

**Development of Organization Specific Managerial Competencies:
A Case Study of BPCL**

Thesis

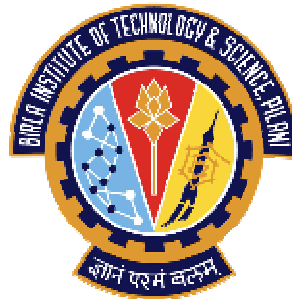
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DOCTOR OF PHILOSOPHY

by

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**Under the supervision of
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Abstract

The importance of specific competencies in staff to achieve desired outcomes in an organization is gaining acceptance. Methods to identify such competencies that set apart outstanding performers in achieving organizational success have also been fairly well evolved.

The rationalistic approach for imbibing these competencies is to transfer the set of knowledge, skills and attributes identified with the competencies, to those employees who seem to lack them, through a training and development intervention as efficiently as possible. Some management literatures allude to knowledge transfer at the workplace being in the nature of a socio-political process. Social sciences point out that individuals are trained through socialization process to adopt normative standards of culture. Workplace being a community in its own right albeit smaller, similar dynamics would be prevalent. Development of the individual, therefore, is a much more complex process than a mere transfer of knowledge, skills and attributes through a training and development program.

Interpretative approach believes that competency on the job is not about the knowledge, skills and attributes alone but also has to do with the way the employee understands the work and its demands. Effective methods of bringing about the desired changes in the individual's understanding of the work and its environment for developing competencies are therefore seen as an essential step.

Approach adopted for the present research is rooted in the interpretative approach to competency development and acknowledges that competencies are context dependent. In addition, it is based on the premise that some of the competencies can be transferred to the individual through deliberately designed on the job assignments and off the job training and development initiatives, with the support of relevant others at the workplace.

The study to be meaningful required that the respondents were familiar with and operating in an organization where the concept of competency model was well established and had supporting HR systems such as performance management system linking it to the Business targets. The researcher's present organization Bharat Petroleum Corporation Limited (BPCL) satisfied these requirements.

BPCL is a professionally managed company, operating through well structured 'Strategic Business Units' (SBU), with a sales turnover of over Rs. 145, 000 crores and has a strength of around 14000 employees spread all across the country of which over 4700 are in the management cadre. The company is known for its robust HR policies.

BPCL gave its consent for the research to be carried out in the organisation.

In this context, therefore, the present study aimed at, first identifying the individual and organisational factors that go into building and strengthening the competencies of employees. Based on literature survey four factors emerged as being important in developing competencies(viz.) :

1. Self efforts
2. Group / Peer influence
3. Organisational culture, policies, programs
4. Nature of the job/on the job activities

Using this as the basis, in the next step, through an exploratory survey, data was gathered, as to which of these factors were identified as relatively important by the respondents in impacting their ability to imbibe different competencies. The respondents accorded the highest weightage to 'Self-efforts'.

In the third step therefore, the factor that was rated highest ('self-efforts' in this case) by the respondents was taken up for a detailed study, while keeping in mind the other three factors were also of importance.

From the literature survey and expert group discussions on 'self-efforts' three facets of individual's ability relevant to imbibing competencies were identified for further investigation and analysis (viz):

1. 'Motivational Drive' abbreviated as 'MT', which included innate ambition; need for achievement, power, affiliation; need for recognition; need to contribute significantly; aspiration to prove superiority; need to be the best; need for money; acquisition of new skills to increase potential; willingness to change; need to discover how and what to change; need to be different
2. 'Emotional Competence' (EC) which included self-awareness of strengths, values and how to perform effectively; adapt responses to individuals, organizational units, cultures and functions; sense others' feelings; ability to read non-verbal cues; attune to and influence emotions of others
3. 'Meta Competence' (MC) which included ability to think on feet; contextual and conceptual knowledge; ability to scan environment and understand

impact; ability to understand , change, modify rules, regulations, job, work and departments; ability to create and conform to the norms of professional behaviour; sensibility to needs and values of others; ability to make sound judgments based on work-related situations; ability to act consistently with appropriate personal and professional values

A survey of a cross section of the management staff was carried out to elicit information on how important each of the three factor was, in imbining the role based competencies. The present study revealed that all the three factors were used by individuals in responding to a situation or demonstrating a particular behaviour. In most cases the Meta competence (MC) had a major role, followed by Emotional Competence (EC) and Motivational Drive (MT) in guiding and shaping the competencies of staff in the organization. However, a further analysis of the data showed that this varied to an extent across Business Units, job groups, age groups and progression in organizational hierarchy.

In the final step through a structured interview, response was elicited on:

- a. The other three factors identified during the exploratory survey and
- b. Other individual aspect relating to the respondent with respect to competency development.

The analysis of the responses, among other things, revealed that:

1. 'On-the-job' assignments and 'Workshops' were preferred modes for development
2. Peer group endorsement was important for development
3. Supervisor can best help in development when he takes on the role of a 'Coach'

The uniqueness of the present enquiry lies in eliciting data from the employees on what was important to them and what they practiced in imbining those competencies.

The outcome of the study provides an authentic canvas of the entire picture where various interventions such as training, job rotation etc. are likely to have the most effective impact in developing the individual to achieve organizational goals and in realizing his own potential. It also clearly established the key role of the supervisor in providing support in the form of 'coaching' and the importance of peer endorsement in honing the competencies.

Proposed changes to the existing organizational practices have been identified to embed the findings and make competency development an integrated process.

