

A STUDY ON LEADERSHIP COMPETENCIES FOR SUCCESSFUL CHANGE MANAGEMENT WITH THE SPECIAL REFERENCES OF RENAULT NISSAN AUTOMOTIVE INDIA PRIVATE LIMITED

Submitted in partial fulfillment of the requirements for the award of

MASTER OF BUSINESS ADMINISTRATION

by

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SCHOOL OF MANAGEMENT STUDIES

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

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APRIL 2023



SCHOOL OF MANAGEMENT STUDIES

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **SANTHIYA.D 41410271** who carried out the project entitled “**A Study on Leadership competencies for successful change management with the special references of Renault Nissan Automotive India Private Limited**” under my supervision from January 2023 to April 2023.

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ABSTRACT

The study aims to analyses the **“A STUDY ON LEADERSHIP COMPENTENCIES FOR SUCCESSFUL CHANGE MANAGEMENT WITH THE SPECIAL REFERENCES OF RENAULT NISSAN AUTOMOTIVE INDIA PRIVATE LIMITED”** The study was conducted in RNAIPL at Tamil Nadu. The trigger for many of these initiatives has been proactive interactions with customers. Over the decades, many new products and processes have evolved from this. Synergising the initiatives across various divisions, three subdivisions namely, Product and Process Engineering, Testing and Research were established with Scientists, Engineers and Technicians. Corporate technology center works on business driven R&D projects with specific focus in "metal forming", "thermal processing" technologies and the “engineering design” oriented towards products and process simulation and analysis. The global trend is shifting from product manufacturing and testing of parts for validation, to computerized design, simulation, prototyping and performance testing. The state-of-the-art computing facilities in the centre enable the organization to do virtual simulation and prototyping of new products. Also these facilities are oriented towards process simulation to facilitate improved process control in manufacturing. The outcome of engineering design analysis is validated through use of experimental techniques. These include strain gauging and fringe pattern analysis.

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CHAPTER 1 INDRODUCTION

CHAPTER -1

INDRODUCTION

1.1 INDRODUCTION

Competency: A set of behaviors that encompasses skills, abilities, and personal attributes that taken together, are critical to successful work accomplishment. Competencies may be defined organizationally or an individual basis.

Competency meaning: Competency is a standardized requirement for an individual to properly perform a specific job. It encompasses a combination of knowledge, skills and behavior utilized to improve performance. More generally, competence is the state are quality of begin adequately or well qualified, having the ability to perform a specific role.

For instance, management competency includes the traits of systems thinking and emotional intelligence, and skills in influence and negotiation. A person process a competence as long as the skills, abilities, and knowledge the constitute that competence are a part of them enabling the person to perform effective action within a certain workplace environment. Therefore, one might not lost knowledge, a skill, or ability, but still lose a competence if what is needed to do a job well changes

Competence is also used to work with more general description of the requirements of human beings in organization and communities. Examples are educations and other organization who want to have a general language to tell what a graduate of education must be able to do in order to graduate or what a member of an organization is require to be able to do in order to be considered competent.

Leadership competencies

Each organization has to decide which leadership competencies are important for its leader to be successful. Competency catalyzed partners with an organization by first understanding the organization in great detail. This is done by examining its history, growth, culture, values, future aspirations, competition, differentiators, eto, then we identity a list of leadership competencies

that are likely to be important. Through a process of dialogue that involves listening, challenging, providing alternatives and demonstrating linkage to the organization's requirements, the leadership competencies are selected

This report describes competencies of leadership valuable skills, abilities, behaviors, attitudes, and knowledge areas. Although leaders are not going to master every competency, they will need to be aware of all of them, know their own shortcomings, and focus on developing these competencies in themselves or be able to recognize these qualities in others so they can select people who compensate for their weaknesses.

Leadership competencies are leadership skill and behaviors that contribute to superior performance. By using a competency. based approach to leadership, organization can better identify and develop their next generation of leaders. Essential leadership competencies and global competencies have been defined by researchers. However, future business trends and strategy should drive the development of new leadership competencies. While some leadership attributes are distinctive to the particular organization to create competitive advantage.

Change management:

Change management is a systematic approach to dealing with change, both from the perspective of an organization and on the individual level. A somewhat ambiguous term, change management has at least three different aspects, including adapting to change, controlling change, and effecting change. A proactive approach to dealing with change is at the core of all three aspects. For an organization, change management means defining and implementing procedures and/ or technologies to deal with changes in the business environment and to profit from changing opportunities

Origins of leadership competencies for successful change management:

It can be argued that the concept of competencies traces back to the 1970. Concern developed at that time about the widespread use of intelligence and related aptitude test in the workplace. The concern was that these instruments were too far removed from actual leadership practices and business outcomes. The idea took shape that knowledge, skills, abilities, and traits were a more useful and accurate method for measuring leadership abilities. The popularity competencies gained considerable momentum in the united states in the early 1990s, in large part

due to the accelerated pace and complexity of change taken place in many industries and organizations. The notion that leadership roles were a static set of behaviors and responsibilities was challenged by the idea that these roles should in fact be defined in more general terms, thus allowing leaders greater flexibility in roles.

Benefits of leadership competencies

The primary benefit of competencies is that they provide an easily shared and understood view of leadership that can be used in a wide variety of ways to build human capital and drive business outcomes. For instance, competencies can provide a unifying framework in such areas as recruitments and selection, leadership development, and performance reviews. In order for competencies to have maximum positive impact it is important that they are designed, introduced, and implemented in a manner that assures widespread support in the organization. It can be a powerful tool for growth and development when a set of competencies is embraced and incorporated into the dominant narratives of the organization.

1.1.1 ELEMENTAL LEADERSHIP COMPETENCY:

1. Cognitive skills

- Creativity thinking
- Achievement orientation
- Strategic thinking

2. Personal skills

- Interpersonal skills
- Teamwork skills
- Self-Direction skills

3. Functional skills

- communicational skills
- technological skills
- managerial skills

EXPLANATION OF THE ELEMENTAL LEADERSHIP COMPETENCY

➤ Cognitive Skills:

1. Creativity thinking

Competency of creative thinking is defined as the set of human attributes required to generate solution.

2. Achievement orientation

Competency of achieving orientation is defined as the set human attributes required continuously seeking and achieving higher goal.

3. Strategic thinking

Competency of strategic thinking is defined as the set of human attributes required to visualize near and distant future condition develop appropriate organization response.

PERSONAL SKILLS:

1. Interpersonal skills

Competency interpersonal skills works well with others by being considerate of the needs feelings of each individual. This promotes a productive culture by valuing individuals and their contributions.

2. Teamwork skills

Competency of interpersonal effectiveness and team working is defined as the set human attributes required to impact group or team working to achieve team

3. Self-direction skills

The self-direction which assembles and leads teams to achieve established goals with deadlines.

FUNCTIONAL SKILLS:

1. Communication skills

Competency of communication is defined as the set of human attributes required to communicate ideas. Communicate plans and activities In a manner that supports strategies for employee involvement.

2. Technological skills

The technological skills used to improve the technology of the company current scenario the new technologies implemented in the organization to increase the competency.

3. Managerial skills:

The managerial skills are defined as managing the employee's database in the organization and also monitoring the performance of the employees in the organization

1.2 INDUSTRY PROFILE

The Indian automobile industry has historically been a good indicator of how well the economy is doing, as the automobile sector plays a key role in both macroeconomic expansion and technological advancement. The two-wheelers segment dominates the market in terms of volume, owing to a growing middle class and a huge percentage of India's population is young. Moreover, the growing interest of companies in exploring the rural markets further aided the growth of the sector. The rising logistics and passenger transportation industries are driving up demand for commercial vehicles. Future market growth is anticipated to be fueled by new trends including the electrification of vehicles, particularly three-wheelers and small passenger automobiles.

India enjoys a strong position in the global heavy vehicles market as it is the largest tractor producer, second-largest bus manufacturer, and third-largest heavy truck manufacturer in the world. India's annual production of automobiles in FY22 was 22.93 million vehicles.

India is also a prominent auto exporter and has strong export growth expectations for the near future. In addition, several initiatives by the Government of India such as the Automotive Mission Plan 2026, scrappage policy, and production-linked incentive scheme in the Indian market are expected to make India one of the global leaders in the two-wheeler and four-wheeler market by 2022.

In the Automobile market in India, Two-wheelers and passenger cars accounted for 76% and 17.4% market share, respectively. Passenger car sales are dominated by small and mid-sized cars. Export of total number of automobiles increased from 4,134,047 in 2020-21 to 5,617,246 in 2021-22, registering a positive growth of 35.9%

India aims to double auto industry size to INR 15 lakh Cr by 2024 end. In April 2021 to March 2022, Passenger Vehicle Exports increased from 404,397 to 577,875 units (registering a positive growth of 42.9%), Commercial Vehicle Exports increased from 50,334 to 92,297 units, Three-Wheeler Exports increased from 393,001 to 499,730 units and Two-Wheeler Exports increased from 3,282,786 to 4,443,018 units in April 2021 to March 2022 over same period last year. In the Union Budget 2023, the government has increased the budget allocation of FAME II by 78 %.

1.3 COMPANY PROFILE

Renault Nissan Automotive India Private Limited has their manufacturing plant in Oragadam near Chennai. The plant has a capacity of 480,000 vehicles per annum. The capacity is divided equally between Renault India Private Limited and Nissan Motor India. Renault is constructing a small car powered by an 800cc engine, to compete with Maruti Suzuki's Alto, Hyundai India's Eon and Chevrolet's Spark, in the segment, that makes up for about 40–45% of India's car market. RNAIPL has achieved production target of 5,00,000 lakhs vehicle in the month of October 2013 in the short span of 40 months after start of production. RNAIPL is one of the most profitable company which adopts Japanese manufacturing policy of GENBA KANRI. The company works on the style of maximum productivity with minimum resources. But, in due course this manufacturing strategy sometimes frustrates its employees. The small car is likely to be rolled out from the Renault Nissan Alliance plant in Chennai and to hit the market in 2014–15.

In August 2015, RNAIPL put on hold its plans invest 5,000 Cr. in India due to non-payment of Investment Promotion Subsidies (IPS) promised by Tamil Nadu. The company claimed that it yet to receive a refund of 1,901 Cr and 822 Cr for IPS and input VAT respectively.

Renault Nissan Automotive India Private Limited	
Type	Joint venture
Industry	Automotive
Founded	May 2010 ^[1]
Headquarters	Chennai, Tamil Nadu, India
Key people	Mr.Biju Balendran, MD & CEO ^[2]
Products	Automobiles
Parent	Renault and Nissan
Website	www.nissan.in www.renault.co.in

VISION

Nissan: Enriching People's Lives Nissan has a clear vision for the future, and – with our Alliance partner, Renault – we are working with passion to achieve it. Our mission is to enrich people's lives, building trust with our employees, customers, dealers, partners, shareholders and the world at large.

MISSION

Renault Nissan provides unique and innovative automotive products and services that deliver superior measurable values to all stakeholders* in alliance with Renault. * Our stakeholders include customers, shareholders, employees, dealers and suppliers, as well as the communities where we work and operate.

PRODUCT MANUFACTURING

Current Models

Model		Indian introduction	Current model	
			Introduction	Update (facelift)
Hatchback				
	Kwid	2015	2015	2019
SUV/crossover				
	Kiger	2021	2021	
MPV				
	Triber	2019	2019	

Nissan

Current models

Model		Indian introduction	Current model	
			Introduction	Update (facelift)
SUV/crossover				
	Magnite	2020	2020	

Nissan X-Trail (2005–2014)

Nissan Teana (2006–2014)

Nissan Micra (2010–2020)

Nissan 370Z (2011–2013)

Nissan Sunny (2011–2020)

Nissan Evalia (2012–2017)

Nissan Terrano (2013–2020)

Nissan GT-R (2016–2022)

Nissan Kicks (2019–2023)

1.4 OBJECTIVES OF THE STUDY

Primary objective:

A study on leadership competencies for successful change management in RNAIPL.

Secondary objective:

- To determine to cognitive Skill of Executives.
- To analyses the personal Skill of Executives.
- To find out the inter relationship between leadership competency and change Management

1.5 SCOPE OF THE STUDY

To explore the importance of leadership in an organization for change management. To understand the relation of successful organizational changes and leadership competencies. To identify leadership qualities for an effective process of change. What kind of knowledge, skills, talent and competencies are required from a leader to bring a successful organizational change. To understand the relation of successful organizational changes and leadership competencies. Study is confessed on the Renault Nissan Automotive India Private Limited Chennai. Study includes all levels of employee.

1.6 NEED OF THE STUDY

To identify the role of leadership in an organization. To study the process of change management and leadership initiatives. To identify leadership competencies for effective process of change.

CHAPTER 2 REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

2.1 REVIEW OF LITERATURE

Müller & Turner 2019 According to the study of Claus (2019), corporate leadership can support the creation of new roles within the talent value chain and contribute to positive organisational outcomes. Several leadership theories have been created in the last century, most of which have argued that leadership styles are influenced by different circumstances.

ARZESH Competency Model 2018, defines competency as a set of knowledge, abilities, skills, experiences, and behaviours, which lead to the effective performance. Thus, in the current research, we refer to leadership competency as the ability to act as the role model for the team, being reliable and have the capacity solves problems and takes important decisions.

Zigarmi, Roberts & Shuck 2018, Fowler, have developed a new LDC model based on self-determination theory, showing that that leaders that allow autonomy are less likely to respond or use pressure. When they promote relationships, they show subordinates they care about their contribution to the team and support the connection; they make employees feel competent, encouraging them to show their skills and allowing them to develop and perform. Giving positive feedback on tasks serves to increase people's motivation.

Today's LDC models appreciate the complexity of organisational life and how both situational and individual differences factors can attenuate or increase the effectiveness of leadership competencies.

Bharwani and Talib (2017) proposed LCM for general managers with 43 competencies.

