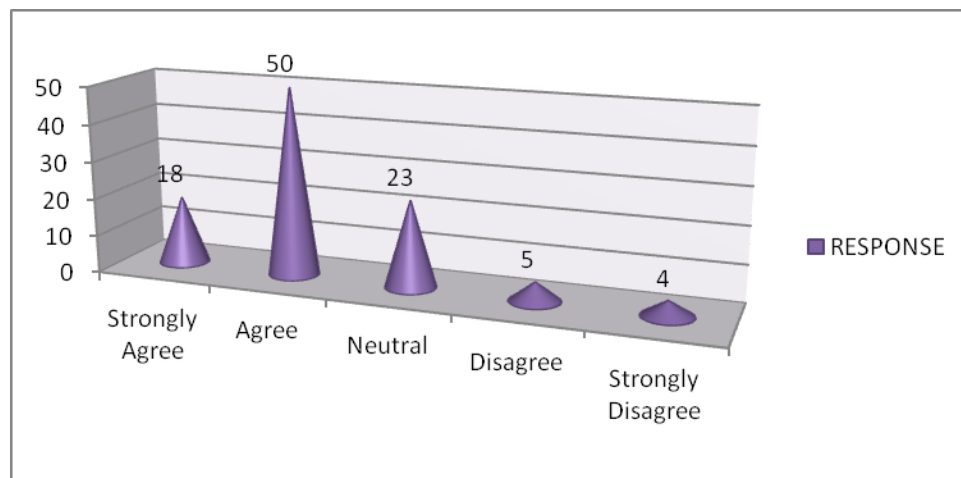
- Majority 56% of employee were agree they have assertiveness

16. Employee behavior in work place and shows initiative and willingness to work

4.1.22. Table showing Employee behavior

RATING	RESPONSE	PERCENTAGE
Strongly Agree	18	18%
Agree	50	50%
Neutral	23	23%
Disagree	5	5%
Strongly Disagree	4	4%

4.1.22. Chart showing Employee behavior



INTERPRETATION:

It is inferred from the above table 18% of employees were strongly agree that their behavior in work place and shows initiative and willingness to work , 50% of employees were agree that their behavior in work place and shows initiative and willingness to work, 23% of employees were neutrally agree that their behavior in work place and shows initiative and willingness to work, 5% of employees were disagree that their behavior in work place and shows initiative and willingness to work, 4% of employees were strongly disagree that their behavior in work place and shows initiative and willingness to work.

INFERENCE

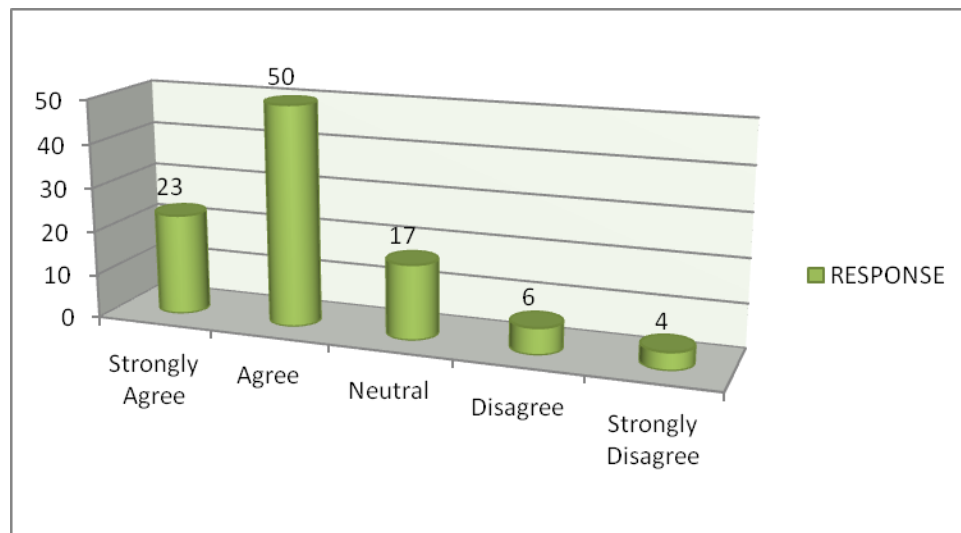
- Majority 50% of employees were agree that their behavior in work place and shows initiative and Willingness to work.