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List of Abbreviations

I,II,III.....VI	...	denotes performance categories
A,B.....H	...	denotes job groups in BPCL
ACC	...	Associated Cement Company
ALDS	...	Auto LPG Dispensing Station
ATM	...	Automated Teller Machine
BPCL	...	Bharat Petroleum Corporation Limited
BPRL	...	Bharat Petro Resources Limited
BCCI	...	Bombay Chamber of Commerce and Industry
BHEL	...	Bharat Heavy Electricals Limited
BMA	...	Bombay Management Association
BMCG	...	Bharat Metal Cutting Gas
BU	...	Business Unit
Bus. Strategy...		Business Strategy
Cos. Vision	...	Corporation's Vision
e.g.	...	exempli gratia – for example
EC	...	Emotional Competency
ESI	...	Emotional and Social Intelligence
E-tender	...	Electronic Tender
Et al.	...	and other people
etc.	...	etcetera – other things
EQ	...	Emotional Competencies
Fig.	...	Figure
HAL	...	Hindustan Aeronautics Limited
HPC	...	Hindustan Petroleum Corporation
HR	...	Human Resource
IBSAR	...	Institute of Business Studies and Research
IIM	...	Indian Institute of Management
IIS	...	Integrated Information Systems

IMC	...	Indian Merchants' Chamber
IOC	...	Indian Oil Corporation
ISO	...	(Greek) Equal International Organisation for Standardization
ITM	...	Institute for Technology and Management
IQ	...	Intellectual Competencies
JV	...	Joint Venture
KPI	...	Key Performance Indicator
KRA	...	Key Result Area
L&T	...	Larsen & Toubro
MC	...	Meta Competence
MES	...	Manufacturing Execution Systems
MMT	...	million metric tons
M.Phil	...	Master of Philosophy
MQ	...	Managerial Competencies
Mr.	...	Mr.
Ms.	...	Miss
MT	...	Motivational Drive
NCDEX	...	National Commodities & Derivates Exchange
NGO	...	Non-Governmental Organisation
No.	...	Number
No. of	...	Number of
Ph.D	...	Doctor of Philosophy
PNB	...	Punjab National Bank
Prof.	...	Professor
PSU	...	Public Sector Undertaking
Pte Ltd.	...	Private Limited
RLNG	...	Regasified Liquefied Natural Gas
RM	...	Regional Manager
SBU	...	Strategic Business Unit
SI	...	Social Intelligence

SPJIMR	...	SP Jain Institute of Management Research
SPM	...	Single Point Mooring
Sr. No.	...	Serial Number
TM	...	Territory Manager
TMTPA	...	thousand metric tons per annum
UK	...	United Kingdom
XLRI	...	Xavier Labour Research Institute

List of Symbols

/	...	per, or
&	...	and
?	...	question
%	...	percent

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Chapter 1

Introduction

1.1 Background

A business organization is a living entity, operating in a complex environment, with purposes that normally are multiple and dynamic. Irrespective of its nature, every organization employs human beings for its operation and management and this group of people, commonly known as staff or employees, constitute an important stake holder of the organization. The staff, as an integral part of the organization is as significant as the brain and heart of a living organism.

Globalization and the competitive environment have made every organization sensitive to performance and delivery. The importance of employees in effecting this delivery to meet the customer needs is well recognized and their development therefore has gained the centre stage. The competitive pressure has brought the focus on capacity building, productivity and its assessment against the benchmark of the best in the industry. The Human Resource (HR) development has therefore become an integral part of the business to such an extent that the success of the entire delivery process of goods and services can be said to depend on the efficacy of the underlying HR systems in effectively developing and motivating the employees.

1.2 Need for the Study

In this context, therefore, there is a need to know the factors that go into building and strengthening the competencies of employees. If those factors which strengthen and bolster competency can be identified by the organization, then the HR policies can be used to harness those factors for competency building to deliver competitive products and services to the customer.

Various organizations and Institutions adopt number of practices for fostering competencies for achieving organizational success. Model programs which have succeeded in imbibing these competencies have been documented, but the question that has largely remained unanswered is: given the same set of circumstances why do all the individuals not reach the same level of proficiency with respect to these competencies and why are some better at it than the others? What are the factors contributing to differential learning of competencies

and delivery on the job? The immediate and possible answers to these questions from the literature survey are:

1. Individual differences, for example, personality profile, learning styles, motivation to learn etc., are different and are possibly a significant contributor.
2. The support that one gets from one's superior, subordinates and peers may differ.
3. The interpretation and implementation of the policy of the company may differ from one team to the other.
4. Within the same company, the nature of the role may differ from one business unit to another and affect the rate at which particular competencies gets developed.

These explanations are intuitively appealing, but we do not know to what extent each or any of these actually influences the individual who is to imbibe these competencies and deliver results. This is the gap in knowledge that the present research attempts to uncover in the context of a specific organization.

1.3 Research Opportunity and Questions

The research questions therefore are:

- 1) How to develop organization specific competencies in the individual employees - the basis and the methods and how to embed them in the HR systems and processes?
- 2) How to go about improving the effectiveness of integrating 'Business Strategy' and 'HR strategy' through 'Competency based' intervention?

1.4 Research Gap

Organizations generally use the same entry level criterion for similar jobs such as academic qualifications and the compatibility of the individual in terms of his outlook and orientation with respect to the Company's culture. In creating development opportunities for the individuals, the quest has been towards standardizing the inputs and expecting that the output would be the same every time. This is necessary and is most expedient in developing large groups of people. However in practice it is seen that it does not result in the same level of output in respect of every individual in as much as they do not reach the same levels of proficiency. Furthermore as one moves higher up in the organizational hierarchy, the developmental opportunities which could be 'on the job' involve high stakes and therefore greater level of certainty with respect to outcome is naturally expected.

It is by now well established that there are differences between one individual and another due to nature and therefore their responses to the same situation can vary significantly. While this is universal, it is our hypothesis that within such variability there are commonalities which could help in fine tuning the inputs for the most optimum impact on the individual development.

The present study is aimed at uncovering some of these underlying commonalities which in turn would help in devising appropriate 'HR Strategies' leading to successful realization of the 'Business Strategy'.

In this study, factors that contribute to the learning process at the individual level have been investigated. At the organizational level, the effect of HR intervention such as training and development, job rotation, on-the-job support from peers, subordinates and superior have been examined.