Reyes Liske and Holladay (2016) linked LC to coaching and evaluated pre and post coaching as- sessment on competency ratings.

Norzailan, Othman, and Ishizaki (2016) discussed the nature of strategic LC and techniques to develop them.

AlMazrouei and Zacca (2015) studied LC of expatriate managers in UAE to assess if the competencies were different from those required in their native country.

Aladwani (2013) postulates that the tools of management of change are leadership, communication, training, planning, and incentive systems, which can all act as levers and can move great obstacles with a minimum of effort when applied correctly. Organizational change can occur at different levels which require different change strategies and techniques.

Forster, Parrer, and Wöss (2013) assessed managerial competencies in Australian organizations, particularly focusing on start-ups, and found that personal competencies such as self-confidence and ambition are deemed more crucial in start-ups.

Sharma and Tewari (2013) studied a sample of 500 professionals across five key business domains in India-Finance, HR, Operations, IT, and, Marketing and ranked competencies for entry-level executives.

Dai, Yii Tang, and De Meuse (2011) experimented with the leadership pipeline model using a 360-degree feedback tool that measured the 67 competencies ideated by Lombardo and Eichinger (1997), which encompass all managerial performance parameters.

Kantar et al (2011) argue that the first step to implementing change is building coalitions of stakeholders, including employees and sponsors, such as local authorities whose support is essential. A leader has to be able to influence others, create a vision and then communicate, empower people, and build teams to make the vision happen.

(Kouzes & Posner, 2010). Leadership competencies framework was in the field of interest since 1960s, when McClelland's work was questioning what made up an effective manager. Later, American Management Association's push in the 1980s to differentiate between efficient and inefficient managerial behaviours for sustaining performance. Efforts to identify and measure leadership competencies are still a significant part of a broader trend towards a competency management culture.

Burnes (2009) noted the importance of responding to change in consumer preferences, which may be simply due to fashion. Rumors can also make a disproportionate difference; if it is suggested that a product or type of product is harmful in any way, even if there is no basis in reality. A lot depends on customer belief, and no organization can succeed without customers. An in-depth knowledge of their behavior is vital if their wants and needs are to be satisfied.

Specific markets or segments of markets need to be targeted in order to provide a focus for the marketing effort. In order to understand the behavior of consumers one must understand who the customers are, what they buy, how they buy, and when they buy. Each customer market has particular features which can be identified through careful analysis.

Meyer & Rowan (2009) point out the need to sustain those parts of the business that are working well while making changes. Daily essential tasks must be maintained while addressing fundamental change. The changes within the company reflect changes in the wider social, economic, political and technological environment, and organizations need to respond to those changes. The necessary internal restructuring is likely to be strategic or 'mould breaking'. The mould that needs to be broken is the rigid, autocratic, bureaucratic approach to organization and management.

Jennifer & et. al. (2006) explored the competencies required for a project manager to be effective in the workplace. Delphi technique was used to identify what competencies do experienced project management professionals believe are necessary for an effective project manager. The authors organized 117 success factors into nine categories, eight of which included competencies that could be addressed effectively in an educational and training program. Problem-solving expertise, leadership skills, context knowledge, communication skills were identified as most important and required competencies for the project managers.

Tobias Ley & Albert D. (2003) presented a formalization for employee competencies which was based on a psychological framework separating the overt behavioral level from the underlying competency level. On the competency level, employees draw on action potentials which in a given situation produce performance outcome on the behavioral level. The Skills Management approach was suggested to ensure that employee competencies are managed in line

with the future needs of an organization.

In the process of Skills Management, required individual competencies are defined in terms of required skills and knowledge, management skills and social and personal skills which were derived from job requirements and were influenced by the core competencies. As a result, a number of job profiles, sometimes also called 'competency models', are obtained.

Maria T. & Afonso C. (2002) analyzed the consequences of processes of formation of product chains and networks on the development of competencies at the firm level. The study was carried out for Brazil Plastic industry and results indicated that a very strong relationship exists between the competencies that are mastered by any given firm and its positioning in the various productive chains or networks.

Gary Holmes & Nick Hooper (2000) claimed that core competency is one of a range of Concepts that deal with the idea of essential skills to support personal development, employability and socialization. The research applied the management concept of core competence to post-compulsory education.

Both Kilson (2000) and Walters and Smith (1999) feel that Black leadership tends to be transformational in nature and cite Dr. Martin Luther King as an example of a Black Transformational leader, While there is a great deal of diversity in the lifestyles of the 550 recognized Indian nations in the United States, their cultures can generally be characterized by similar social and religious systems where women occupy a matriarchal position.

(Gutiérrez, 1991). American Indian women have a rich history of political involvement in their communities and have struggled to attain tribal sovereignty, control over Native lands and resources, and cultural preservation.

CHAPTER 3 RESEARCH METHODOLOGY

CHAPTER 3

RESEARCH METHODOLOGY

Research methodology is a way to solve systematically the research problem. It explains the various steps generally adopted in studying research problems. It is necessary for the researchers to know not only the research methods / techniques but also methodology.

The research design is descriptive in nature as the researcher has made attempts to describe characteristics as it is.

3.1 RESEARCH DESIGN

The research design is which involves a series of rational decision-making choices.

"A research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevant to the research purpose with economy in procedure". In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data.

The research design was based on descriptive study. The descriptive research studies are those, which are concerned with describing the characteristics of a particular individual or of group. Descriptive study is undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation. This study is undertaken in organizations to learn about and describe the characteristics of organization that follows certain common practices.

3.2 SAMPLING DESIGN

"A statistical sample is a miniature picture or cross section of the entire group or aggregate from which the sample is taken" - P.V. Young. This is a probability sampling simple random method in which the interviewer will decide the choice of sampling units based on their convenience. In most of the situation, the following may be true.

- The sampling units may be distributed sparsely
- Some respondents will not co-operate in filling the questionnaire.
- Some of the interviewers may not be serious in selecting the sampling units as per the assumed sampling plan.

Though the probability sampling gives better accuracy in terms of confidence level of the inference of the study, there are many practical difficulties in fully executing probability sampling because of the limitation stated earlier.

3.3 SOURCES OF DATA

Data required for the study have been obtained from workers. The primary data was collected from well-furnished interview schedule (questionnaire) is given. While deciding about the method of data collection to be used for the study, the research should keep in mind two types of data.

PRIMARY DATA

Primary data are original observations collected by the researcher or his agents for the first time for any investigation and used by them in the statistical analysis. The primary source includes definition of terms and units used. It is essential that the investigator understand the meaning of units in which data are recorded. The primary source also includes a copy of the schedule used in data collection together with the prescription of the procedure used in selecting the sample and the size of the sample.

Methods of collecting primary data:

- Direct personal interview
- Questionnaire

SECONDARY DATA

Secondary data means data that are already available that is, they refer to the data, which have already been collected and analyzed by someone else. When the researchers utilize secondary data, then they have to look into various sources from where they can obtain them. Methods of collecting secondary data are books, journals, newspaper, magazine, internet, reports and publications of various association connected with industries. The secondary data, on the other hand, are those which have already been collected by someone else which have already been passed through the statistical process.

- Primary data was collected with the help of questionnaire. The questionnaire contains 30 questions.
- Secondary data and employee competency assessment was collected from various records of RNAIPL, Chennai.

3.4 QUESTIONNAIRE DEVELOPMENT

A questionnaire consists of a number of question printed or typed in a definite order on a from or set of forms. The respondents have to answer the questions on their own. In the questionnaire they have two types open-ended and closed - end questions, in the closed -end questions they are polychromous and dichotomous questions are used.

3.5 SAMPLE SIZE

Sample size undertaking for the research study is 110

3.6 PROFILE AREA OF THE STUDY

The study was conducted at the RNAIPL, Chennai.

3.7 STATISTICAL TOOLS APPLIED

To analysis the data and infer the results, the statistical tools and test used for this study are.

- Simple percentage analysis
- Weighted average
- Chi - square analysis
- One way annova
- Correlation

SIMPLE PERCENTAGE ANALYSIS

Simple percentage analysis is used for analysis of the data that is collected for research work, simple percentage are often used in data presentation for the simplify, numbers, through the use of percentages, the data are reduced in standard from with base equal to which it facilities the relative comparisons.

$$\frac{\text{No. of respondent Percentage of the respondents}}{\text{Total respondents}} = 100$$

WEIGHTED AVERAGE METHOD

The terms weight stands for the relative importance of the different items. The formula for computing weighted average is

$$\text{Weighted average} = \frac{\sum W_i X_i}{N}$$

Where X_i = represents the weights attached to the variable values. Where Y_i = represents the weights attached to the variable values.

CHI-SQUARE ANALYSIS

A chi-squared test, also referred to as chi-square test or χ^2 test, is any statistical hypothesis test in which the sampling distribution of the test statistic is a chi-squared distribution when the null hypothesis is true, or any in which this is asymptotically true, meaning that the sampling distribution (if the null hypothesis is true) can be made to approximate a chi-squared distribution as closely as desired by making the sample size large enough.

The χ^2 test was first used by Karl Pearson in the year 1980. The quantity χ^2 describes the magnitude of the discrepancy between theory and observation.

It is calculated using:

$\chi^2 = \sum [(O_i - E_i)^2 / E_i]$ with $(n - 1)$ degrees of freedom. Where, O_i refers to the observed frequency & E_i to the expected frequencies. χ^2 was used as a test of independence and goodness of fit.

ONE WAY ANOVA

The ANOVA tests the null hypothesis that samples in two or more groups are drawn from populations with the same mean values. To do this, two estimates are made of the population variance. The ANOVA produces an F-statistic, the ratio of the variance calculated among the means to the variance within the samples. If the group means are drawn from populations with the same mean values, the variance between the group means should be lower than the variance of the samples, following the central limit theorem. A higher ratio therefore implies that the samples were drawn from populations with different mean values.

ANALYSIS USING KARL PEARSON'S CORRELATION:

Correlation analysis is the statistical tool used to measure the degree to which two variables are linearly related to each other. Correlation measures the degree of association between two variables. The Pearson product-moment correlation coefficient is a measure of the

strength and direction of association that exists between two variables measured on at least an interval scale. It is denoted by the symbol r .

$$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

CHAPTER-4

DATA ANALYSIS AND INTERPRETATION

4.1 Percentage Analysis

Table : 4.1.1 Vision and Mission statement for the organization

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	Familiar	110	100
2	Somewhat	0	0
3	Neutral	0	0
4	Unfamiliar	0	0
5	Not at all	0	0
	Total	110	100

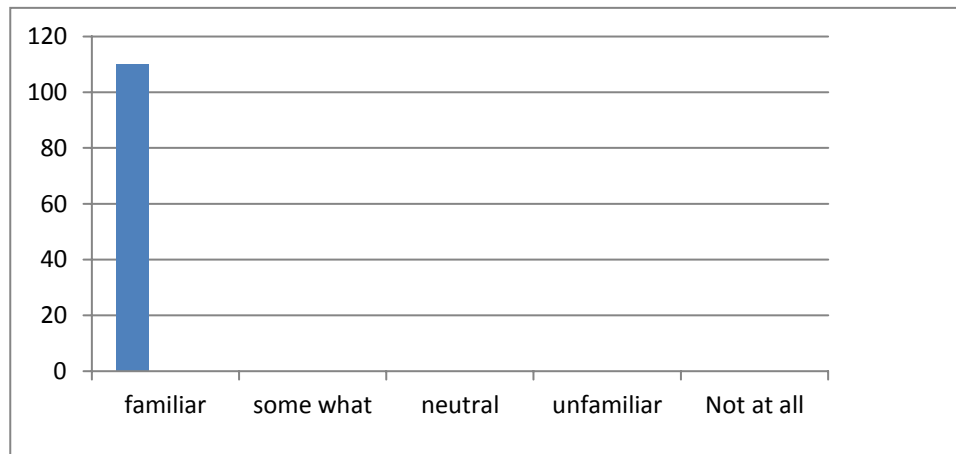


Fig : 4.1.1 Vision and Mission statement for the organization

Inference:

The above table shows that 100% of the respondents are said that the vision and mission of the organization are familiar.

Table : 4.1.2 Aware of company strategy

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	Familair	68	61.82
2	Somewhat	42	38.18
3	Neutral	0	0
4	Unfamiliar	0	0
5	Not at all	0	0
	Total	110	100

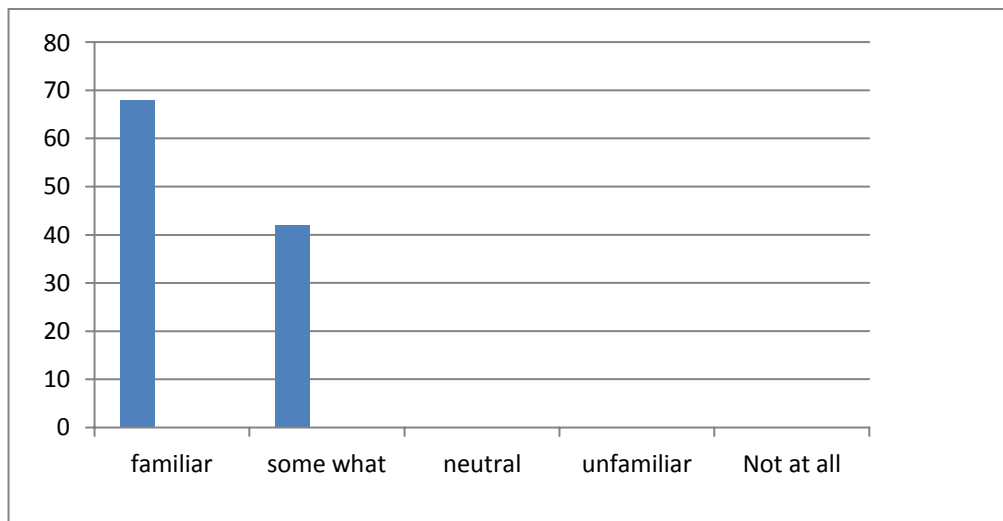


Fig : 4.1.2 Aware of company strategy

Inference:

The above table shows that 61.82% of the respondents are said that the aware of the company strategy are familiar, 38.18% of the respondents responded somewhat.