17. Integrity: Gain trust and confidence by interacting with fairness, honesty and truthfulness

4.1.23. Table showing Integrity

RATING	RESPONSE	PERCENTAGE
Strongly Agree	23	23%
Agree	50	50%
Neutral	17	17%
Disagree	6	6%
Strongly Disagree	4	4%

4.1.23. Chart showing Integrity



INTERPRETATION:

It is inferred from the above table 23% of employees were strongly agree they have Integrity, 50% of employees were agree they have Integrity, 17% of employees were neutrally agree they have Integrity, 6% of employees were disagree they have Integrity, 4% of employees were strongly disagree they have Integrity. It is concluded that 50% of employees were agree they have Integrity.

INFERENCE

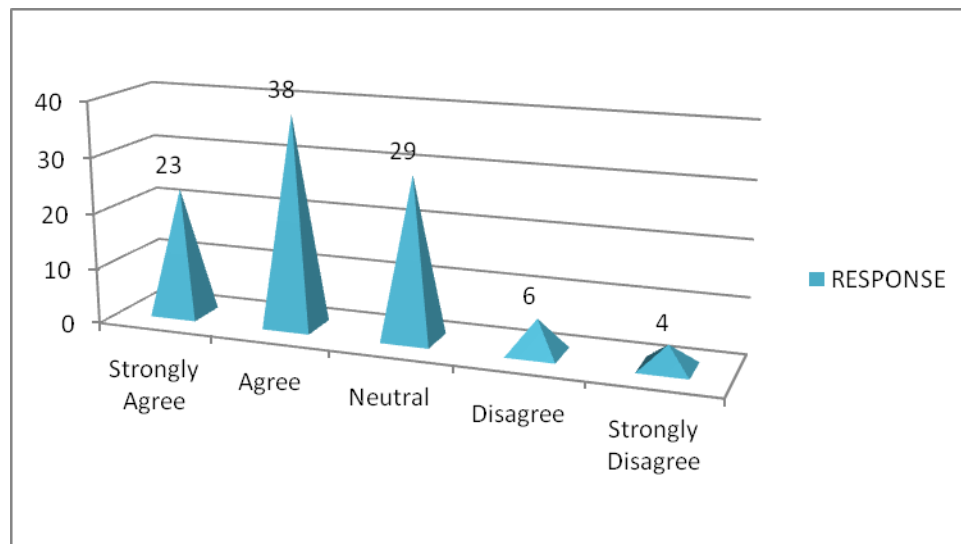
- Majority 50 % of employees were agree they have Intergrity.

18. Response towards customers and colleagues

4.1.24. Table showing Responsiveness

RATING	RESPONSE	PERCENTAGE
Strongly Agree	23	23%
Agree	38	38%
Neutral	29	29%
Disagree	6	6%
Strongly Disagree	4	4%

4.1.24. Chart showing Responsiveness



INTERPRETATION:

It is inferred from the above table 23% of employees were strongly agree they have Response towards customers and colleagues, 38% of employees were agree they have Response towards customers and colleagues, 29% of employees were neutrally agree they have Response towards customers and colleagues, 6% of employees were disagree they have Response towards customers and colleagues, 4% of employees were strongly disagree they have Response towards customers and colleagues. It is concluded that 38% of employees were agree they have Response towards customers and colleagues.

INFERENCE

- Majority 38% of employees were agree they have response towards customers and colleagues

TOOLS USED FOR ANALYSIS

4.1.1 WEIGHTED AVERAGE METHOD

$$\text{Weighted average} = \frac{\text{no of respondents} * \text{weight}}{\text{Sample size}}$$

TABLE NO: 4.2.1.1 WEIGHTED AVERAGE FOR THE EMPLOYEE'S SKILL LEVEL

EMPLOYEES SKILL LEVEL (WEIGHT)	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)	Weighted average	Rank
Presentation skill	150	116	87	24	0	3.77	2
Analytical & problem solving skill	30	248	51	22	4	3.55	5
Creativity	70	212	69	12	4	3.67	4
Listening skill	135	152	60	12	9	3.68	3
Communication skill	175	152	48	22	0	3.97	1

INFERENCE:

It is interpret that in Employee's skill level Communication skill has a highest weightage 3.97 and given as rank 1, presentation skill has a weightage of 3.77 and given as ranks 2, listening skill has a weightage of 3.68 and given as ranks 3, creativity has a weightage of 3.67 and given as ranks 4 and analytical & problem solving skill has a lowest weightage 3.55 among employee's skill level and given as lowest rank 5. It is conclude that communication skill gives a highest weightage for Employee's skill level.