1.5 Objectives

Study as outlined above needs an organisational setting where competency-based HR practices are already in vogue. The researcher's organisation, Bharat Petroleum Corporation (BPCL), has already done considerable work in developing competency-based HR processes and when approached, was also interested in such a study. They have accorded permission for this work to be carried out in BPCL.

The current study centers on analyzing the competency development in BPCL, identifying underlying individual and organizational factors leading to it and understanding the means of integrating these factors with HR policy and linking it to the Business strategy of the organization. Keeping this as the backdrop, the objectives of the research are:

1. Tracing the emergence of competence (competencies) as an important element in Organizational success through literature survey
2. Identifying the factors that are important in competency development in an organizational setting at the individual and at the organizational level
3. Understanding how these factors impact development of role-based competencies
4. Identifying the steps to integrate the findings in the organizational processes leading to fine-tuning the framework for "development of organization specific managerial competencies through integrated HR system".

1.6 Chapter Summary

Globalization and greater competitiveness have made organizations move towards competency-based HR systems to leverage their employees' potential to achieve customer satisfaction and meet the Business targets. Traditionally the competency gaps in individuals is sought to be filled through training & development intervention or through job assignments. This however does not result in everyone uniformly attaining the same level of proficiency.

Gaining an understanding of the underlying factors causing this difference both at the individual and organization level is the focus of this study. In order to do that an organization already practicing competency-based system was needed. The researcher's organization Bharat Petroleum Corporation Limited, satisfied these requirements and also granted permission for the study to be conducted.

The study aims to trace the emergence of Competencies for organizational success, identify factors at individual and organizational level important for developing these competencies, understand how these factors impact competency development and identify steps to integrate the findings in the ongoing HR processes of the organization.

Chapter 2

Research Methodology

2.1 Scope of the Study

The study aims to understand the individual and organizational factors that impact imbibing of competencies by the employee. To establish competency based HR processes using Hay McBer method in an organization, the following steps normally have to be gone through:

1. Identifying key roles in the organization that contribute to organizational success
2. Identifying business criteria that defines success in the role
3. Identifying successful individuals in the role in terms of the business criteria referred at point 2 above
4. Eliciting information from them on their success stories through 'Behavioural Event Interview' (BEI)
5. Coding the transcripts of the interview to identify the underlying competencies
6. Forming a 'Concept' of the role through expert group discussion
7. Developing the 'Competency Model' for the role

The 'Competency Model' so developed serves as the behavioural descriptor of what is likely to help in succeeding in that role. This model is generally made available to all role holders along with a 'Development Guide' which provides ideas on how to develop the competencies.

To determine the proficiency level of an incumbent, against this model 'Development Centre' is held where the individual is put through various individual and group exercises. Based on the results an 'Individual Development Plan' is recommended for gaining proficiency in specific competencies. Monitoring of the progress is normally done at the time of performance review.

In the case of eligible and aspiring individuals for promotions, this model is used to gauge the readiness of the individual through a quicker process of assessment by the seniors who form the promotion committee.

In any organisation, differential levels of proficiencies are seen even when similar opportunities for development are available to others as well. The present research is focused on uncovering the underlying factors that leads to the dissimilar proficiency at the organisation and individual level.

Such a focused enquiry is feasible only in an organisation which has already developed a competency model and is practicing it.

The organisation Bharat Petroleum Corporation Limited (BPCL) where the researcher is currently employed has such competency based practices already in vogue. Competency model for the key role of 'Territory Manager' was developed following the process outlined above with the help of an external consultant the HayGroup.

BPCL carried out an organizational restructuring exercise, as a result of which Territories (base level unit of market) were formed in 1998. 80 Territory Managers (TMs) were appointed simultaneously in market facing Business Units like: (i) Retail, (ii) Industrial & Commercial (iii) LPG, (iv) Lubricants and (v) Aviation. After 3 years, performance of Territories were studied and compared. Around 30 Territories performed far better than the rest. Success was measured in terms of their performance. The TMs of these 30 Territories were individually interviewed through the technique of 'behavioral event interview' to understand the competencies they brought to the role. Results of the interviews were coded from the transcripts of the interview to identify 15 common competencies that set the outstanding performers apart. Objective of this exercise was to embed these competencies into the DNA of the organization, by encouraging those behaviors amongst large group of officers. Details of these competencies have been provided in Chapter 4.

BPCL has granted permission for this research work to be carried out in the organization.

In the context of the above the scope of the study is:

1. to plot the 'as-is-process' of performance management through competency model to achieve the business goals.
2. elicit information from a representative sample of individuals on factors important in developing their competencies / exhibiting desired behaviours.
3. revisit the 'as-is-process' and outline a revised / updated integrated process for development of competencies.

2.2 Nature of Study

This is an empirical study, based on the HR practices and interventions carried out in Bharat Petroleum Corporation Limited (BPCL). It has drawn on the theories pertaining to organizational behaviour in general and motivational theories in particular, in analyzing the competency based development process in vogue in the organisation. The uniqueness of the study is that real life historical data from Company's HR records have been examined through a rigorous research methodology and survey has been conducted across the organization spanning multiple locations spread all over the country, involving cross section of staff at all levels of hierarchy.

2.3 Data

Following historical data relating to an individual over a time span of 10-15 years:

1. No. of different posts held
2. Functional Training programs attended
3. Behavioural training programs attended
4. No. of promotions earned

were collected and analysed through statistical techniques to identify specific patterns or trends.

The next set of data was gathered from a cross section of the employees on their individual capabilities that helped them imbibe each of those competency and exhibit particular behaviours, through a survey, using competencies, identified for the role of 'Territory Manager', as the reference base.

The last set of data about the factors in the immediate work environment of the individual, which impact the competency development, was collected through a structured personal interview. This was administered on a sample of employees drawn from among the respondents to the survey referred above.

2.4 Research Process

The literature on 'Competencies' was extensively studied to trace the emergence of the concept of competencies and its definition. It was seen that on the one hand competencies at the organisation level which accord the distinctive competitive advantage to that company are referred to as 'Core Competencies' while on the other hand behaviours at the individual level which predict success on the role are referred to as 'Competencies'. The latter definition of competencies was identified as the area of current research.