Table : 4.1.3 Organization structure clearly define functional responsibilities

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	Familair	35	31.82
2	Somewhat	75	68.18
3	Neutral	0	0
4	Unfamiliar	0	0
5	Not at all	0	0
	Total	110	100

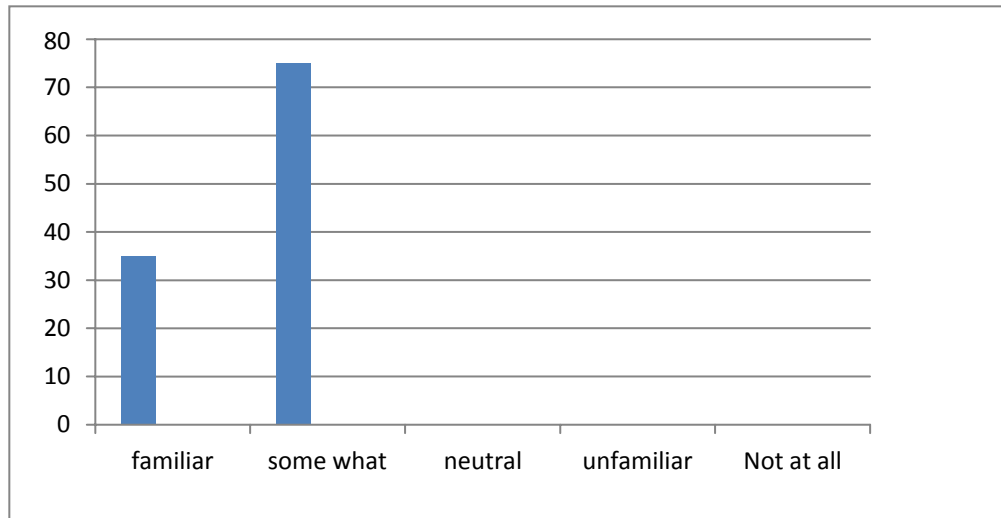


Fig : 4.1.3 Organization structure clearly define functional responsibilities

Inference:

The above table shows that 31.82% of the respondents are said that the organization structure clearly define functional respondents are familiar, 68.12% of the respondents responded somewhat.

Table : 4.1.4 HR activity integrate organization strategic business plan

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	28	25.45
2	To a certain extent	47	42.73
3	Neutral	0	0
4	To a little extent	35	31.82
5	Not at all	0	0
	Total	110	100

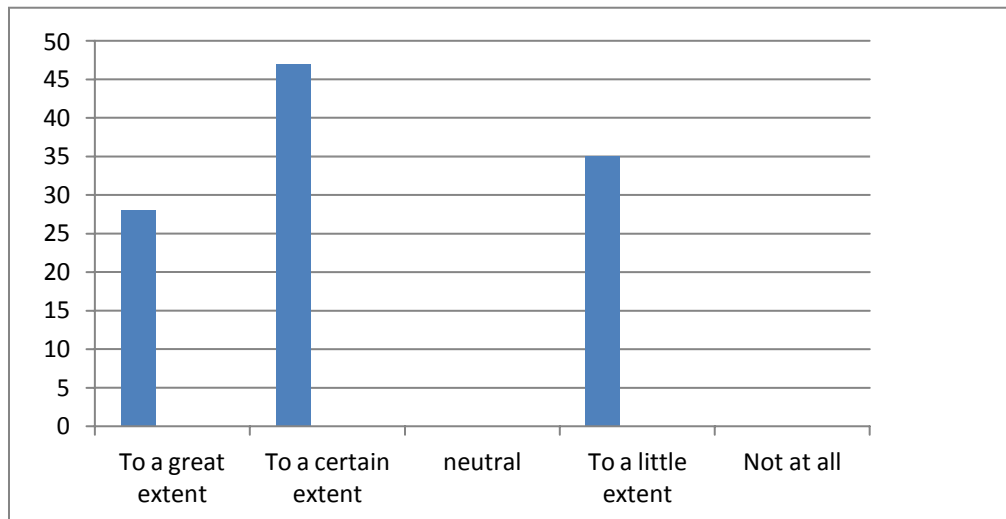


Fig : 4.1.4 HR activity integrate organization strategic business plan

Inference:

The above table shows that 25.45% of the respondents are said that the HR activity integrate organization strategic business plan to a great extent, 31.82% of the respondents responded to a little extent, 42.73% of the respondents responded to a certain extent.

Table : 4.1.5 Generating large number of ideas

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	54	49.09
2	To a certain extent	56	50.91
3	Neutral	0	0
4	To a little extent	0	0
5	Not at all	0	0
	Total	110	100

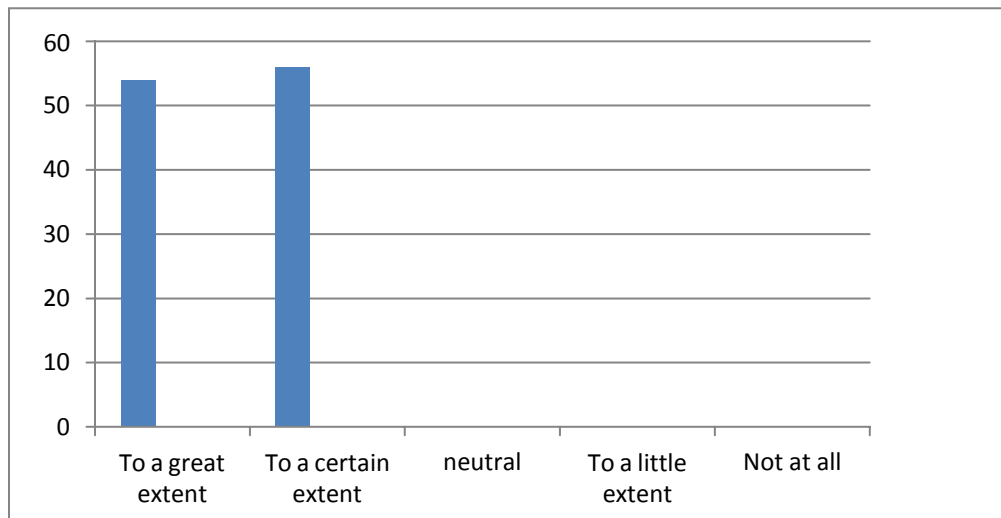


Fig : 4.1.5 Generating large number of ideas

Inference:

The above table shows that 49.09% of the respondents are said that the generating large number of ideas to a great extent, 50.91% of the respondents to a certain extent.

Table : 4.1.6 Generating variety of ideas

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	68	61.82
2	To a certain extent	21	19.09
3	Neutral	0	0
4	To a little extent	21	19.09
5	Not at all	0	0
	Total	110	100

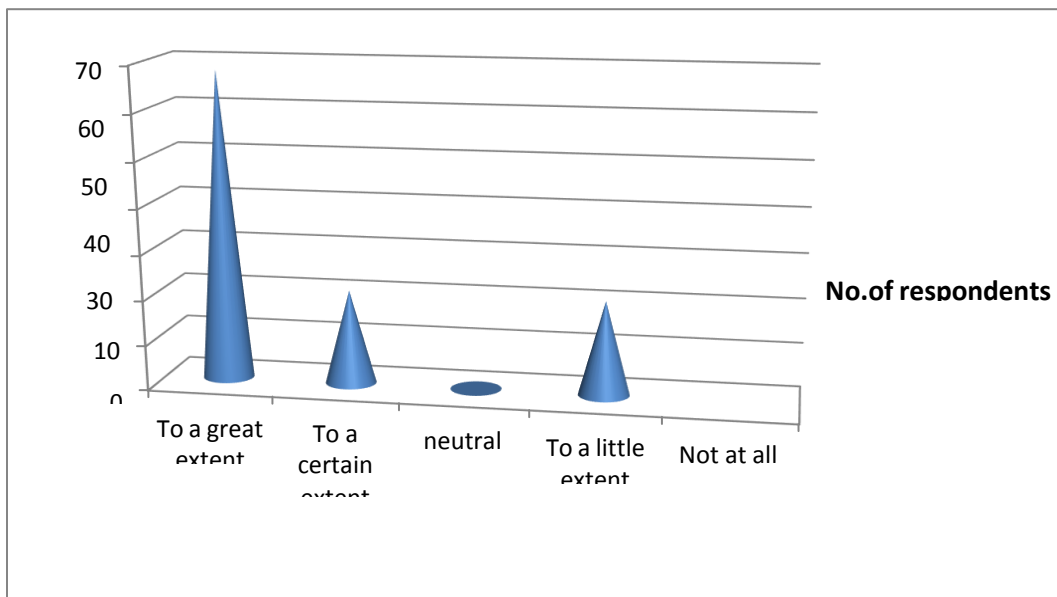


Fig : 4.1.6 Generating variety of ideas

Inference:

The above table shows that 61.82% of the respondents are said that the generating of idea to a great extent, 19.09% of the respondents responded to a certain extent, 19.09% of the respondent responded to a little extent.

Table : 4.1.7 Showing originality in the ideas

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	68	61.82
2	To a certain extent	28	25.45
3	Neutral	0	0
4	To a little extent	14	12.73
5	Not at all	0	0
	Total	110	100

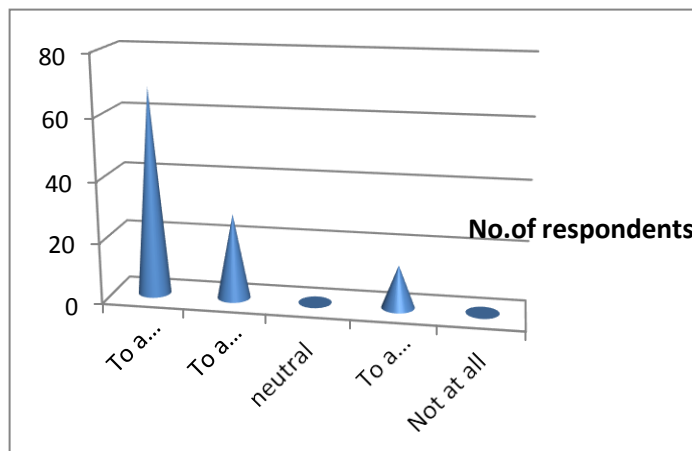


Fig : 4.1.7 Showing originality in the ideas

Inference:

The above table shows that 61.82% of the respondents are said that the showing originality in the ideas to a great extent, 12.73% of the respondents responded to a little extent.

Table : 4.1.8 Accepting challenges

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	Highly accept	49.09	49.09
2	Accept	50.91	50.91
3	Neutral	0	0
4	Not accept	0	12.73
5	Not at all	0	0
	Total	110	100

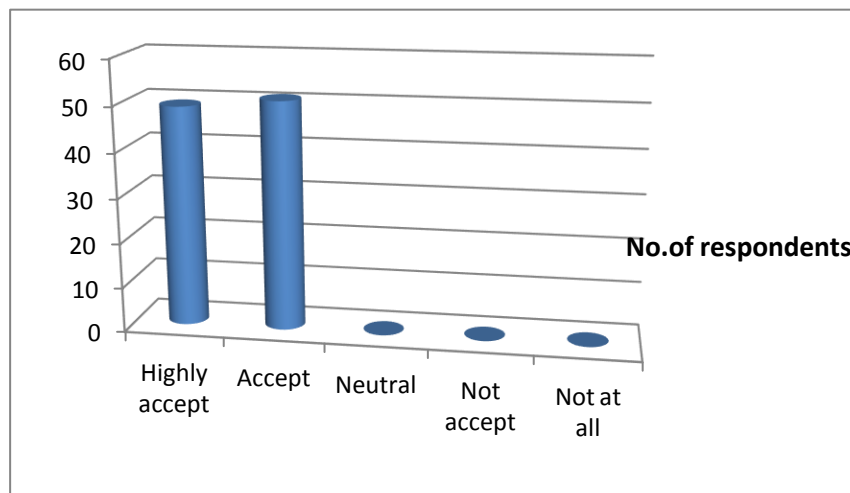


Fig : 4.1.8 Accepting challenges

Inference:

The above table shows that 49.09% of the respondents are said that the accepting challenges to a great extent, 50.91% of the respondents responded to a certain extent, 12.73% of the respondent responded to a little extent.

Table : 4.1.9 Planning to meet the challenge

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	68	61.82
2	To a certain extent	42	38.18
3	Neutral	0	0
4	To a little extent	0	0
5	Not at all	0	0
	Total	110	100

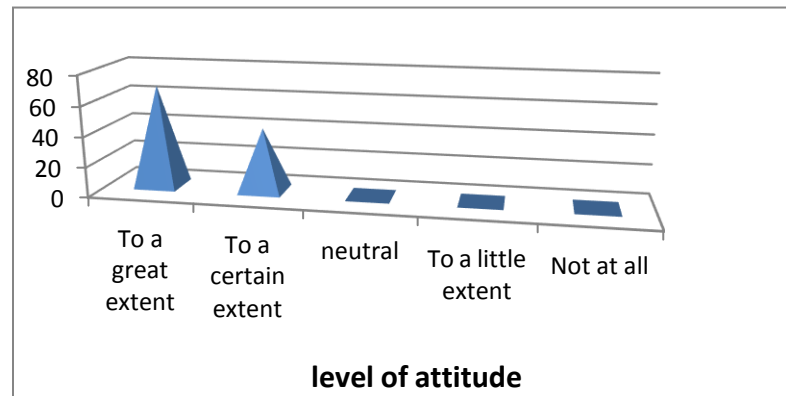


Table : 4.1.9 Planning to meet the challenge

Inference:

The above table shows that 61.82% of the respondents are said that the planning to meet challenges to a great extent, 38.18% of the respondents responded to a certain extent, 0% of the respondent responded to a little extent.