**TABLE NO: 4.2.1.2 WEIGHTED AVERAGE FOR THE EMPLOYEE'S
ATTITUDE LEVEL**

EMPLOYEES ATTITUDE LEVEL (WEIGHT)	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)	Weighted average	Rank
Concern for excellence	55	224	33	36	4	3.52	5
Sensitivity	70	212	54	22	4	3.62	3
Motivation	70	176	87	18	4	3.55	4
Self- sufficiency	105	176	87	12	0	3.80	1
Quality consciousness	100	212	36	18	6	3.72	2

INFERENCE:

It is interpret that in Employee's attitude level Self-sufficiency has a highest weightage 3.80 and given as rank 1, Quality consciousness has a weightage of 3.72 and given as ranks 2, Sensitivity has a weightage of 3.62 and given as ranks 3, Motivation has a weightage of 3.55 and given as ranks 4 and Concern for excellence has a lowest weightage 3.52 among employee's attitude level and given as lowest rank 5. It is conclude that Self-sufficiency gives a highest weightage for Employee's skill level

4.1.2 CHI SQUARE TEST

4.2.2.1 CHI SQUARE TEST FOR DESIGNATION AND CONFLICT MANAGEMENT

Null Hypothesis(ho) - There is no significant relationship between designation and conflict management

Alternative Hypothesis(h1) - There is a significant relationship between designation and conflict management

$$\chi^2 = \sum (O_i - E_i)^2 / E_i$$

where χ^2 is the test statistics that asymptotically approaches a χ^2 distribution.

O_i is observed frequency

E_i is expected frequency

$E_i = \text{Row total} * \text{Column total} / \text{Grand total}$

4.2.2.1 TABLE SHOWING CHI SQUARE TEST FOR DESIGNATION AND CONFLICT MANAGEMENT

DESIGNATION CONFLICT MANAGEMENT	MANAGERIAL NO OF RESPONDANTS	EXECUTIVE NO OF RESPONDANTS	ROW TOTAL
Strongly agree	3	6	9
Agree	25	35	60
Neutral	3	22	25
Disagree	0	6	6
Strongly disagree	0	0	0
COLUMN TOTAL	31	69	100

O_i (OBSERVED FREQUENCY)	E_i (EXPECTED FREQUENCY)	$\frac{(O_i - E_i)^2}{E_i}$
3	2.79	0.016
6	6.21	0.007
25	18.6	2.202
35	41.4	0.989
3	7.75	2.911
22	17.25	1.308
0	1.86	1.86
6	44	0.836
0	0	0
0	0	0
	TOTAL	10.129

Degree of frequency

$$n = (r-1)(c-1)$$

$$= (5-1)(2-1)$$

$$= 4*1$$

$$= 4$$

Significance level is 5% = 0.05

Table value is 9.488

Calculated value is 10.129

INFERENCE:

Since Calculated value is 10.129 greater than the table value of 9.488 so we accepted alternative hypothesis H_1 . We conclude that there is a significance relationship between designation and conflict management which interpret that the higher level designated employee can understand and solve the problem with their experience easily whereas the lower level employee cannot be able to understand it and cannot able to solve the conflict also, so designation is much important for conflict management.

4.2.2.2 CHI SQUARE TEST FOR AGE AND CONCERN OF EXCELLENCE

Null Hypothesis(ho) - There is no significant relationship between age and concern for excellence.

Alternative Hypothesis(h1) - There is a significant relationship between age and concern for excellence.

$$\chi^2 = \sum (O_i - E_i)^2 / E_i$$

where χ^2 is the test statistics that asymptotically approaches a χ^2 distribution.

O_i is observed frequency

E_i is expected frequency

$E_i = \text{Row total} * \text{Column total} / \text{Grand total}$

4.2.2.2 TABLE SHOWING CHI SQUARE TEST FOR AGE AND CONCERN OF EXCELLENCE

AGE \ CONCERN FOR EXCELLENCE	20-30 NO OF RESPONDANTS	ABOVE 30 NO OF RESPONDANTS	ROW TOTAL
Strongly agree	6	3	9
Agree	45	8	53
Neutral	12	3	15
Disagree	18	2	20
Strongly disagree	3	0	3
COLUMN TOTAL	84	16	100

O_i (OBSERVED FREQUENCY)	E_i (EXPECTED FREQUENCY)	$\frac{(O_i - E_i)^2}{E_i}$
6	7.56	0.322
3	1.44	1.69
45	44.52	0.005
8	8.48	0.027
12	12.60	0.029
3	2.40	0.15
18	16.80	0.086
2	3.20	0.45
3	2.52	0.091
0	0.48	0.48
TOTAL		3.33

$$n = (r-1)(c-1)$$

$$= (5-1)(2-1)$$

$$= 4 \times 1$$

$$= 4$$

Significance level is 5% = 0.05

Table value is 9.488

Calculated value is 3.33

INFERENCE:

Since Calculated value is 3.33 lesser than the table value of 9.44 so we accepted the null hypothesis H_0 . We conclude that there is no significance relationship between age and concern for excellence, which interpret that age is not an important factor for concern for excellence. It

can also be done by their willingness to work preferably and to perform uniquely than others in the organization,so here I conclude that any age person can work outstandingly in the organization.