From the literature survey it was seen that the demonstrated behaviour, referred to as 'Competencies', depended on two broad aspects (viz) individual's

capabilities and environmental support (both physical and psychological environment).

The present research therefore has studied in detail the factors at the individual and organizational level which affect development of competencies through surveys and structured interview of a cross section of employees in an organisation where competency based systems are already in vogue.

The study was done in four distinct steps which have been described in the following sections.

2.4.1 Plotting 'As-is-Process' of performance management through competency model to achieve the business goals

BPCL's process of competency development for its employees was understood through the company documents and manuals relating to the various HR Processes. This was augmented by discussions with key staff in the HRD department.

A brief summary of the same is presented here:

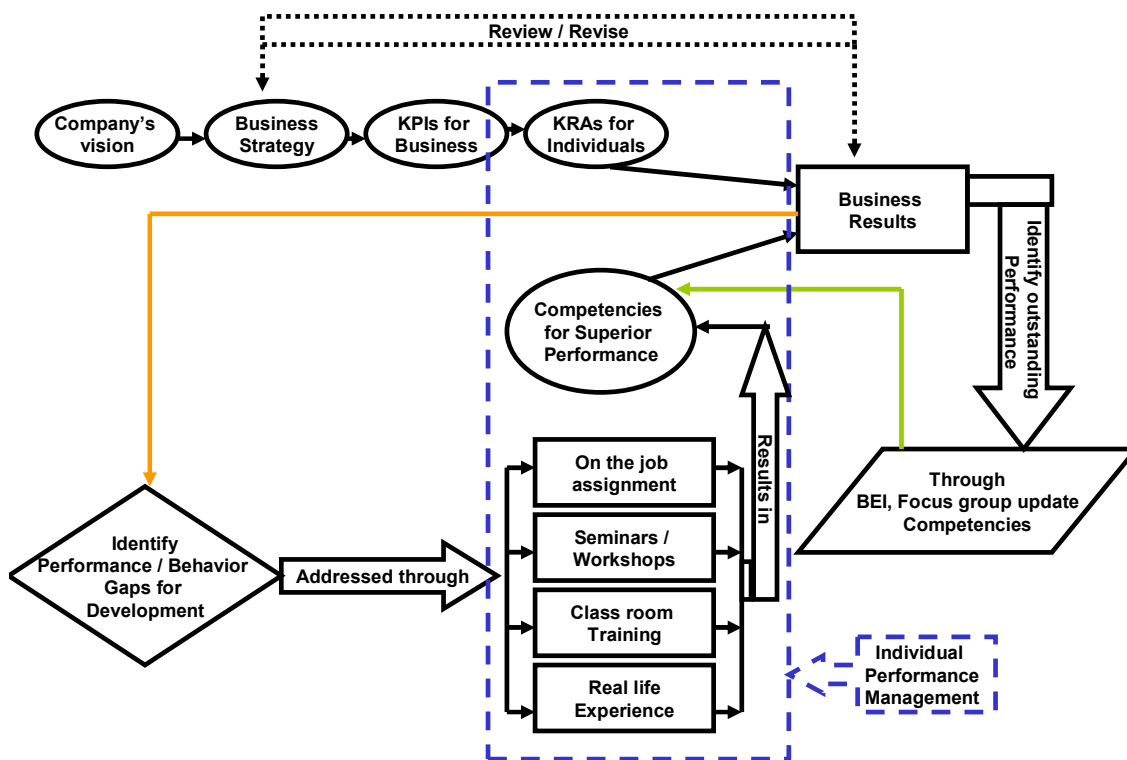
1. The employees have co-created Company's 'Vision' in 1998 and revisited it and updated it in 2004. This has been adopted by the Board.
2. Based on the 'Vision' each 'Strategic Business Unit' (SBU) has drawn up its Business strategy and defined specific 'Key Performance Indicators' (KPI). These are presented to the 'Committee of Functional Directors' (CFD) and approved by them. 'Targets' for each year are finalized after due deliberation between the Business Unit and the CFD at the beginning of the financial year.
3. KPIs and targets of each Business forms the basis for drawing up 'Key Result Areas' (KRA) and the quantitative measures for each individual in the hierarchy.
4. Quarterly performance review of each SBU by the CFD leads to mid-course corrections as required.
5. A study of the outstanding Business performance and the performers responsible for it through the process of BEIs helps in drawing up the 'Competency Model'.
6. Individuals are assessed by superiors in all cases against these competencies annually and gaps noticed are identified as areas for development.
7. Such gaps are then filled by identifying appropriate intervention such as
 - a. On the job assignments
 - b. Seminars/ workshops
 - c. Class room training

These together with real life personal experiences it is expected leads to enhanced competencies which in turn would result in improved performance.

Based on these the HR processes in vogue has been pictorially depicted in Fig 2.1 below.

Fig. 2.1

**INTEGRATED FRAMEWORK
FOR COMPETENCIES IDENTIFICATION AND DEVELOPMENT
- AS IS PROCESS**



2.4.2 Exploratory Survey

In the second step, based on the insight gained through study of the historical data and the survey of literature on the subject, four factors seemed to be relevant to understand how individuals learnt and delivered on the job. They were:

- a) nature of job,
- b) company policies,
- c) support provided by others in the system and
- d) self efforts.

A questionnaire was formulated using the behavioral descriptors of the 15 competencies and an exploratory survey was done wherein the respondents were to indicate the relative importance of each of the four factors enumerated above in responding to or exhibiting certain behaviours. This phase of the study brought out that respondents considered 'self efforts' as the prime driver in the process of learning and performing on the job.

2.4.3 Selection of the sample

In the third step, data relating to the group of officers who joined the Company between 1980 and 1990 was taken up for study. The reason for taking this group of employees was two fold. Firstly significant numbers started getting recruited only from 1980 onwards after the company was nationalized in the year 1976 and secondly it was seen that an individual took around 12-15 years to reach the position of a Territory Manager or an equivalent position and therefore applying the cutoff at 1990 would serve in getting the target group of those who were Territory Managers or had already been and understand the requirements of that role. The historical data in respect of this sample was studied and analyzed to gain insights.