Table : 4.1.10 Total focus on the assignment and ensure final and complete delivery

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	7	6.37
2	To a certain extent	75	68.18
3	Neutral	0	0
4	To a little extent	28	25.45
5	Not at all	0	0
	Total	110	100

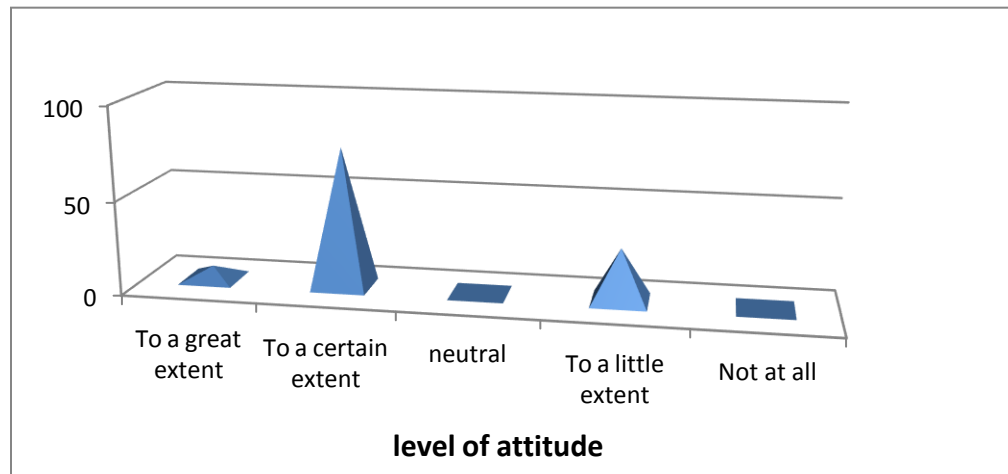


Fig: 4.1.10 Total focus on the assignment and ensure final and complete delivery

Inference:

The above table shows that 6.37% of the respondents are said that the total focus on the assignment and ensure final and complete delivery to a great extent, 68.18% of the respondents responded to a certain extent, 25.45% of the respondent responded to a little extent.

Table : 4.1.11 Large Number Activity

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	47	42.73
2	To a certain extent	49	44.54
3	Neutral	0	0
4	To a little extent	14	12.73
5	Not at all	0	0
	Total	110	100

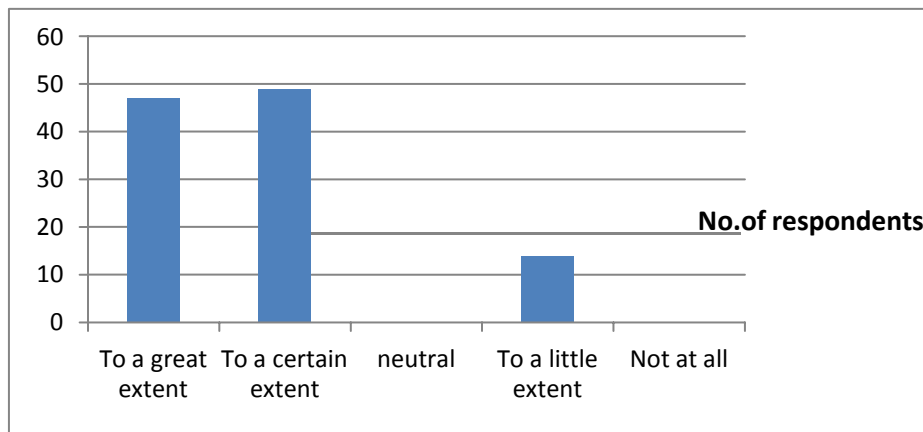


Fig : 4.1.11 Large Number Activity

Inference:

The above table shows that 42.73% of the respondents are said that the large number of activity to a great extent, 44.54% of the respondents responded to a certain extent, 12.73% of the respondent responded to a little extent.

Table : 4.1.12 Able to use time and resource properly

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	21	19.09
2	To a certain extent	68	61.82
3	Neutral	0	0
4	To a little extent	21	19.09
5	Not at all	0	0
	Total	110	100

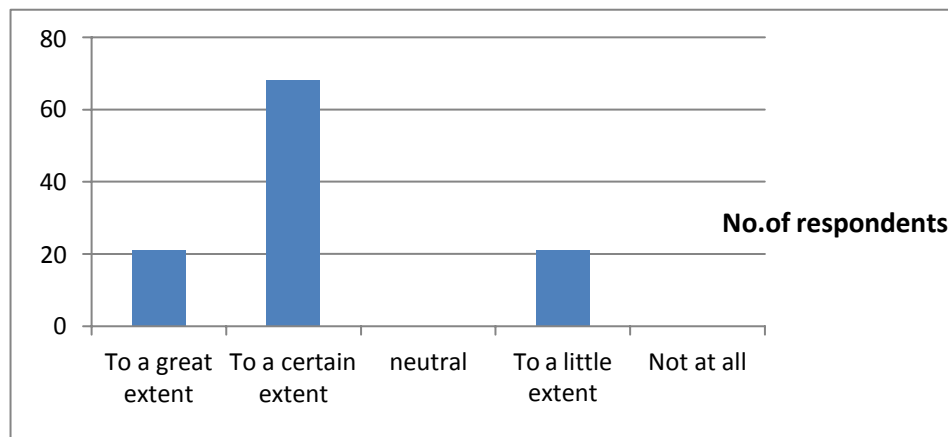


Fig : 4.1.12 Able to use time and resource properly

Inference:

The above table shows that 19.09% of the respondents are said that the time and recourse using properly to a great extent, 61.82% of the respondents responded to a certain extent, 19.09% of the respondent responded to a little extent.

Table : 4.1.13 Future business conditions

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	Frequency	89	80.91
2	Sometime	21	19.09
3	Neutral	0	0
4	Not frequency	0	0
5	Not at all	0	0
	Total	110	100

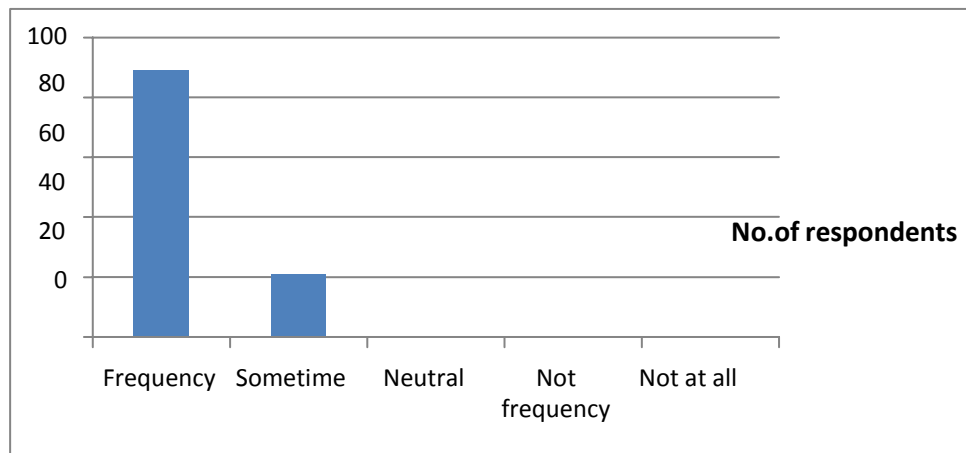


Fig : 4.1.13 Future business conditions

Inference:

The above table shows that 80.91% of the respondents are said that the future business condition are frequency, 19.09% of the respondents responded to a certain extent, 0% of the respondent responded to a little extent.

Table : 4.1.14 Expressing communication yourself effectively both orally and in written form

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	54	49.09
2	To a certain extent	49	44.55
3	Neutral	0	0
4	To a little extent	7	6.36
5	Not at all	0	0
	Total	110	100

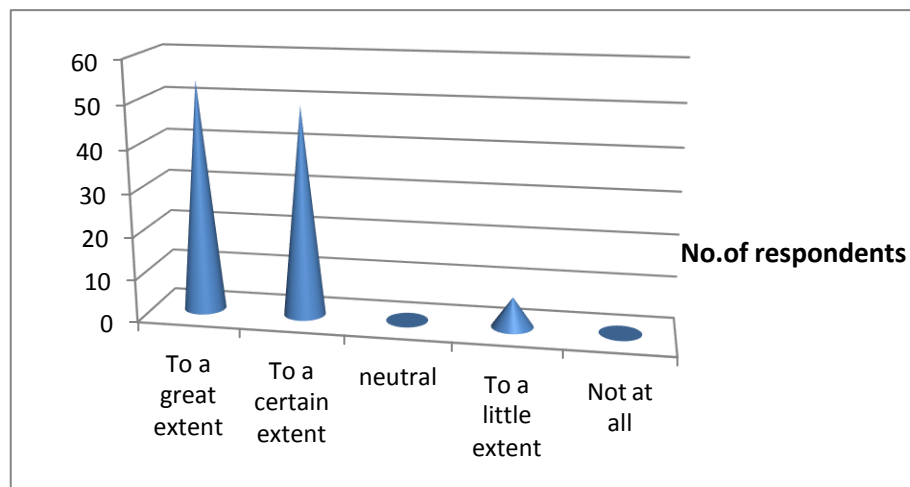


Fig : 4.1.14 Expressing communication yourself effectively both orally and in written form

Inference:

The above table shows that 42.73% of the respondents are said that the communication plans and activities support for employees to a great extent, 50.91% of the respondents responded to a certain extent, 6.36% of the respondents responded to a little extent.

Table : 4.1.15 Communication plans and activities support for employee involvement

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	47	42.73
2	To a certain extent	56	50.91
3	Neutral	0	0
4	To a little extent	7	6.36
5	Not at all	0	0
	Total	110	100

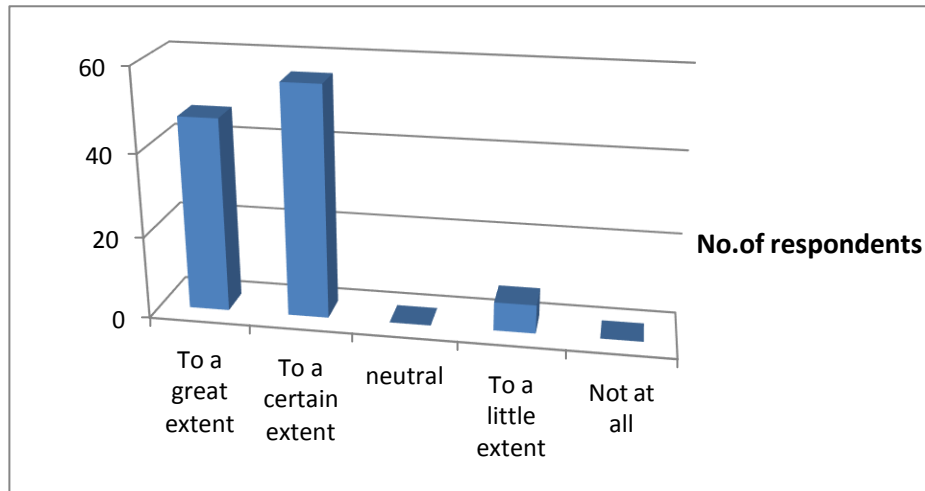


Fig : 4.1.15 Communication plans and activities support for employee involvement

Inference:

The above table shows that 42.73% of the respondents are said that the communication plans and activities support for employee involvement to a great extent, 50.91% of the respondents responded to a certain extent, 6.36% of the respondents responded to a title extent.

Table : 4.1.16 Express the emotion and feeling correctly

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	47	42.73
2	To a certain extent	28	25.45
3	Neutral	0	0
4	To a little extent	35	31.82
5	Not at all	0	0
	Total	110	100

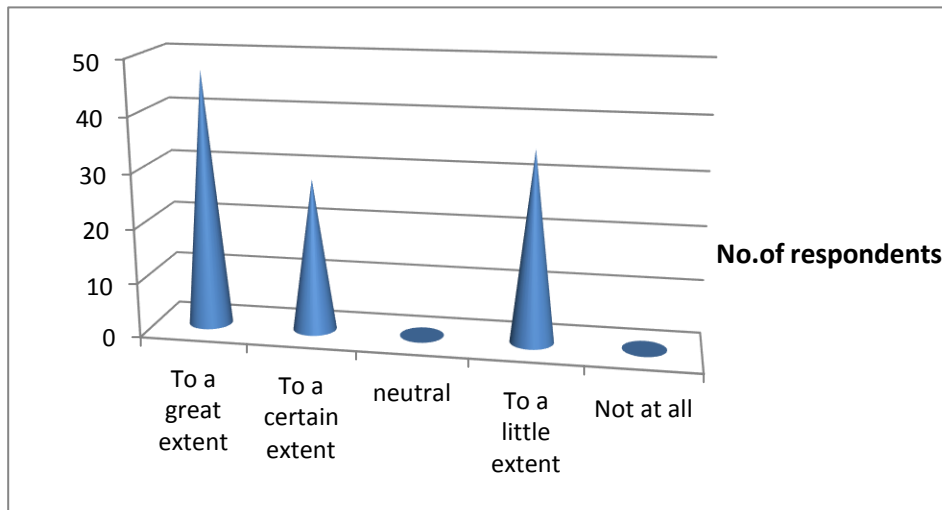


Fig : 4.1.16 Express the emotion and feeling correctly

Inference:

The above table shows that 42.73% of the respondents are said that the expresses the emotions and feelings correctly to a great extent, 25.45% of the respondents responded to a certain extent, 31.82% of the respondents responded to a title extent.