4.1.3 CORRELATION CO-EFFICIENT METHOD

$$\text{Correlation co-efficient} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{n\sum X^2 - (\sum X)^2} \sqrt{n\sum Y^2 - (\sum Y)^2}}$$

TABLE NO: 4.2.3.1 CORRELATION CO-EFFICIENT FOR MOTIVATION AND CONCERN FOR EXCELLENCE

MOTIVATION (X)	CONCERN FOR EXCELLENCE (Y)	XY	X²	Y²
14	11	154	196	121
44	56	2464	1936	3136
29	11	319	841	121
9	18	162	81	324
4	4	16	16	16
ΣX= 100	ΣY= 100	ΣXY= 3115	ΣX²= 3070	Σy²= 3718

$$\begin{aligned} \text{Correlation co-efficient} &= \frac{100(3115) - (100)(100)}{\sqrt{100(3070) - (100)^2} \sqrt{100(3718) - (100)^2}} \\ &= \frac{301500}{327800} \\ &= 0.92 \end{aligned}$$

INFERENCE:

Therefore, the correlation between motivation and concern for excellence is higher degree of positive relationship, which means the motivation correlates with concern for excellence. The motivation helps employees in the organization to work with burning desire to perform outstandingly.

**TABLE NO: 4.2.3.2 CORRELATION CO-EFFICIENT FOR MENTAL AGILITY AND
PROBLEM SOLVING**

MENTAL AGILITY (X)	PROBLEM SOLVING (Y)	XY	X²	Y²
21	6	126	441	36
51	62	3162	2601	3844
21	17	357	441	289
1	11	11	1	121
6	4	24	36	16
ΣX= 100	ΣY= 100	ΣXY= 3680	ΣX²= 3520	Σy²= 4306

$$\begin{aligned}
 \text{Correlation co-efficient} &= \frac{100(3680) - (100)(100)}{\sqrt{100(3520) - (100)^2} \sqrt{100(4306) - (100)^2}} \\
 &= \frac{358000}{379273} \\
 &= 0.94
 \end{aligned}$$

INFERENCE:

Therefore, the correlation between mental agility and problem solving is higher degree of positive relationship. So that, mental agility correlate with problem solving which means the person can solve the problem only by grasping all the problems quickly, think about several things at once, understand the whole situation and give solutions for it.

4.1.4 REGRESSION METHOD

$$\text{Regression} = b_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{n \sum x^2 - (\sum x)^2}$$

$$b_{yx} = \frac{n \sum xy - (\sum x)(\sum y)}{n \sum y^2 - (\sum y)^2}$$

TABLE NO: 4.2.4.1 REGRESSION CO-EFFICIENT FOR MOTIVATION AND CONCERN FOR EXCELLENCE

MOTIVATION (X)	CONCERN FOR EXCELLENCE (Y)	XY	X ²	Y ²
14	11	154	196	121
44	56	2464	1936	3136
29	11	319	841	121
9	18	162	81	324
4	4	16	16	16
ΣX= 100	ΣY= 100	ΣXY= 3115	ΣX²= 3070	Σy²= 3718

$$b_{xy} = \frac{100 (3115) - (100) (100)}{100 (3070) - (100)^2}$$

$$= \frac{301500}{297000}$$

$$= 1.02$$

$$b_{yx} = \frac{100 (3115) - (100) (100)}{100 (3718) - (100)^2}$$

$$= \frac{301500}{361800}$$

$$= 0.83$$

INFERNCE:

Therefore, there is a positive average relationship between motivation and concern for excellence. The motivation helps the employees to work outstanding, which also support them to work in excellence.

**TABLE NO: 4.2.4.2 REGRESSION CO-EFFICIENT FOR MENTAL AGILITY AND
PROBLEM SOLVING**

MENTAL AGILITY (X)	PROBLEM SOLVING (Y)	XY	X²	Y²
21	6	126	441	36
51	62	3162	2601	3844
21	17	357	441	289
1	11	11	1	121
6	4	24	36	16
ΣX= 100	ΣY= 100	ΣXY= 3680	ΣX²= 3520	Σy²= 4306

$$b_{xy} = \frac{100 (3680) - (100) (100)}{100 (3520) - (100)^2}$$

$$= \frac{358000}{342000}$$

$$= 1.05$$

$$b_{yx} = \frac{100 (3680) - (100) (100)}{100 (4306) - (100)^2}$$

$$= \frac{358000}{420600}$$

$$= 0.85$$

INFERENCE:

Therefore, there is a positive average relationship between mental agility and problem solving. The person can solve the problem only by analyzing or grasping the whole situation and several things arise inside and outside the organization.