2.4.4 Main survey and structured interview

In the fourth and the key step of the study, further detailed literature survey was undertaken to understand possible elements that go into the making of 'self efforts'. This helped improve the understanding of the underlying factors including such personality features that were not apparent in their behavior, but remain deep within the person; namely: emotional capability, need to learn, need for power and drive to achieve etc. Three facets of the individual's capability to imbibe competencies were identified for the purpose of our research (viz) Meta Competence (MC), Emotional Competence (EC) and Motivational Drive (MT). These are explained in detail in Chapter 5.

A questionnaire depicting various behavioral situations with options for the respondent to assign weightage to the three factors referred in the paragraph above was designed and administered on the sample selected in the manner outlined at para 2.4.3. Outcome of this survey is a key feature of this study. The details are given in Chapter 5.

This was followed by a structured personal interview with a sample of respondents to the survey. The data gathered through the survey and the structured interviews has enabled identify modifications needed to update the 'as-is process'.

2.5 Chapter Scheme

With the above objective in view, the thesis has been organized in the following six chapters:

- Chapter – 1: Introduction
- Chapter – 2: Research Methodology
- Chapter – 3: Review of Literature
- Chapter – 4: Design of the Study
- Chapter – 5: Empirical Investigation and Data Analysis
- Chapter – 6: Summary and Conclusions

2.6 Chapter Summary

The scope of the study has been outlined as:

- a. Plotting the 'as-is-process' of competency based performance management system to achieve business goals;
- b. Collecting data from a representative sample of BPCL staff on factors important in developing competencies / exhibiting desired behavior and analyzing them;
- c. Updating the 'as-is-process', based on analysis of the data.

The 'as-is-process' of integrated framework for competency identification and development level has been plotted based on discussion with key persons in HRD.

This is an empirical study. Historical data on training, job posting and promotions have been studied. Based on analysis of the same and the literature survey, factors important in imbining competencies have been identified; viz., 'nature of job', 'company policy', 'support provided by others' and 'self effort'. An exploratory survey identified 'self effort' as a relatively more important factor, followed by others. Based on further literature survey, components of 'self efforts' have been identified as: a) Meta Competence, b) Emotional Competence and c) Motivational Drive. Through a questionnaire based survey, a sample of employees who have been with BPCL for 15 - 25 years, data was gathered on how they rated these three components in developing competencies. In respect of the other three factors namely, 'nature of job', 'company policies' and 'support provided by others' data was gathered through a structured interview with a sample of respondents to the survey referred above.

Chapter 3

Review of Literature

3.1 Historical Perspective

Industrial revolution in the mid 18th and 19th century saw the birth of 'Establishments' that were created to efficiently convert raw materials into goods of common use. Industrial units of that era treated labour as a factor of production alongside plant and machinery. Systems were built to ensure that employees perform the work assigned to them efficiently. Efforts at upgrading the employees therefore focused on imparting skills and knowledge, necessary for them to efficiently perform the tasks assigned to them. Sandberg [1] succinctly captures this when he says, "Their view of competence as constituted by a specific set of attributes such as knowledge and skills in accomplishing work has been the basis for competence development" (pg. 68).

Organizations of today, on the other hand, produce highly differentiated customer specific products and services and the focus is on more holistic development of the employees. As Efron *et al* [2] state, "People are Organization's most valuable asset and the only source of lasting competitive advantage for business today" (pg. 1). Kanter in her foreword to the book in fact goes one step further when she asserts, "Can there be any question that people are more central to business success and organizational performance than ever before? How people are developed and led – the substance of HRM, or human resource management – is definitely on the agenda" (pg. vii).

"Today developing competence has become a crucial issue for establishing a smart workforce that can achieve competitive success. The increasingly important issue of developing competence in order to create a smart workforce leads to a further demand for efficient ways to manage training and development in organizations" (pg. 1) [1].

Finegold *et al* [3] observe that "Competency, a term sparingly mentioned in the management literature a decade or two ago, is a commonplace concept today. Signs of the growing interest in competencies abound. A number of large international conferences have focused on competencies, and numerous consulting firms offer competency models to companies as a means of enhancing individual and organizational performance. National governments, too,

are devoting millions of dollars to the development of competency based skill standards” (pg. 133). Other authors have also documented efforts taken by National Governments in codifying competencies for organization success [4, 5].

Competency therefore seems to be moving centre stage when it comes to gaining competitive advantage in the market place.

Hartle [6] has identified the conditions under which a competency based management process is appropriate for organizations. The conditions are:

1. *Uncertain Environment*: When the environment in which an industry and company is operating is changing rapidly and the results achieved may only partially be under the control of the employee. Therefore, the performance assessment should be based on whether the employees did everything they could and whether they demonstrated the right behavior which in other circumstances could have led to successful achievement of the targets.
2. *Qualitative/process service jobs*: The competency based assessment is particularly suitable where the job output itself is subjective namely, for a General Assistant in a supermarket chain, behaviour such as being friendly and helpful to irritable customers, being well organized and tidy minded, anticipating customer enquiries - are the job requirements.
3. *Self-managed teams*: Where the team output is more important than that of the individual, in which circumstance it is the competency such as the ability to perform in a team, behaviours relating to co-operation, would be important.
4. *Developmental jobs*: Where jobs are designed to grow. In other words, the job itself is in a state of evolution and therefore the competencies to make the best of circumstances is more important than any specific target or result.
5. *Changing Organisations*: In respect of mergers, acquisitions, employees potential to contribute to the organisation in the future may be more important than the past performance” (pg. 112-113).

In the current day context all new economy organizations and parts of old economy organizations seem to satisfy all the above conditions and hence would be fit cases to embrace competency based systems.