Table : 4.1.17 Utilize some of newly available technology in your organization

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	21	19.09
2	To a certain extent	68	61.82
3	Neutral	0	0
4	To a little extent	21	19.09
5	Not at all	0	0
	Total	110	100

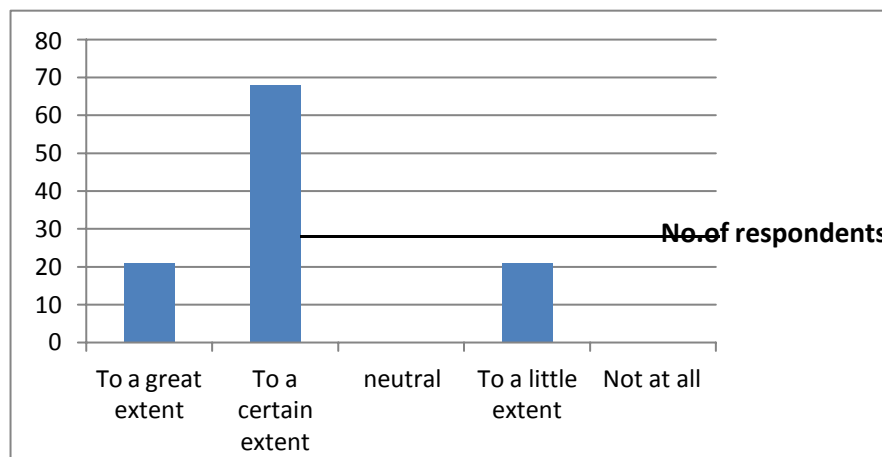


Fig : 4.1.17 Utilize some of newly available technology in your organization

Inference:

The above table shows that 19.09% of the respondents are said that the newly available technologies utilize in your organization to a great extent, 61.82% of the respondents responded to a certain extent, 19.09% of the respondents responded to a title extent.

Table : 4.1.18 Increases resources by being trained in latest technology in your organisation

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	28	25.45
2	To a certain extent	75	68.19
3	Neutral	0	0
4	To a little extent	7	6.36
5	Not at all	0	0
	Total	110	100

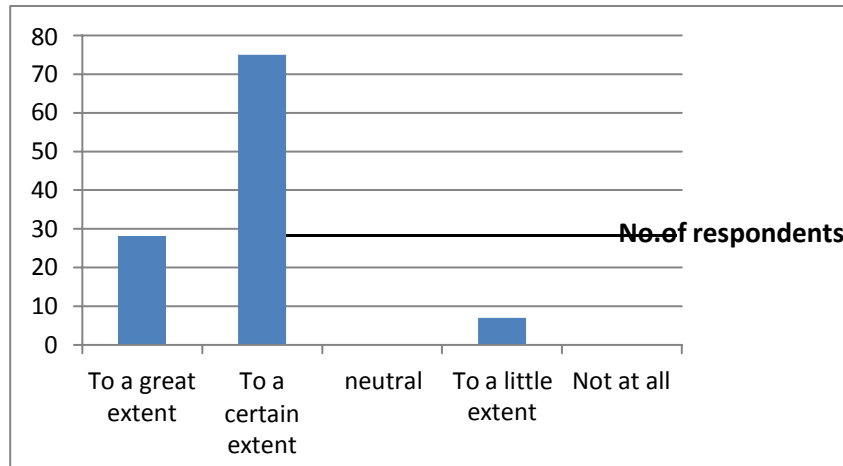


Fig: 4.1.18 Increases resources by being trained in latest technology in your organisation

Inference:

The above table shows that 25.45% of the respondents are said that the Increases resources by being trained in latest technology in your organization to a great extent, 68.19% of the respondents responded to a certain extent, 6.36% of the respondents responded to a title extent.

Table : 4.1.19 Present Technology will maximize the resources for the team

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	61	55.45
2	To a certain extent	42	38.18
3	Neutral	0	0
4	To a little extent	7	6.36
5	Not at all	0	0
	Total	110	100

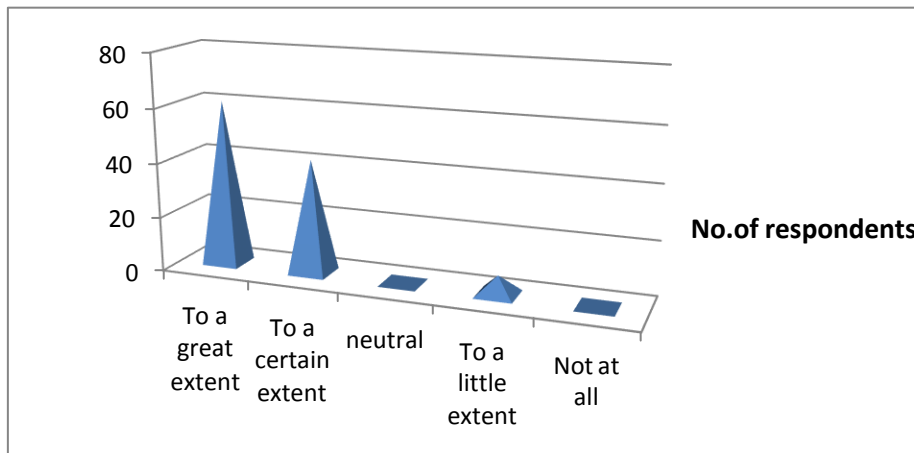


Fig : 4.1.19 Present Technology will maximize the resources for the team

Inference:

The above table shows that 55.45% of the respondents are said that the Present technology will maximize the resources for the team to a great extent, 38.18% of the respondents responded to a certain extent, 6.37% of the respondents responded to a title extent.

Table : 4.1.20 Monitoring employee performance in mutually accepted ways

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	42	38.18
2	To a certain extent	54	49.09
3	Neutral	0	0
4	To a little extent	14	12.73
5	Not at all	0	0
	Total	110	100

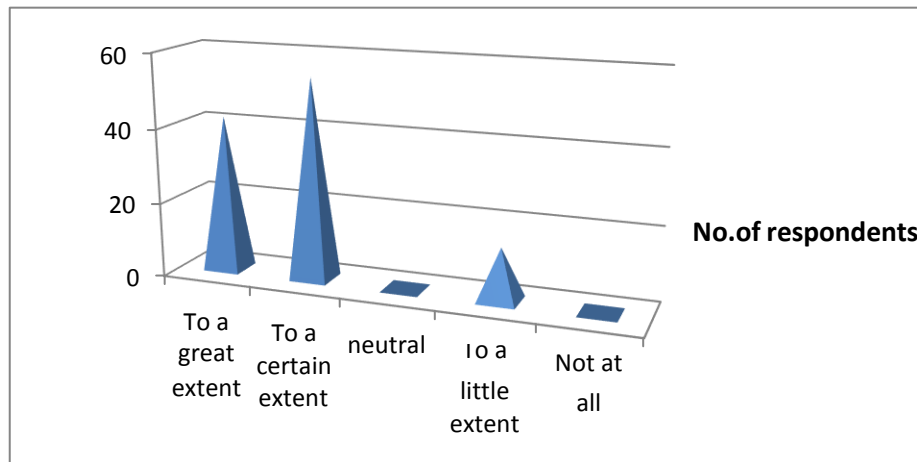


Fig : 4.1.20 Monitoring employee performance in mutually accepted ways

Inference:

The above table shows that 38.18% of the respondents are said that the Monitoring employee performance in mutually accepted ways to a great extent, 49.09% of the respondents responded to a certain extent, 12.73% of the respondents responded to a little extent.

Table : 4.1.21 Implementing the professional development programs

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	35	31.82
2	To a certain extent	54	49.09
3	Neutral	0	0
4	To a little extent	21	19.09
5	Not at all	0	0
	Total	110	100

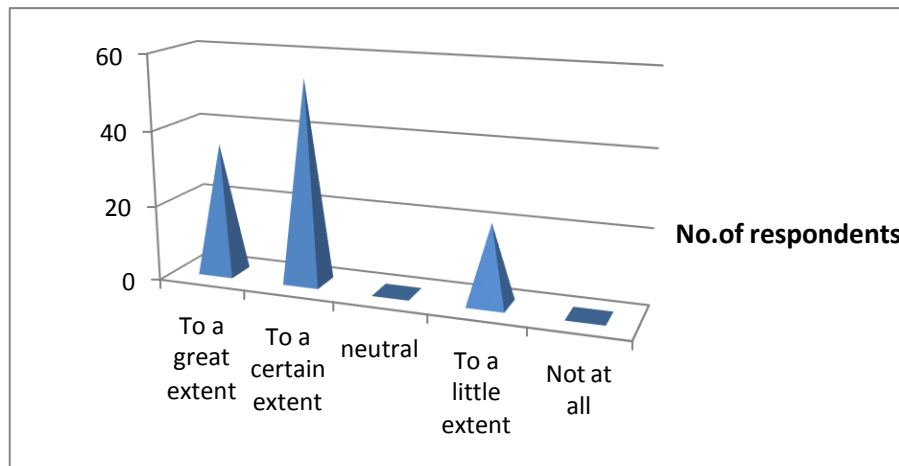


Fig : 4.1.21 Implementing the professional development programs

Inference:

The above table shows that 31.82% of the respondents are said that the Implementing the professional development programs to a great extent, 49.09% of the respondents responded to a certain extent, 19.09% of the respondents responded to a little extent.

Table : 4.1.22 Demonstrating working knowledge and make your employee to be expertise

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	14	12,73
2	To a certain extent	47	42.73
3	Neutral	0	0
4	To a little extent	49	44.54
5	Not at all	0	0
	Total	110	100

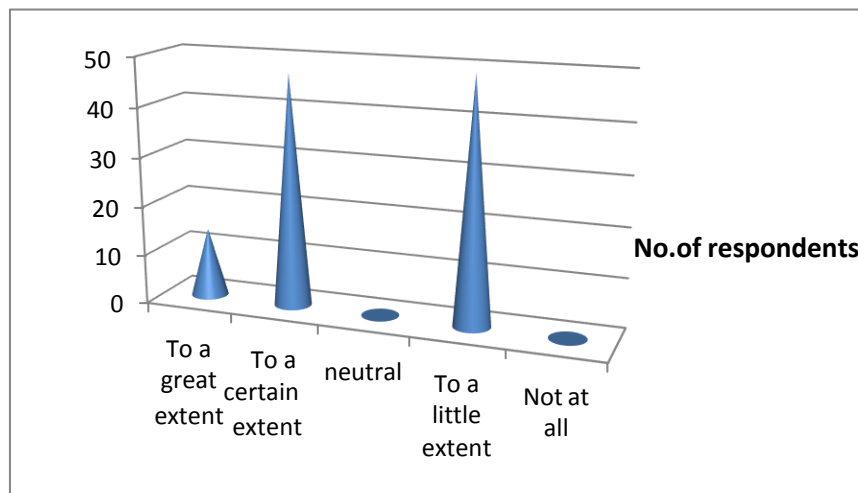


Fig : 4.1.22 Demonstrating working knowledge and make your employee to be expertise

Inference:

The above table shows that 12.73% of the respondents are said that the Demonstrating working knowledge and make your employees to be expertise to a great extent, 42.73% of the respondents responded to a certain extent, 44.54% of the respondents responded to a little extent.

Table : 4.1.23 Treating others with respect, Trust and Dignity

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	40	36.36
2	To a certain extent	49	44.55
3	Neutral	0	0
4	To a little extent	21	19.09
5	Not at all	0	0
	Total	110	100

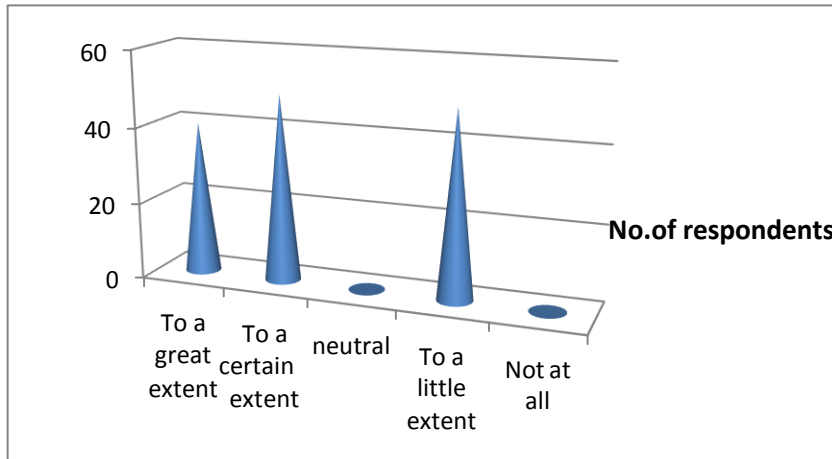


Fig : 4.1.23 Treating others with respect, Trust and Dignity

Inference:

The above table shows that 36.36% of the respondents are said that the Treating others with respect, trust and dignity to a great extent, 44.55% of the respondents responded to a certain extent, 19.09% of the respondents responded to a little extent.

Table : 4.1.24 Considerate of the needs and feelings of each individual

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	42	38.18
2	To a certain extent	40	36.36
3	Neutral	0	0
4	To a little extent	28	25.46
5	Not at all	0	0
	Total	110	100

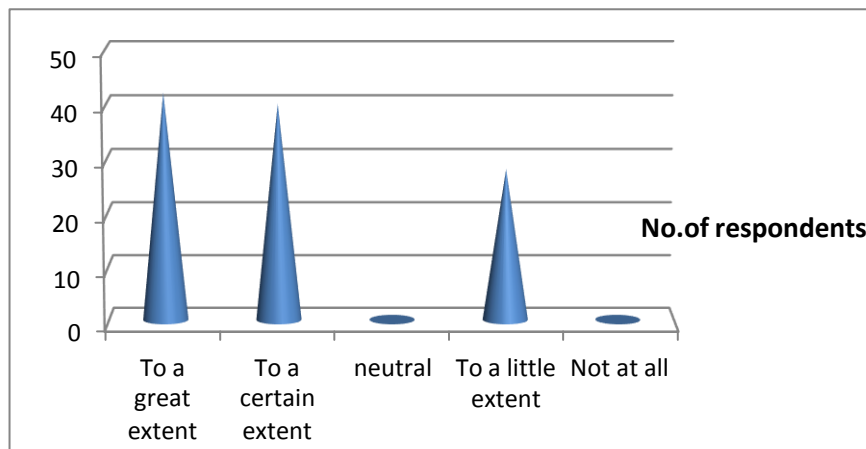


Fig : 4.1.24 Considerate of the needs and feelings of each individual

Inference:

The above table shows that 31.82% of the respondents are said that the Considerate of the needs and feelings of each individual to a great extent, 49.09% of the respondents responded to a certain extent, 19.09% of the respondents responded to a little extent.