CHAPTER-5

5.1. SUMMARY OF FINDINGS

- It is found that 55% of employees were agreeing that they have relevant professional knowledge.
- It is found that 52% of employees were agreeing that they have knowledge on products standards and specification.
- It is found that 45% of employees were agreeing they have organizational awareness.
- It is found that 51% of employees were agreeing they have mental agility.
- It is found that 44% of employees were agree they have gained knowledge and interested to work in the organization.
- It is found that 44% of employees were agreeing that they have self knowledge.
- It is found that 30% of employees were strongly agreed they have presentation skill.
- It is found that 62% of employees were agreeing they have Analytical and problem solving skill.
- It is found that 53% of employees were agreeing that they have creativity knowledge.
- It is found that 29% of employees were strongly agreed they have negotiation skill.
- It is found that 38% of employees were agreeing they have listening skill.
- It is found that 38% of employees were agreeing they have communication skill.
- It is found that 56% of employees were agreeing they have concern for excellence.
- It is found that 53% of employees were agreeing they have sensitivity.

- It is found that 44% of employees were agreeing they get motivated.
- It is found that 44% of employees were agreeing that they have self sufficiency.
- It is found that 53% of employees were agreeing they have Quality consciousness.
- It is found that 38% of employees were agreeing that they have good Understandings
- It is found that 62% of employees were agreeing that they have Conflict Management.
- It is found that 38% of employees were neutrally agreed that they have talked to their reference and co-workers about their own behavior.
- It is found that 56% of employees were agreeing that they have Assertiveness.
- It is found that 50% of employees were agreeing that their behavior in work place and shows initiative and willingness to work.
- It is found that 50% of employees were agreeing that they have Integrity.
- It is found that 38% of employees were agreeing that they have Response towards customers and colleagues.
- It is found that Communication skill as a highest weightage in employee's skill level and analytical & problem solving skill as lowest weightage among it.
- Self-sufficiency has a highest weightage in employee's attitude level and concern for excellence has lowest weightage.
- It is found that there is no significance relationship between mental agility and problem solving skill.
- It is found that there is no significance relationship between communication skill and conflict management.
- It is found that there is no significance relationship between motivation and concern for excellence.
- It is found that the correlation between motivation and concern for excellence is higher degree of positive relationship.

- It is found that the correlation between mental agility and problem solving is higher degree of positive relationship.
- It is found that there is a positive average relationship between motivation and concern for excellence.
- It is found that there is a positive average relationship between mental agility and problem solving

5.2. SUGGESTIONS AND RECOMMENDATIONS

- ✓ On the day of joining induction program can be conducted more effective and more information on organization could be given for new employee to feel him at comfort zone.
- ✓ Special training classes on every monthly or quarterly for product knowledge and self development program should be provided.
- ✓ Training classes on self development and presentation skills should be given.
- ✓ Meeting should be conducted weekly once to make organization awareness among employees.
- ✓ Spoken English can be conducted to improve communication and negotiation skills.
- ✓ Management can adopt new ideas from the employee's before implementing new concept.
- ✓ Employee's can be motivated for their performance in monetary or non-monetary rewards to improve their excellence.
- ✓ According to employee's willingness and qualification the task can be allotted.
- ✓ Teams can be created to perform a job where interpersonal skill can also improve.
- ✓ Can get a feedback from the customers about an employee to develop the response towards them.

5.3. CONCLUSION

- It is concluded that if the employees are given thorough knowledge on the product and self development program, the organization can build a strategic and map a competencybetween the employees.
- The study helps to find the gap between employees which is existing in an organization and also helps to improve employee's skill, attitude, knowledge and behavior. It helps in determining the training and development needs and importantly it helps to encourage the best and develop the rest. A win-win situation for everyone.
- These give an adept HR manager a fairly good picture of the employee to see whether he (or she) needs to perform better or to move up a notch on the scale.

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ANNEXURE-I

A STUDY ON COMPETENCY MAPPING IN LANDMARK GROUPS QUESTIONNAIRE

Name :
Designation : Managerial (M) or Executive (E)
Department :

Age:

From the organizational point of view this questionnaire is a part of development exercise to know the strength and the areas needed improvements (possible blind spots) in terms of various competencies at various levels of managerial level and executive level.