3.2 Review of the Concept of Competencies

Prahalad & Hamel [7] assert that competencies are embedded in the collectivity of the organization and are hard to replicate. In their widely disseminated article, they argue that competencies should play a vital role in corporate strategy and call such competencies as core competency.

Hamel *et al* [8] have at length described core competencies. They see it as a complex bundle of skills and technologies cutting across various business units and products of a company. They are stable and evolve more slowly compared to the products and markets. They are also very difficult to imitate, which they see as the true differentiator of inter firm competencies.

Ulrich & Lake [9] and Lawler [10] belong to the same school of thought and argue for the importance of organisational capabilities. They suggest that organisational capabilities allow organisations to perform in particular ways that are critical to business performance. Quality, speed, low cost operations, learning, innovation, and customer focus are examples of these kinds of capabilities. According to Lawler, these capabilities do not reside in any one individual or, for that matter, in any one area of technological excellence. Instead, they reside in the systems, structures, cumulative knowledge, and mindset of the organisation. As a result, they are hard to develop and hard to duplicate, but they are potentially a significant source of competitive advantage. In essence, they are the key to allowing organisations to turn their important technological and operational core competencies into products and services that are superior to those offered by competing organisations. In the case of Wal-Mart, for example, the organisational capabilities argument is that its competitive advantage is not just in its distribution, marketing, and information system capabilities; it is also in Wal-Mart's ability to operate a customer-focused organization, a capability that resides in the company's communication, reward, leadership, involvement, and training practices.

On the other hand, Finegold *et al* [3] point out, "The strategy based view of core competencies, and organizational capabilities are very different from the competency approaches, which are rooted in the human resources tradition. The latter tradition is "bottom up" - that is, it was built through identification and reinforcement of the competencies that are associated with high individual performance. Most research in this tradition has taken the form of validity studies in the tradition of industrial psychology. These studies attempt to identify competencies that distinguish high from low individual performers in an organization" (pg. 136).

Spencer & Spencer [11] state "traditional industrial/organizational psychology started with separate analyses of the job and the person, and tried to fit them together. In the job-competency approach, analysis starts with the person-in-the-job, makes no prior assumptions as to what characteristics are needed to

perform the job well, and determines from open-ended behavioral event interviews which human characteristics are associated with job success. The competency method emphasizes criterion validity: what actually causes superior performance in a job, not what factors most reliably describe all the characteristics of a person, in the hope that some of them will relate to job performance” (pg. 7). For example, Boyatzis [12] has identified twenty-one competencies (such as conceptualization, memory, objectivity, and self-confidence among others) that distinguish high from low-performing Managers.

Palmer [13] sums it all up when he says “competencies can contain a mixture of values, behaviors and attributes as well as skills and knowledge. Where aspects such as behaviors are included, often a classification of suitable behaviors is developed. This provides employees with measures they can perform against and the manager has a ruler against which he or she can coach. Without these there are no clear understandings” (pg. 87).

This school of thought subscribed by Spencer & Spencer [11], Boyatzis [12], Palmer [13] and Finegold [3] believe that competencies are individual human characteristics which can be identified and used for predicting job success.

Finegold *et al* [3] state that “An important advantage of the individual-competencies approach is that it provides some specific guidance about ways to enhance performance. Whereas the *core* competencies identified by strategists are somewhat mysterious and difficult to manage, writers concerned with *individual* competencies typically connect competencies directly to human resources systems that promote such competencies. Selection systems are designed to help in hiring those who possess more of the needed competencies, and pay systems are also designed to reward those who display the needed competencies” (pg. 136-137).

Bridges [14] argues that HR specialists’ growth of interest in individual competencies is on account of ‘job’ and its clear definition as it existed in the past, and is losing importance in the wake of the emerging competitive environment.

Mohrman *et al* [15] point out that rapid technological and organizational change have made it difficult to describe a set of tasks for which an individual can be hired and his performance measured. Team based structure create further difficulty in isolating and rewarding the performance of an individual. Flatter structures further limit the opportunity to reward through promotion. In this scenario, authors see competencies and new skills emerging as the basis for hiring, rewarding and development of individuals in the organization.

3.3 The Process of Competency Development

Ulrich [16] observes that “HR practices are organizational processes that can enhance individual competencies and organizational capabilities. The increased pace of change required by technology, globalization, profitable growth, and customer demands places work force competence and organizational capabilities at center stage. In recent years, many initiatives have become critical to firm success – for example, quality, reengineering, process improvement, core competence, learning, market discipline, principled leadership, and so on. Underlying these initiatives are the ways organizations get things done – their capabilities – and how they treat people – their competence. Understanding, leveraging, and crafting capabilities and competencies – HR issues - will lead to successful organizations and successful leaders (pg. viii-ix).”

It is evident from the foregoing statement that HR practices and initiatives have a key role in integrating individual efforts with business strategy and goals. The emergence of the Balance Score card to align the individual employee’s efforts towards achieving organizational objectives demonstrates the imminence of this focus. This integrated approach calls for a new genre of HR professionals who understand business issues. A number of studies have focused on the human resources function in particular. Ulrich *et al* [17] have found that the colleagues, supervisors, and clients of human resources managers rate the performance of these managers more favorably to the extent that these managers display competencies in business knowledge, in delivery of human resources services, and in management of change.

Identifying the competencies for HR professionals to orchestrate such architecture is the next logical step. Becker *et al* [18] in fact have provided a competency framework for the HR professionals to execute the integration successfully through development of competencies relevant to the emerging paradigms of business.

Planning for systematic competency development and integrating it with the business strategy is thus being increasingly recognized as crucial. A five step process to achieve this has been outlined by Mokwa [19]. Reagan [20] has provided a comprehensive framework for transforming organization using Competency development. Both these approaches provide a basis for developing competencies in employees. As yet, however, there is no authentic data or evidence available on organizations that have adopted either of these approaches or any other such approach and the conditions under which these approaches have been successful in developing individual competencies.