Table : 4.1.25 Productive culture by valuing individual and contributions

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	28	25.45
2	To a certain extent	82	74.55
3	Neutral	0	0
4	To a little extent	0	0
5	Not at all	0	0
	Total	110	100

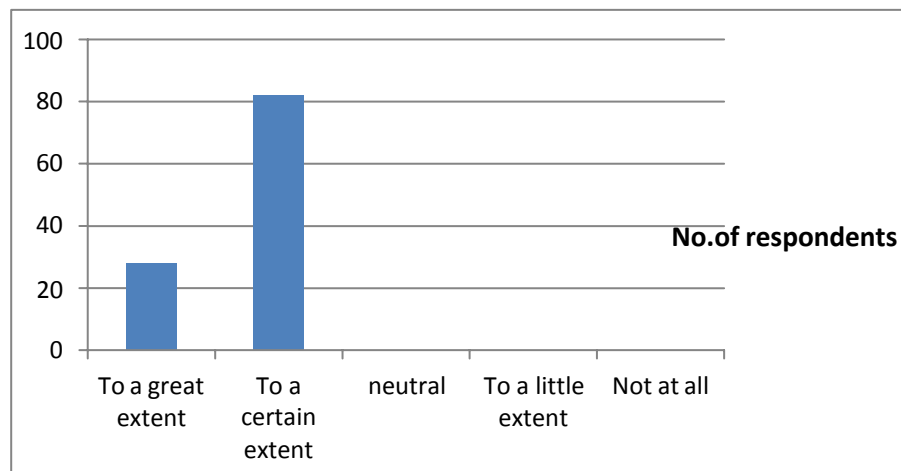


Fig : 4.1.25 Productive culture by valuing individual and contributions

Inference:

The above table shows that 25.45% of the respondents are said that the Productive culture by valuing individual and the contributions to a great extent, 74.55% of the respondents responded to a certain extent, 0% of the respondents responded to a little extent.

Table : 4.1.26 Satisfied with your team

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	26	23.64
2	To a certain extent	63	57.27
3	Neutral	21	19.09
4	To a little extent	0	0
5	Not at all	0	0
	Total	110	100

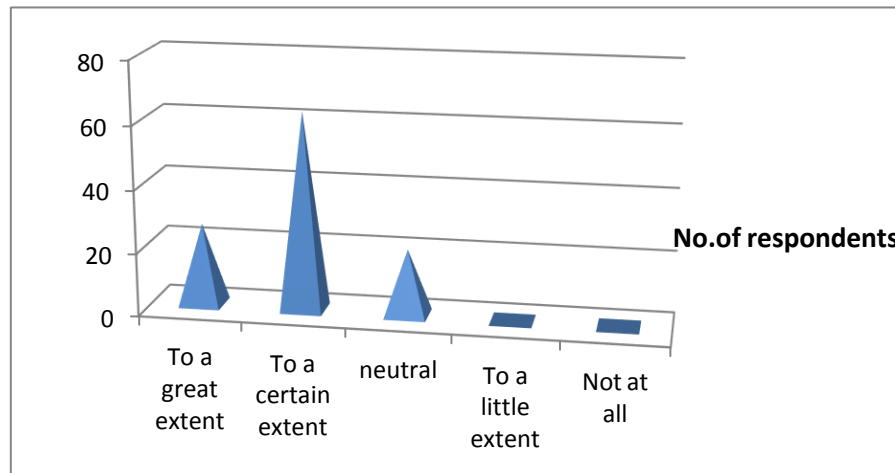


Fig : 4.1.26 Satisfied with your team

Inference:

The above table shows that 57.27% of the respondents are said that the Satisfied with your team to a certain extent, 23.64% of the respondents responded to a great extent, 19.09% of the respondents responded to a neutral.

Table : 4.1.27 Team in helpful for your development

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	47	42.73
2	To a certain extent	49	44.54
3	Neutral	0	0
4	To a little extent	14	12.73
5	Not at all	0	0
	Total	110	100

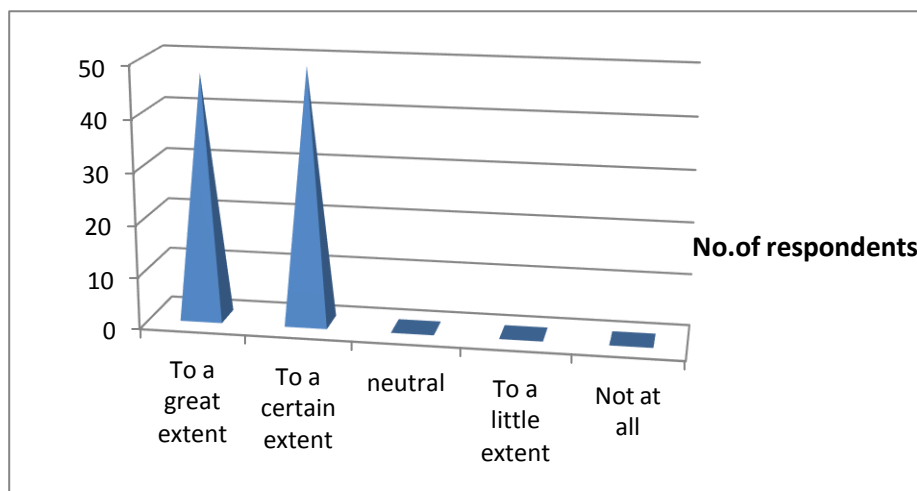


Fig : 4.1.27 Team in helpful for your development

Inference:

The above table shows that 42.73% of the respondents are said that the Team is helpful for your development to a great extent, 44.54% of the respondents responded to a certain extent, 12.73% of the respondents responded to a little extent.

Table : 4.1.28 Feeling comfortable in working with your team

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	Highly comfortable	33	30.00
2	Comfortable	70	63.64
3	Discomfortable	7	6.36
4	Highly discomfortable	0	0
5	Not at all	0	0
	Total	110	100

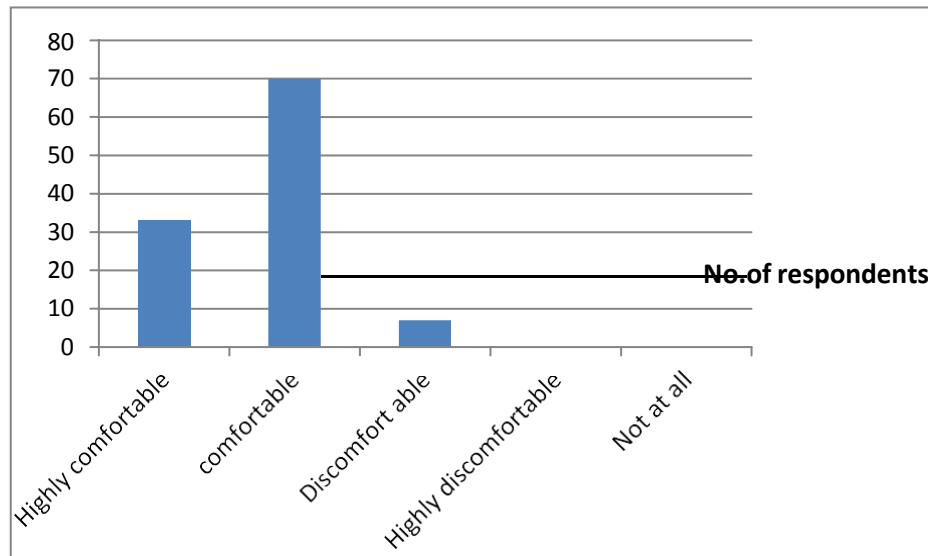


Fig : 4.1.28 Feeling comfortable in working with your team

Inference:

The above table shows that 30.00% of the respondents are said that the Feeling comfortable in working with your team to a great extent, 63.64% of the respondents responded to a certain extent, 6.36% of the respondents responded to a little extent.

Table : 4.1.29 Assemble and lead teams to achieve established goals within dead lines

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	14	12.73
2	To a certain extent	89	80.91
3	Neutral	0	0
4	To a little extent	7	6.36
5	Not at all	0	0
	Total	110	100

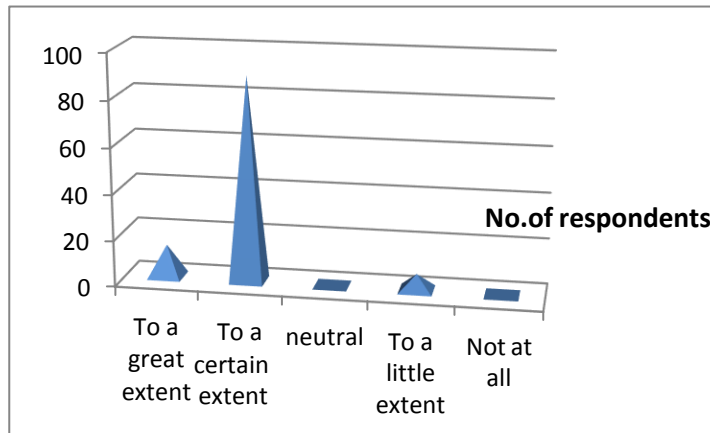


Fig : 4.1.29 Assemble and lead teams to achieve established goals within dead lines

Inference:

The above table shows that 12.73% of the respondents are said that the Assemble and lead teams to achieve established goals within deadlines to a great extent, 80.91% of the respondents responded to a certain extent, 6.36% of the respondents responded to a little extent.

Table : 4.1.30 Establishes goals, Timelines and budgets

S.NO	Level of attitude	No.of respondents	No. of respondents in Percentage (%)
1	To a great extent	14	12.73
2	To a certain extent	75	68.18
3	Neutral	0	0
4	To a little extent	21	19.09
5	Not at all	0	0
	Total	110	100

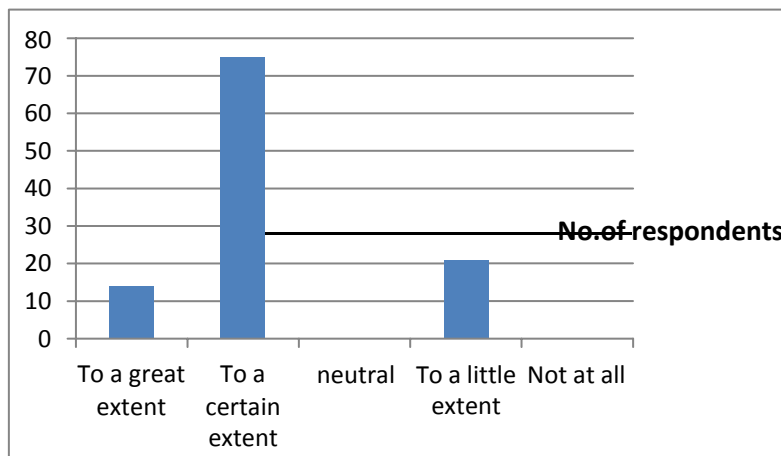


Fig : 4.1.30 Establishes goals, Timelines and budgets

Inference:

The above table shows that 12.73% of the respondents are said that the Establishes goals, timelines and budgets to a great extent, 68.18% of the respondents responded to a certain extent, 19.09% of the respondents responded to a little extent.

4.2 WEIGHTED AVERAGE

S.NO	Level	Wi	Xi	WiXi
1	To a great extent	5	14	245
2	To a certain extent	4	75	244
3	To a little extent	3	0	0
4	Neutral	2	21	0
5	Not at all	1	0	0
	Total		110	489

Cognitive skill

Weighted average = $Wi Xi / N$

= $489/110$

=4.44

S.NO	Level	Wi	Xi	WiXi
1	To a great extent	5	75	375
2	To a certain extent	4	35	140
3	To a little extent	3	0	0
4	Neutral	2	21	0
5	Not at all	1	0	0
	Total		110	489

Personal skill

Weighted average = $Wi Xi / N$

=515

=4.68

S.NO	Level	Wi	Xi	WiXi
1	To a great extent	5	28	140
2	To a certain extent	4	82	328
3	To a little extent	3	0	0
4	Neutral	2	0	0
5	Not at all	1	0	0
	Total		110	489

Functional skill

Weighted Average = $Wi Xi / N$

= $468/110$

=4.25

RANKING TABLE FOR WEIGHTED AVERAGE

Table : 4.2 Weighted average for rating of skills

ATTRIBUTE	WEIGHTED AVERAGE	RANK
Personal skill	4.68	1
Cognitive skill	4.44	2
Functional skill	4.25	3

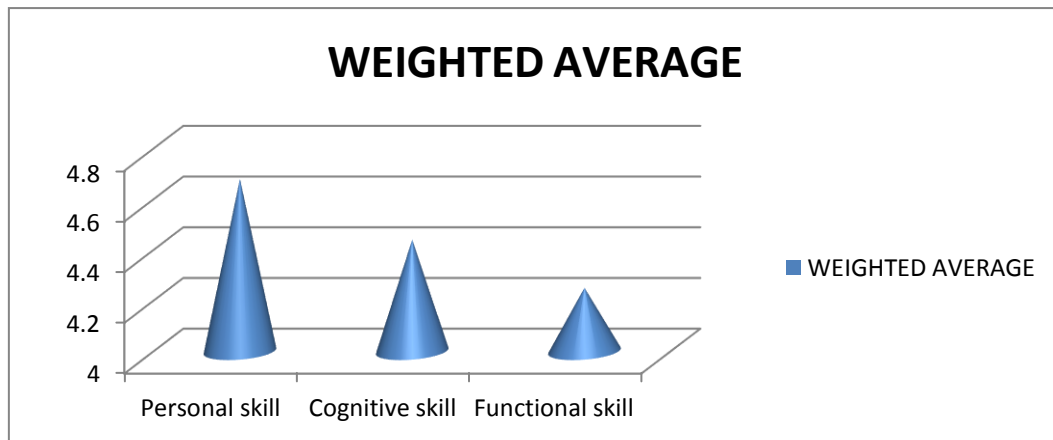


Fig : 4.2 Weighted average for rating of skills

Inference:

The above table shows that the personal skill ranks first when compared with other factors. Then the second is the cognitive skill, and then comes the functional skill.