(Please return the completed questionnaire to me)

Please rate each competency using the 5-point rating scale

STRONGLY AGREE	5
AGREE	4
NEUTRAL	3
DISAGREE	2
STRONGLY DISAGREE	1

Please tick '✓' what you feel most appropriate

1. Knowledge level competencies

1	Relevant professional knowledge: Know the background of management principles including planning, organizing controlling and directing	5	4	3	2	1
2	Knowledge on products standards and specifications	5	4	3	2	1
3	Organizational awareness: Have wide knowledge about the organization, its departments and functions	5	4	3	2	1
4	Mental agility: Grasp problems quickly, think about several things at once, understand the whole situation quickly and give solutions	5	4	3	2	1
5	How much knowledge you gained and how much you are interested to work for your organization	5	4	3	2	1
6	Self-knowledge: Aware of one's own beliefs, goals, values, feeling, behavior and the part they play in influencing their actions	5	4	3	2	1

2. Skill level competencies

1	Presentation skill: Able to present ideas, concepts, plan and procedures clearly to the target group	5	4	3	2	1
2	Analytical and problem solving skill: Weigh the pros and cons in an ambiguous situation and takes appropriate decision without delay	5	4	3	2	1
3	Creativity: Come up with unique ideas or solutions – either one's own ideas or ideas from another source	5	4	3	2	1
4	Negotiation skill: Discuss and share opinions so as to arrive at a constructive agreement.	5	4	3	2	1
5	Listening skills: Listen to others views with patience	5	4	3	2	1
6	Communication skill: Able to convince customers to buy the products and in getting things done	5	4	3	2	1

3. Attitude level competencies

1	Concern for excellence: Work with burning desire to perform outstandingly	5	4	3	2	1
2	Sensitivity: Aware of what is going on in the work place and responds in a suitable manner to situations as they arise	5	4	3	2	1
3	Motivation: How would you motivate an employee who was performing poorly	5	4	3	2	1
4	Self- sufficiency: Exercises the professional duties without assistance	5	4	3	2	1
5	Quality consciousness: Work always with quality awareness	5	4	3	2	1
6	Do you understand your colleagues emotions and feelings towards work environment	5	4	3	2	1

4. Behavior level competencies

1	Conflict Management: Have you ever anticipated a difficult situation before it arose	5	4	3	2	1
2	Did you talk to your references and know what they and your co-workers would say about your behavior	5	4	3	2	1
3	Assertiveness: Able to state yours opinion firmly and positively	5	4	3	2	1
4	Employee behavior in work place and shows initiative and willingness to work	5	4	3	2	1
5	Integrity: Gain trust and confidence by interacting with fairness, honesty and truthfulness	5	4	3	2	1
6	Response towards customers or colleagues	5	4	3	2	1

ANNEXURE II - RESEARCH ARTICLE

A STUDY ON COMPETENCY MAPPING FACTORS IN LANDMARK GROUPS, CHENNAI

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ABSTRACT

Competency mapping is a process through which one assesses and determines one's strengths as an individual worker and in some cases, as part of an organization. It generally examines two areas: emotional intelligence or emotional quotient (EQ), and strengths of the individual in areas like team structure, leadership, and decision-making. The statement of problem is to identify the level of competency mapping with reference to Landmark Groups, Chennai. The study is made with the employees in the organization whom include the electrician, maintenance, furniture, household, table top, CSR, TIC etc. The study is made to find out skill, knowledge, attitude and behavior of the employees.

KEY WORDS: Competency mapping, organization ,employee.

I. INTRODUCTION

A competency is an underlying characteristic of a person which is causally related and/or criterion-referenced for superior performance in a given job, role or situation --- **William Lyle Spencer**. "A capacity that exists in a person that leads to behavior that meets the job demands within parameters of organizational environment, and that, in turn brings about desired results" --- **Boyatzis (1982)**

II. INDUSTRY PROFILE

Indian retail industry has emerged as one of the most dynamic and fast-paced industries due to the entry of several new players. It accounts for over 10% of the country's gross domestic product (GDP) and around 8% of the employment. India is the world's fifth-largest global destination in the retail space. India ranked 73 in the United Nations Conference on Trade and Development's Business-to-Consumer (B2C) E-commerce Index 2019. India is the world's fifth-largest global destination in the retail space and ranked 63 in World Bank's Doing Business 2020.

III. REVIEW OF LITERATURE

1. **HERZBERG AT AL (1959)** Thinks that distinction between job satisfaction and dissatisfaction in quality of working life reflects the influence of job satisfaction theories. They used "Hygiene factors" and "Motivator factors" to distinguish between the separate causes of job satisfaction and job dissatisfaction. It has been suggested that Motivator factors are intrinsic to the job, that is; job content, the work itself, responsibility and advancement.