Bennis [21], based on comparison of older and younger leaders, asserts that the competency ‘adaptive capacity’ is what makes a successful leader. Is ‘adaptive capacity’ by itself a sufficient condition for success and how it is impacted by other competencies the individual may possess is an area which is unexplained.

At the level of individual competencies for example, Collins [22] contends that leadership competency of the highest level which he calls 'Level 5' is evidenced in the leaders who have taken their organizations from being 'Good to Great'. He however confesses that "Our research, frankly did not delve into how Level 5 leaders come to be, nor did we attempt to explain or codify the nature of their emotional lives" (pg. 75).

We thus find that while there is considerable appreciation and understanding of the 'competencies' needed at the individual and organizational level and their relevance to business, there is limited information on how in practice the competencies relevant to a specific organization get developed systematically amongst the employees.

The elements that are relevant in addressing the above questions from the writings of some of the experts in this field are documented in the following section.

3.4 Factors Contributing to development of competencies

In the following sections, various factors that contribute or affect development of competencies which lead to superior performance, as seen from a survey of literature, have been presented.

3.4.1 Training Inputs

Kraiger *et al* [23] emphasize the need to see training not as a stand alone exercise but as a part of the overall management process. They point out that while the quality of training program is important, management support and trainee characteristics are equally important if not more important. Kim [24] in fact asserts that transfer of training to the workplace is a socio political process involving all the stakeholders at the workplace, not the management alone, thereby implying that it is the HRD practitioners' responsibility to negotiate appropriately so that the training imparted to the individual has the intended effect at the workplace. The workplace itself cannot be assumed as being static and new work environment which is information rich, behooves the HRD experts to develop a workforce with capabilities for continuous learning to cope with new environments and unforeseen circumstances, according to Torracco [25]. Training methods also are undergoing a transformation, observe Baird *et al* [26], with the introduction of technology to help organizations successfully address the need for greater knowledge in a shorter period of time. It can thus be seen that while training as an activity by itself is a sophisticated one, HRD who are responsible for its effectiveness have to pay attention not only to the content and delivery of the training program but also to preparing all the stakeholders at the workplace including the management to make sure that the transfer is effective.

Training is not learning; cautions Bentley [27]. He rightly observes that training provides an opportunity to the individual to learn but the individual chooses to learn what he wants to. Training can only support the learning that takes place in the workplace as people endeavour to use the new skills and knowledge they have acquired. In this phase the support from the manager becomes vital.

How effective is the training? Does it translate into improved business results? These questions have been examined by studying organisations like Sun Microsystems, Singapore Airlines, Nokia, Ericsson, Capitol One and Martel [28] finds that “the effect of education and training programs is still very much work in progress, even for the best companies” (pg. 193). Other than the participant response there may as yet be no measure available to demonstrate the effectiveness of Training.

J.S.Pepitone [29] observes that suboptimal work design limits the performance improvements because in many cases Organizations lack any real experience in work design. To remedy it through training may therefore not result in any significant impact on the outcomes and also in any real learning to the individual. Training Inputs therefore are likely to have a limited impact.

Sawardekar [30] observes that development of a participant needs to take into account the specific needs of the individual. A variety of activities may be needed to achieve the development such as competency based workshops, job rotation or enrichment, project based learning, e-learning programs or Open University programs. In some cases specific counseling may also be warranted.

Lucia & Lepsinger [31] have brought forth the difficulties of precisely defining interventions for bridging the competency gap when they state, “Addressing weakness in the feedback process requires knowing one's training and development options. These may include on-site training, university programs, and on-the-job experiences. In the case of on-site training and university programs, a link between the program and the competency can be made quite clearly. Certain competencies - such as presentation skills, conflict management skills, or operating a machine - can be learned very well in a classroom. Others, such as leadership and motivating people, are better learned in the real world. But it may be hard to find a link between this type of competency and a specific on-the-job experience - such as working on a task force or a cross-organizational project - that develops it. Seldom does any one job experience guarantee that a competency will be learned. Thus, clarifying which experiences are most appropriate for closing a skill gap or developing a competency can be challenging” (pg. 129).

The role of the competency framework, in making development effective has been very clearly brought out by them when they say, “An essential part of any training and development system is providing ongoing feedback, identifying the most useful on-the-job development opportunities, and reinforcing concepts and

techniques learned in training programs - all part of the role of the boss or coach. The clarity and specificity of a competency model enable bosses and coaches to fulfill this role in a high-quality manner. The model ensures that both the boss or coach and the direct report have a shared picture of what it takes to succeed in the job” (pg. 129).

3.4.2 Work Environment and Support

The second important element is the influence exerted by peers, subordinates and supervisors. Mumford [32] points out that a manager’s willingness to learn is most often specific rather than general, related to a performance requirement, as opposed to a detached interest in a piece of knowledge. That willingness is enhanced or diminished by various influences, the most identifiable being those centered on the job itself and on the people important to the manager.

One gets a further insight into the role of the Supervisor from the writings of Coffman *et al* [33] where they state, “According to great managers, the responsibility for finding occasions for employees to learn and therefore grow is shared. The finest managers realize that they can never teach anyone anything. All they can do is fashion the kind of environment in which employees can learn. Managers view it as their responsibility to provide a range of learning options and to lay the ground rules for how and when they can select them. It is the employees’ responsibility to select from these options. It is also their responsibility to keep track of what they have learned. To help accomplish this sensible objective, great managers make a real effort to know their people in order to understand individual strengths, talents and skills. That means listening to what employees say about why they accepted their roles, what keeps them there, what kind of relationships they need in order to be more productive, the kind of recognition they prefer, and where they aim to go in the organization” (pg 121-122).

Goleman [34] echoes this view when he says, “Resonant leaders know when to be collaborative and when to be visionary, when to listen and when to command. Such leaders have a knack for attuning to their own sense of what matters and articulating a mission that resonates with the values of those they lead. These leaders naturally nurture relationships, surface simmering issues, and create the human synergies of a group in harmony. They build a fierce loyalty by caring about the careers of those who work for them, and inspire people to give their best for a mission that speaks to shared values. An emotionally intelligent leader does each of these at the right time, in the right way, with the right person. Such leadership creates a climate of enthusiasm and flexibility, one where people feel invited to be at their most innovative, where they give their best” (pg. 248).