4.3 CHI- SQUARE TEST

Chi-square for experience and training Employee

Chi-square is the sum of the squared difference observed (o) and the expected (e) data (or the deviation, d), divided by the expected data in all possible categories.

Null hypothesis (Ho):

There is no significant difference between the understanding level of experience and training employees

Alternate hypothesis (H1):

There is a significant difference between the understanding level of experience and training employees.

Table 4.3 Chi-square for experience and training Employee

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Experience * Training Employees	110	100.0%	0	.0%	110	100.0%

Experience * Training Employees Cross tabulation

			Training Employees			Total
			Agree	Neutral	Disagree	
Experience	2 to 5 years	Count	40	0	0	40
		% within Experience	100.0%	.0%	.0%	100.0%
		% within Training Employees	63.5%	.0%	.0%	36.4%
		% of Total	36.4%	.0%	.0%	36.4%
	6 to 10 years	Count	23	35	8	66
		% within Experience	34.8%	53.0%	12.1%	100.0%
		% within Training Employees	36.5%	100.0%	66.7%	60.0%
		% of Total	20.9%	31.8%	7.3%	60.0%
	11 to 15 years	Count	0	0	4	4
		% within Experience	.0%	.0%	100.0%	100.0%
		% within Training Employees	.0%	.0%	33.3%	3.6%
		% of Total	.0%	.0%	3.6%	3.6%
Total	Count	63	35	12	110	
	% within Experience	57.3%	31.8%	10.9%	100.0%	
	% within Training Employees	100.0%	100.0%	100.0%	100.0%	
	% of Total	57.3%	31.8%	10.9%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	77.725 ^a	4	.000
Likelihood Ratio	76.902	4	.000
Linear-by-Linear Association	49.132	1	.000
N of Valid Cases	110		

a. 4 cells (44.4%) have expected count less than 5. The minimum expected count is .44.
Z= 77.725>9.488

Hence, the Alternate hypothesis [H1] is accepted

INFERENCE:

Since the calculated P value is less than 0.05, we accept the alternate hypothesis. There is a relationship between the understanding level of experience and training employees.

4.4 ONE-WAY ANOVA ANALYSIS

One-way anova analysis for new employee aware of the organization change management

Null hypothesis (Ho):

There is no significance Association between the New Employee aware of the Organization change management.

Alternate hypothesis (H1):

There is a significance Association between the New Employee aware of the Organization change management.

Table : 4.4 One-way anova analysis for new employee aware of the organization change management

Descriptive

NEW EMPLOYEE ORGANIZATION

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Strongly agree	9	2.00	.000	.000	2.00	2.00	2	2
Agree	59	2.00	.000	.000	2.00	2.00	2	2
Neutral	33	2.82	.392	.068	2.68	2.96	2	3
Disagree	9	3.56	.527	.176	45	3.96	3	4
Total	110	2.37	.572	.055	2.26	2.48	2	4

Test of Homogeneity of Variances

NEW EMPLOYEE ORGANIZATION

Levene Statistic	df1	df2	Sig.
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Test of Homogeneity of Variances

NEW EMPLOYEE ORGANIZATION

Levene Statistic	df1	df2	Sig.
57.269	3	106	.000

ANOVA

NEW EMPLOYEE ORGANIZATION

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28.587	3	9.529	141.639	.000
Within Groups	7.131	106	.067		
Total	35.718	109			

INFERENCE:

The calculated value of P value is less than 0.05. Hence, we reject the null hypothesis and conclude that there is a significance association between the New Employee aware of the Organization change management.

4.5 KARL PEARSON'S CORRELATION ANALYSIS

Correlation analysis for Job roles and Pay roll Policies

Correlation analysis is the statistical tool used to measure the degree to which two variables are linearly related to each other. Correlation measures the degree of association between two variables.

Null hypothesis (H0):

There is positive relationship between the overview of job roles and pay roll policies.

Alternate hypothesis (H1):

There is negative relationship between the overview of job roles and pay roll policies.

Table : 4.5 Correlation analysis for Job roles and Pay roll Policies

Correlations		
	OVERVIEW OF JOB ROLES	PAY ROLL POLICIES
OVERVIEW OF JOB ROLES	Pearson Correlation	1
	Sig. (2-tailed)	.876**
	N	.000
PAY ROLL POLICIES	Pearson Correlation	1
	Sig. (2-tailed)	.876**
	N	.000

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

$$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

r= .876

INFERENCE:

Since r is positive, there is positive relationship between the overview of job roles and pay roll policies.

CHAPTER 5 FINDINGS AND DISCUSSION

CHAPTER - 5

5.1 FINDINGS

- 100% of the respondents said that they are familiar about vision and mission statement of their organization
- 61.82% of the respondents said that they are familiar about the company overall strategy
- 68.18% of the respondents said that they are somewhat know about the organization structure clearly define functional responsibilities.
- 42.73% of the respondents said to a certain extent of the organization HR activity integrate with the organization strategic business plan.
- 50.91% of the respondents said to a certain extent of the generating large number of ideas.
- 61.82% of the respondents said to a great extent of the generating variety of ideas.
- 61.82% of the respondents said to a great extent of showing originality in the ideas.
- 50.91% of the respondents said that they accept the accepting the challenges.
- 61.82% of the respondents said to a certain extent of planning to meet the challenges.
- 68.18% of the respondents said to a certain extent will show the total focus on the assignment and ensure final and complete delivery.
- 44.54% of the respondents said to a certain extent can be able to do large number of activity
- 61.82% of the respondents said to a certain extent can be able to use time and resources properly
- 80.91% of the respondents said that they frequently talks about future business conditions.
- 49.09% of the respondents said to a great extent of expressing communication effectively orally and also in written form.
- 50.91% of the respondents said to a certain extent of the communication plan and activities support for employee involvement.

- 42.73% of the respondents said to a great extent of them expresses the emotions and feelings correctly.
- 61.82% of the respondents said to a certain extent of them utilize some of newly available technologies in their organization.
- 68.19% of the respondents said to certain extent increases resources by being trained in latest technology in their organization.
- 55.45% of the respondents said to a great extent understand that the present technology will maximize the resource for the team.
- 49.09% of the respondents said to a certain extent that the monitoring employee performance in mutually accepted ways.
- 49.09% of the respondents said to a certain extent to implementing the professional development programs.
- 44.54% of the respondents said to a little extent that the demonstrating working knowledge and make their employees to be expertise.
- 44.55% of the respondents said to a certain extent that the treating others with respect trust and dignity.
- 38.18% of the respondents said to a great extent that they work well with other by being considerate of the needs feelings of each individual.
- 74.55% of the respondents said to a certain extent that promotes o productive culture by valuing individuals and the contributions.
- 57.27% of the respondents said that they satisfied with their team
- 44.54% of the respondents said to a certain extent of the team are helpful for their development
- 63.64% of the respondents said that they fell comfortable in working with their team.
- 80.91% of the respondents said to a certain extent that they assemble and lead teams to achieve established goals within deadlines.

- 68.18% of the respondents said to a certain extent to establish goals, timelines and budgets.
- 4.68% of the personal skill score from the study, it is clear that the personal skill is plays an important role in the organization.
- There is a relationship between the understanding level of experience and training employees.
- There is a significance association between the New Employee aware of the Organization change management.
- There is positive relationship between the overview of job roles and pay roll policies.

5.2 SUGESSTION AND RECOMMENDATION

- Through the findings, it is found that they organization set up of the company is satisfied to the expected level. So the company can provide them the same continuously and development more efficiently.

PERSONAL SKILL

- From the findings the personal skills of the executives stand first this can be analyzed by three skills interpersonal skills, teamwork skills, self-direction skills. Among these skills interpersonal skills are more satisfactory. To improve the teamwork skills of the executive they have to train there team members by delegating and decentralization of authority and responsibility to the Individual and they have to influences the members to achieve goals beyond what was call for. They have to use appropriate interpersonal style to steer their team members towards the goal. They have to train their members to accomplish the maximum efficiency.
- To improve the self-direction skills of the executives they have to provide the
- Motivation to their employees to achieve established goals within deadlines. They the successful leadership competency

COGNITIVE SKILL

- From the findings the cognitive skill of the executive stand second this can be analyzed by three skills as creative thinking achievement oriented, strategic thinking. Among these skills the creative thinking or more satisfactory.
- To improve the achievement orientation skills of the executives they should be the prime mover so that they have to take reasonable and well-calculated risk to achieve the quality challenges. They should be aware of inefficiencies and may express frustration at delays. They make the employee to enjoy working on new at the same time they should practices by managing the an unambiguous projects where supports is assured and readily to improve the strategic skills of the executives they should be clear on their.

FUNCTIONAL SKILL

- From the findings the functional skills of the executives is in final stage this can be analyzed by three skills as communication skills, technological skills, managerial skills. Among these the communication skills of the executives are more satisfactory
- To improve the technology skills of the executives they have to concentrate on newly technologies which make new advancement to the organization. They have to utilizes the technologies which available in the organization to the great extent. They have to give more training to the year employee's in latest technology which is available in the year organization to improve their competency.
- To improve the managerial skills of the executives they have to developed their decision making power because the good leadership is characterized by the ability to make good decision
- From the statistical calculation it is found that the leadership competency and change management have the relationship to make the value organization

5.3 LIMITATION OF THE STUDY

The personal bias of respondents may be affecting the result of the study. The findings are substantially based on the information given by the respondents. 100% reliability and accuracy cannot be expected from the respondent due to various reasons. However, sincere and concert efforts were taken to make this study as objective and systematic as possible.

5.4 CONCLUSION

The research has illustarted the study on leadership competencies for successful change management with reference renault nissian automotive india private limited. The leadership competencies play a pivotal role in change management. The effective change management is essential to creating a sustained level of performance. The leaders and employees to maintain productivity, motivation and morale, while continuing the company's commitment to its stated values and excellent customer service, the changes are to be observed and make the strategies accordingly. The leadership with strategic thinking makes the organization to be challenging in the competitive environment. The change management is to be given priority in organizational functioning at regular intervals.

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ANNEXURE - I

QUESTIONNAIRE

The following questionnaire is subject to the topic of the leadership competency for successful change management. I am D. SANTHIYA undergoing MBA course in Sathyabama University prepared this questionnaire for my main project and request you to cooperate for fulfilling this questionnaire.

Name :

Designation :

Age :

- a) Less than 25yrs
- b) 25 - 35yrs
- c) 35 - 45yrs
- d) 45yrs and above

Service in the organization :

- a) Below 5 yrs
- b) 5-10 yrs
- c) 10 - 15yrs
- d) Above 15 yrs

Do change management understanding levels differ from experience employee and training employee?

- a) Agree
- b) Neutral
- c) Disagree

Is the new employee aware of the organization management.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree

Whether the employee are satisfied by the job rolls and payroll policies

- a) Satisfied
- b) Not Satisfied

ORGANIZATION SETUP OF HR DEPARTMENT

1. Are you familiar with the vision and mission statement put forth by your organization?
 - a) Familiar
 - b) Soewhat
 - c) Neutral
 - d) Unfamiliar
 - e) Not at all

2. Are you aware company overall strategy?
 - a) Familiar
 - b) Somewhat
 - c) Neutral
 - d) Unfamiliar
 - e) Not at all

3. Does the organization structure clearly define functional responsibilities?
 - a) Familiar
 - b) Somewhat
 - c) Neutral
 - d) Unfamiliar
 - e) Not at all

4. Does your organization HR activity integrate with the organization strategic business plan?
 - a) To a great extent
 - b) To a certain extent
 - c) Neutral
 - d) To a little extent
 - e) Not at all

COGNITIVE SKILL CREATIVE THINKING

1. Are you generating large number of ideas?

- a) To a great extent
- b) To a certain extent
- c) Neutral
- d) To a little extent
- e) Not at all

2. Are you generating variety of ideas?

- a) To a great extent
- b) To a certain extent
- c) Neutral
- d) To a little extent
- e) Not at all

3. Are you showing originality in the ideas?

- a) To a great extent
- b) To a certain extent
- c) Neutral
- d) To a little extent
- e) Not at all

ACHIEVEMENT ORIENTATION

1. Are you accepting challenges?

- a) Highly accept
- b) Accept
- c) Neutral
- d) Not accept
- e) Not at all

2. Are you planning to meet the challenge?

- a) To a great extent
- b) To a certain extent
- c) Neutral
- d) To a little extent
- e) Not at all

3. Do you show total focus on the assignment and ensure final and complete delivery?

- a) To a great extent
- b) To a certain extent
- c) Neutral
- d) To a little extent**

STRATEGIC THINKING

1. Are you able to do large number of activity?

- a) To a great extent
- b) To a certain extent
- c) Neutral
- d) To a little extent
- e) Not at all

2. Are you able to use time and recourse properly

- a) To a great extent
- b) To a certain extent
- c) Neutral
- d) To a little extent
- e) Not at all

3. Are you talks about the future business conditions?

- a) Frequently
- b) Some time
- c) Neutral

- d) Not frequently
- e) Not at all

FUNCTIONAL SKILL COMMUNICATION SKILLS

1. Are you expressing effective communication orally and also in written form?
 - a) To a great extent
 - b) To a certain extent
 - c) Neutral
 - d) To a little extent
 - e) Not at all
2. Does the communication plans and activities support for employee involvement?
 - a) To a great extent
 - b) To a certain extent
 - c) Neutral
 - d) To a little extent
 - e) Not at all
3. Do you expresses the emotions and feelings correctly?
 - a) To a great extent
 - b) To a certain extent
 - c) Neutral
 - d) To a little extent
 - e) Not at all