2. **GLASIER (1976)**, thinks that the term QWL means more than job security, good working conditions, adequate and fair compensation, more even than an equal employment opportunity.
3. **DYER AND HOFFENBERG (1976)**, defines quality of work life in terms of the organization's contributions to the economic and socio-psychological needs of those individuals actively engaged in furthering its goals.
4. **RICHARD E WALTON (Harvard professor) (1973)**, has listed eight major conceptual Categories in term of human needs and aspirations for the improvement of work life: "adequate and fair compensation, safety and healthy working conditions, immediate opportunity to use and develop human capacities, opportunities for continued growth and security, social integration in the work organization, work and the total life space and the social relevance of work".
5. **SEASHORE (1975)**, has pointed out that much of the research and theoretician in the quality of work life has been based primarily on the assumption that it is the individual's own personal satisfaction or dissatisfaction that defines the quality of his or her work rather than any objective criterion.

IV. OBJECTIVE OF THE STUDY

1. To identify the competencies level of employees in Landmark Group.
2. To analyze whether knowledge influence employee competency level.
3. To find whether skill of an employee influence employee competency level.

V. RESEARCH METHODOLOGY

RESEARCH DESIGN

Research methodology is a way to systematically solve the research problem. It may be understood as science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them.

SAMPLING DESIGN

- **SAMPLE FRAME** : Employees from various departments of the organization
- **SAMPLE SIZE** : The sample size taken for study is 128.

SAMPLING TECHNIQUE

The Population is selected to represent the whole universe. In stratified sampling, population is divided into strata (groups) before the sample is drawn. Strata are so designed that they do not overlap. When sub-populations vary considerably, it is advantageous to sample each subpopulation (stratum) independently. **Stratification** is the process of grouping members of the population into relatively homogeneous subgroups before sampling. The strata should be mutually exclusive: every element in the population must be assigned to only one stratum.

DATA COLLECTION

Primary data: A primary data are those which are new return for the first time and the original. This project relied on the responses from the employees through Questionnaire, Observation, Personal interview.

Secondary data: The secondary data are those which had already been collected by other people and which have already been passed through the processes. The data is taken from the past study or analysis. In this study, secondary data were obtained from various sources like organization records, websites, magazines, books etc.

AREA OF RESEARCH

- **SAMPLE SIZE:** 128 Employees
- **LOCATION :** Chennai
- **TARGET PEOPLE :** Employees working under the Landmark Groups.
- **PERIOD OF STUDY :** 3 Months

HYPOTHESIS

Null Hypothesis(ho) - There is no significant relationship between designation and conflictmanagement.

Alternative Hypothesis(h1) - There is a significant relationship between designation andconflict management.

STATISTICAL TOOLS FOR ANALYSIS

The statistical tools used for analysis are:

- Simple percentage analysis method
- Chi square
- Correlation

LIMITATION OF THE STUDY

- The study is limited to only to Chennai branch.
- The time available for doing study was very limited
- Accuracy of results depends on reliable data.

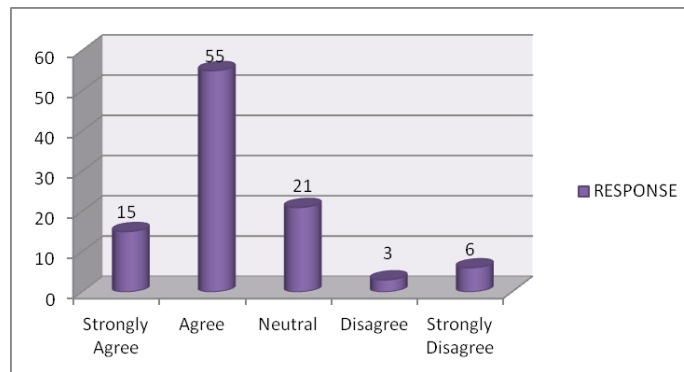
VI. DATA ANALYSIS AND INTERPRETATION

Relevant professional knowledge: Know the background of management principlesincluding planning, organizing controlling and directing.

4.1.1. Table showing relevant professional knowledge

RATING	RESPONSE	PERCENTAGE
Strongly Agree	15	15%
Agree	55	55%
Neutral	21	21%
Disagree	3	3%
Strongly Disagree	6	6%

4.1.3. Chart showing relevant professional knowledge



INTERPRETATION:

It is inferred from the above table 15% of employees were strongly agree they have relevant professional knowledge , 55% of employees were agree they have relevant professional knowledge , 21% of employees were neutrally agree they have relevant professional knowledge , 3% of employees were disagree they have relevant professional knowledge , 6% of employees were strongly disagree they have relevant professional knowledge . It is concluded that 55% of employees were agree they have relevant professional knowledge.