TECHNOLOGICAL SKILLS

1. Are you utilizes some of newly available technologies in your organization?
 - a) To a great extent
 - b) To a certain extent
 - c) Neutral
 - d) To a little extent
 - e) Not at all

2. Are you increases resources by being trained in latest technology in your organization?
- a) To a great extent
 - b) To a certain extent
 - c) Neutral
 - d) To a little extent
 - e) Not at all
3. Are you clear in that the present technology will maximize the resources for the team?
- a) To protestant
 - b) To a certain extent
 - C) Neutral
 - d) To a little extent
 - c) Not at all

MANAGERIAL SKILLS

1. Are you monitoring employee performance in mutually accepted ways?
- a) To a great extent
 - b) To a certain extent
 - c) Neutral
 - d) To a little extent
 - e) Not at all
2. Are you implementing the professional development programs?
- a) To a great extent
 - b) To a certain extent
 - c) Neutral
 - d) To a little extent
 - e) Not at all
3. Are you demonstrating working knowledge and make your employees to be expertine?
- a) To a great extent
 - b) To a certain extent
 - c) Neutral

- d) To a little extent
- e) Not at all

PERSONAL/SOCIAL SKILLS INTERPERSONAL SKILLS

1. Are you treating others with respect, trust and dignity?
 - a) To a great extent
 - b) To a certain extent
 - c) Neutral
 - d) To a little extent
 - e) Not at all
2. Are you work well with other by being considerate of the needs and feelings of each individual?
 - a) To a great extent
 - b) To a certain extent
 - c) Neutral
 - d) To a little extent
 - e) Not at all
3. Are you promotes a productive culture by valuing individual and contributions?
 - a) To a great extent
 - b) To a certain extent
 - c) Neutral
 - d) To a little extent
 - e) Not at all

TEAMWORK SKILLS

1. Are you satisfied with your team?
 - a) Highly satisfied
 - b) Satisfied
 - c) Neutral
 - d) Dissatisfied
 - e) Highly dissatisfied

2. Is your team helpful for your development?
- a) To a great extent
 - b) To a certain extent
 - c) Neutral
 - d) To a little extent
 - e) Not at all
3. Are you feeling comfortable in working with your team?
- a) Highly comfortable
 - b) Comfortable
 - c) Discomfort able
 - d) Highly discomfort able
 - e) Not at all

SELF DIRECTION

1. Do you assemble and lead teams to achieve established goals within deadlines
- a) To a great extent
 - b) To a certain extent
 - c) Neutral
 - d) To a little extent
 - e) Not at all
2. Do you establish goals, timelines and budgets?
- a) To a great extent
 - b) To a certain extent
 - c) Neutral
 - d) To a little extent
 - e) Not at all

THE INTER RELATIONSHIP BETWEEN LEADERSHIP COMPETENCY AND CHANGE MANAGEMENT

1. Rate the following competency in the aspect of essentiality with respect your Organization?

Factors	To a great extent	To a certain extent	To a little extent	Not at all
Cognitive skill				
Persona/social skill				

2. Are you satisfied with leadership competency in your organization?

- a) Highly satisfied
- b) Satisfied
- c) Neutral
- d) Dissatisfied
- e) Highly dissatisfied

3. Do you agree that leadership competency leads organization change management?

- a) Highly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Highly disagree

ANNEXURE - II

A STUDY ON “LEADERSHIP COMPETENCIES FOR SUCCESSFUL CHANGE MANAGEMENT”

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ABSTRACT:

The purpose of this paper is to examine and discuss the leadership competencies for successful change management. Leadership competencies(LDC) are key factors for any company that aims for a competitive advantage in a fast changing business environment. This research adopts descriptive research using leadership competencies. The findings reveal the importance of leadership competencies for a successful change management for better understanding. The data for the research has been collected by the questionnaire and personal interview, primary data and secondary data. The elemental leadership competencies as three skills such as cognitive skills, personal skill, functional skills. The primary benefit of competencies is that they provide an easily shared and understood view of leadership that can be used in a wide variety of way to build human capital and drive business outcomes. For instance, competencies can provide a unifying framework in such areas as recruitments and selection, leadership development and performance reviews. This article provides the basis for further research to test the leadership competencies for successful change management.

Keywords: Leadership competencies, Change management.

I) INTRODUCTION:

Leadership competencies Each organization has to decide which leadership competencies are important for its leader to be successful. Through a process of dialogue that involves listening, challenging, providing alternatives and demonstrating linkage to the organization's requirements, the leadership competencies are selected. This report describes competencies of leadership valuable skills, abilities, behaviours, attitudes, and knowledge areas. Although leaders are not going to master every competency, they will need to be aware of all of them, know their own shortcomings, and focus on developing these competencies in themselves or be able to recognize these qualities in others so they can select people who compensate for their weaknesses. Leadership competencies are leadership skill and behaviours that contribute to superior performance. By using a competency based approach to leadership, organization can better identify and develop their next generation of leaders. Essential leadership competencies and global competencies have been defined by researchers. However, future business trends and strategy should drive the development of new leadership competencies. While some leadership attributes are distinctive to the particular organization to create competitive advantage.

Origins of leadership competencies for successful change management: It can be argued that the concept of competencies traces back to the 1970. Concern developed at that time about the widespread use of intelligence and related aptitude test in the workplace. The concern was that these instruments were too far removed from actual leadership practices and business outcomes. The idea took shape that knowledge, skills, abilities, and traits were a more useful and accurate method for measuring leadership abilities. The popularity competencies gained considerable momentum in the United States in the early 1990s, in large part due to the accelerated pace and complexity of change taken place in many industries and organizations. The notion that leadership roles were a static set of behaviours and responsibilities was challenged by the idea that these roles should in fact be defined in more general terms, thus allowing leaders greater flexibility in roles.

Explanation of the elemental leadership competencies:

Cognitive Skills:

Creativity thinking Competency of creative thinking is defined as the set of human attributes required to generate solution. Achievement orientation Competency of achieving orientation is

defined as the set human attributes required continuously seeking and achieving higher goal. Strategic thinking Competency of strategic thinking is defined as the set of human attributes required to visualize near and distant future condition develop appropriate organization response.

Personal Skills:

Interpersonal skills Competency interpersonal skills works well with others by being considerate of the needs feelings of each individual. This promotes a productive culture by valuing individuals and their contributions. Teamwork skills Competency of interpersonal effectiveness and team working is defined as the set human attributes required to impact group or team working to achieve team. Self-direction skills The self-direction which assembles and leads teams to achieve established goals with deadlines.

Functional Skills:

Communication skills Competency of communication is defined as the set of human attributes required to communicate ideas. Communicate plans and activities in a manner that supports strategies for employee involvement. Technological skills The technological skills used to improve the technology of the company current scenario the new technologies implemented in the organization to increase the competency. Managerial skills: The managerial skills are defined as managing the employee's database in the organization and also monitoring the performance of the employees in the organization.

II) REVIEW OF LITERATURE:

Müller & Turner (2019) According to the study of Claus (2019), corporate leadership can support the creation of new roles within the talent value chain and contribute to positive organisational outcomes. Several leadership theories have been created in the last century, most of which have argued that leadership styles are influenced by different circumstances.

ARZESH Competency Model 2018, defines competency as a set of knowledge, abilities, skills, experiences, and behaviours, which lead to the effective performance. Thus, in the current research, we refer to leadership competency as the ability to act as the role model for the team, being reliable and have the capacity solves problems and takes important decisions.

Fowler, Zigarmi, Roberts & Shuck (2018) have developed a new LDC model based on self-determination theory, showing that that leaders that allow autonomy are less likely to respond or

use pressure. When they promote relationships, they show subordinates they care about their contribution to the team and support the connection; they make employees feel competent, encouraging them to show their skills and allowing them to develop and perform. Giving positive feedback on tasks serves to increase people's motivation. Today's LDC models appreciate the complexity of organisational life and how both situational and individual differences factors can attenuate or increase the effectiveness of leadership competencies.

Reyes Liske and Holladay (2016) linked LC to coaching and evaluated pre and post coaching assessment on competency ratings.

Norzailan, Othman, and Ishizaki (2016) discussed the nature of strategic LC and techniques to develop them.

Bharwani and Talib (2017) proposed LCM for general managers with 43 competencies.

AlMazrouei and Zacca (2015) studied LC of expatriate managers in UAE to assess if the competencies were different from those required in their native country.

Aladwani (2013) postulates that the tools of management of change are leadership, communication, training, planning, and incentive systems, which can all act as levers and can move great obstacles with a minimum of effort when applied correctly. Organizational change can occur at different levels which require different change strategies and techniques.

Kantar et al (2011) argue that the first step to implementing change is building coalitions of stakeholders, including employees and sponsors, such as local authorities whose support is essential. A leader has to be able to influence others, create a vision and then communicate, empower people, and build teams to make the vision happen.

Burnes (2009) noted the importance of responding to change in consumer preferences, which may be simply due to fashion. Rumor can also make a disproportionate difference; if it is suggested that a product or type of product is harmful in any way, even if there is no basis in reality. A lot depends on customer belief, and no organization can succeed without customers. An in-depth knowledge of their behaviour is vital if their wants and needs are to be satisfied. Specific markets or segments of markets need to be targeted in order to provide a focus for the marketing effort. In order to understand the behaviour of consumers one must understand who the customers are, what they buy, how they buy, and when they buy. Each customer market has particular features which can be identified through careful analysis.

OBJECTIVES:

Primary objective:

- A study on leadership competencies for successful change management.

Secondary objective:

- To determine to cognitive Skill of Executives.
- To analyses the personal Skill of Executives.
- To find out the inter relationship between leadership competency and change Management.

III) METHODOLOGY:

Research Design: The research design was based on descriptive study.

Sampling Design: This is a probability sampling simple random method.

Data Collection:

Primary Data: It is collected by Questionnaire and Personal Interview.

Secondary Data: It is collected from journals, organization records, Organization website.

Structure of Questionnaire: Multiple choice questions and Likert Scale question.

Sample size: Sample size of 110 employees working in manufacturing industry.

Period of study: The period of study is carried out from January 2023 to April 2023.

Analytical Tools : In this study Weighted Average, Chi-Square Analysis, Correlation is used as analytical tools for analysis.

IV) Data Analysis : Chi-Square Analysis:

Null hypothesis (Ho) : There is no significant difference between the understanding level of experience and training employees.

Alternate hypothesis (H1) : There is a significant difference between the understanding level of experience and training employees.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Experience * Training Employees	110	100.0%	0	.0%	110	100.0%

		Training Employees			Total	
		Agree	Neutral	Disagree		
Experience	2to5years	Count	40	0	0	40
		% within Experience	100.0%	.0%	.0%	100.0%
		% within Training Employees	63.5%	.0%	.0%	36.4%
		% of Total	36.4%	.0%	.0%	36.4%
	6to10years	Count	23	35	8	66
		% within Experience	34.8%	53.0%	12.1%	100.0%
		% within Training Employees	36.5%	100.0%	66.7%	60.0%
		% of Total	20.9%	31.8%	7.3%	60.0%
	11to15years	Count	0	0	4	4
		% within Experience	.0%	.0%	100.0%	100.0%
		% within Training Employees	.0%	.0%	33.3%	3.6%
		% of Total	.0%	.0%	3.6%	3.6%
Total		Count	63	35	12	110
		% within Experience	57.3%	31.8%	10.9%	100.0%
		% within Training Employees	100.0%	100.0%	100.0%	100.0%
		% of Total	57.3%	31.8%	10.9%	100.0%

Experience*Training Employees Cross tabulation

	Value	df	Asymp.Sig.(2-sided)
Pearson Chi-Square	77.725 ^a	4	.000
Likelihood Ratio	76.902	4	.000
Linear-by-Linear Association	49.132	1	.000
N of Valid Cases	110		

Chi-Square Tests

a.4 cells (44.4%) have expected count less than 5. The minimum expected count is .44.

$Z=77.725 > 9.488$

Hence, the Alternate hypothesis [H1] is accepted.

INFERENCE : Since the calculated P value is less than 0.05, we accept the alternate hypothesis.

There is a significant difference between the understanding level of experience and training employees.

CORRELATION:

Null hypothesis (H0): There is positive relationship between the overview of job roles and payroll policies.

Alternate hypothesis (H1): There is negative relationship between the overview of job roles and payroll policies.

		OVERVIEW OFJOBROLES	PAY ROLLPOLICIES
OVERVIEWOFJOBROLES	PearsonCorrelation	1	.876**
	Sig.(2-tailed)		.000
	N	110	110
PAYROLLPOLICIES	PearsonCorrelation	.876**	1
	Sig.(2-tailed)	.000	
	N	110	110

**.Correlation is significant at the0.01level(2-tailed).

INFERENCE: Since r is positive, there is positive relationship between the over view of job roles and payroll policies.

SUGGESTION:

- To improve the self-direction skills of the executives they have to provide the motivation to their employees to achieve established goals within deadlines.
- The employee must be satisfied by the job roles and pay roll policies to improve the performance level.
- To improve the achievement orientation skills of the executives they should be the prime mover so that they have to take reasonable and well-calculated risk to achieve the quality challenges.
- To improve the technology skills of the executives they have to concentrate on newly technologies which make new advancement to the organization.

CONCLUSION:

The leadership competencies play a pivotal role in change management. The effective change management is essential to creating a sustained level of performance. The leaders and employees to maintain productivity, motivation and morale, while continuing the company's commitment to its stated values and excellent customer service, the changes are to be observed and make the strategies accordingly. The leadership with strategic thinking makes the organization to be challenging in the competitive environment. The change management is to be given priority in organizational functioning at regular intervals.

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