CHI SQUARE TEST FOR AGE AND CONCERN OF EXCELLENCE

Null Hypothesis(ho) - There is no significant relationship between age and concern forexcellence.

Alternative Hypothesis(h1) - There is a significant relationship between age and concern forexcellence.

TABLE SHOWING CHI SQUARE TEST FOR DESIGNATION AND CONFLICT MANAGEMENT

DESIGNATION CONFLICT MANAGEMENT	MANAGERIAL NO OF RESPONDANTS	EXECUTIVE NO OF RESPONDANTS	ROW TOTAL
Strongly agree	3	6	9
Agree	25	35	60
Neutral	3	22	25
Disagree	0	6	6
Strongly disagree	0	0	0
COLUMN TOTAL	31	69	100

O_i (OBSERVED FREQUENCY)	E_i (EXPECTED FREQUENCY)	$\frac{(O_i - E_i)^2}{E_i}$
3	2.79	0.016
6	6.21	0.007
25	18.6	2.202
35	41.4	0.989
3	7.75	2.911
22	17.25	1.308
0	1.86	1.86
6	44	0.836
0	0	0
0	0	0
TOTAL		10.129

Degree of frequency

$$\begin{aligned}
 n &= (r-1)(c-1) \\
 &= (5-1)(2-1) \\
 &= 4*1 \\
 &= 4
 \end{aligned}$$

Significance level is 5% = 0.05 Table

value is 9.488 Calculated value is

10.129

INTERPRETATION:

Since Calculated value is 10.129 greater than the table value of 9.488 so we accepted alternative hypothesis H₁. We conclude that there is a significance relationship between designation and conflict management which interpret that the higher level designated employee can understand and solve the problem with their experience easily whereas the lower level employee cannot be able to understand it and cannot able to solve the conflict also, so designation is much important for conflict management.

VII. SUMMARY OF FINDINGS

- It is found that 55% of employees were agreeing that they have relevant professional knowledge.
- It is found that 52% of employees were agreeing that they have knowledge on products standards and specification.
- It is found that 45% of employees were agreeing they have organizational awareness.
- It is found that 51% of employees were agreeing they have mental agility.

- It is found that 44% of employees were agree they have gained knowledge and interested to work in the organization.
- It is found that 44% of employees were agreeing that they have self knowledge.
- It is found that 30% of employees were strongly agreed they have presentation skill.
- It is found that 62% of employees were agreeing they have Analytical and problemsolving skill.
- It is found that 53% of employees were agreeing that they have creativity knowledge.
- It is found that 29% of employees were strongly agreed they have negotiation skill.
- It is found that 38% of employees were agreeing they have listening skill.
- It is found that 38% of employees were agreeing they have communication skill.
- It is found that 56% of employees were agreeing they have concern for excellence.
- It is found that 53% of employees were agreeing they have sensitivity.
- It is found that 44% of employees were agreeing they get motivated.
- It is found that 44% of employees were agreeing that they have self sufficiency.
- It is found that 53% of employees were agreeing they have Quality consciousness.
- It is found that 38% of employees were agreeing that they have good Understanding
- It is found that 62% of employees were agreeing that they have Conflict Management.
- It is found that 38% of employees were neutrally agreed that they have talked to their reference and co-workers about their own behavior.
- It is found that 56% of employees were agreeing that they have Assertiveness.
- It is found that 50% of employees were agreeing that their behavior in work place and shows initiative and willingness to work.
- It is found that 50% of employees were agreeing that they have Integrity.
- It is found that 38% of employees were agreeing that they have Response towards customers and colleagues.
- It is found that Communication skill as a highest weightage in employee's skill level and analytical & problem solving skill as lowest weightage among it.
- Self-sufficiency has a highest weightage in employee's attitude level and concern for excellence has lowest weightage.
- It is found that there is no significance relationship between mental agility and problemsolving skill.
- It is found that there is no significance relationship between communication skill and conflict management.
- It is found that there is no significance relationship between motivation and concern for excellence.
- It is found that the correlation between motivation and concern for excellence is higher degree of positive relationship
- It is found that the correlation between mental agility and problem solving is higher degree of positive relationship.
- It is found that there is a positive average relationship between motivation and concern for excellence.
- It is found that there is a positive average relationship between mental agility and problem solving

VIII. CONCLUSION

It is concluded that if the employees are given thorough knowledge on the product and self development program, the organization can build a strategic and map a competency between the employees. The study helps to find the gap between employees which is existing in an organization and also helps to improve employee's skill, attitude, knowledge and behavior. It helps in determining the training and development needs and importantly it helps to encourage the best and develop the rest. A win-win situation for everyone.

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