Charan [35] points out that once the high potential candidate is identified, the company finds a perfect or a near perfect job that provides the desired learning. Where such a job is not readily apparent, shifting responsibilities and sometimes

changing the organisation structure may be called for. It is evident that in the global companies he has studied, real time on the job assignments are seen as a powerful means of developing individual competencies.

Sankar [36] of Mercer Human Resource Consulting states, “Through the performance management process, organizations can clearly communicate the behaviors important to individual success. They can also help individuals see how well they demonstrate the competencies and develop plans for individual improvement. Competency based human resource planning is an emerging area with potential for producing significant improvement in organizational effectiveness. Currently, firms are using competencies primarily in succession planning (i.e., to 'rank' candidates according to competencies for a targeted position); management resource reviews (i.e., to evaluate total team talent for strength, vulnerabilities, and development needs); and staffing decisions. Finally, through compensation systems, organizations can reward individuals for demonstrating and developing the competencies the organization says are important to success. In other words, the organization can reinforce what it says with some tangible action” (pg. 62-63).

Daniels [37] asserts, “The job of the management is to ensure that reinforcement occurs for the right behavior, at the necessary frequency, and from all sources available” (pg. 62).

An analysis of barriers to participation in learning amongst 61 managers in their mid-career from five of the largest life assurance firms in Scotland has been done by McCracken [38]. The study has introduced the idea of ‘Propensity to participate’ in learning, on the part of the manager and has examined several intrinsic and extrinsic barriers to the process. It has concluded that the individuals with low propensity to participate invariably attribute it to extrinsic factors such as the company culture. Particularly that the culture pays only lip service to training and development and not serious about it. This calls into focus the need to embed the training and development strategy in the company policies and practices and to provide access to the individuals to be aware of and avail of learning opportunities.

In a study of the R&D personnel in Taiwanese businesses Tser-Yieth Chen *et al* [39] have examined the relationship between career development programs and job satisfaction, professional development and productivity and have reaffirmed the common belief that greater job satisfaction is likely to lead to the employee expending more effort on learning new skill. Secondly, they engage in professional development because they expect to be rewarded for their efforts. Thirdly, this process of recognition should be through visible promotion ladder and through planned employee development schemes. We can infer from this that role content is an important factor towards the motivation to improve professional skills at the work place and that needs to be augmented with recognition and incentives.

Sambrook [40] observes that work-related learning can be greatly enhanced by developing organizations as learning cultures which requires significant commitment from senior management team, in the form of championing the concept of learning and approving investment in new educational and training technologies.

Gilley *et al* [41] explain that *Transfer Climate* can be regarded as perceptions describing characteristics of the work environment that may facilitate or inhibit the use of trained skills. These characteristics can include immediate supervisor's influence, nature of employee attitude towards training, and the extent of formal training policies and practices that exist to support the training initiatives. When describing the principles for creating learning transfer climates the authors point out the important role of employees perception of the potential they see in 'Personal growth, development and advancement' and the extent to which it addresses the immediate problem at the work place.

Cromwell *et al* [42] in reporting their findings relating to transfer of supervisory skills training, work environment factors which emerge as enabling are factors like organization support, supervisor support and peer support.

It is thus evident that the support by the relevant others at the work place is an important factor that influence learning and its transfer. Also important are the company's policies and practices and the top management support.

3.4.3 Individual's capability to learn

First and foremost is the interest the individual has in learning. Lawrence & Nohria [43] believe that the need for learning is an intrinsic human drive or urge and that the supervisors must create the necessary environment to enable employees satisfy this need. They say, "The importance of creating working conditions that have the potential for satisfying the intrinsic human drive to learn has long been recognized in research on job design. It is the frustration of this drive that makes assembly line jobs so alienating. As Charlie Chaplin pointed out in the movie 'Modern Times', humans are not adequately motivated simply by the higher pay these jobs often offer. They cannot check their drive to learn at the door when they enter the workplace. The inability to satisfy their drive to learn at work will frustrate them. If they find no outlet to exercise this drive at work, they are apt to turn their energies to finding inventive ways to frustrate management intentions" (pg. 123).

There is a completely differing approach which Daniels [37] takes in explaining individual behavior. He asserts "When most people see someone do something that is out of the ordinary, they ask, 'Why does that person do that?' Most of us have been trained to look for the answer in what happened *before* the behavior

occurred. In other words, we think the behavior was caused-motivated-by some internal force, drive, need, or desire, or by some external order, request, or signal. Because some behavior appears to occur without an apparent external motivator, we are puzzled.

A behavior analyst, on the other hand, would respond, 'A person does that because of what happens to that person when he or she does it'. That is, the cause of the behavior lies, not in the conditions prior to the behavior, but in what happens immediately *after* the behavior. For most people, this is totally a new way of looking at behavior, but it can be very helpful because it means you don't have to read minds or try 'to figure people out.'

Psychologists study the mind; behavior analysts study behavior and how to optimize desirable behaviors. "Although behavior is the window to the mind, I prefer to leave people's mind alone .What goes on in other people's mind is, frankly, none of my business. The business of business is behavior" (pg. 8-9).

In practice a combination of both these approaches are seen to be employed by managers and organizations. This would lead us to believe that either of the approaches in isolation may not have the desired effect. The current study would attempt to examine this aspect.

Osborne [44] has made the point that the individual is motivated to maintain his current self-concept since the individual has come to feel comfortable with it while at the same time individuals adapt to new roles by forcibly altering the self from time to time to adjust to the expectation of others in the organisation and society. But what is the trigger for such change in the self? In this context the author suggests we look at 'life span approach' to self instead of looking at it in the context of organization and society alone. Seen from this point of view it is easy to accept that major changes in life such as changing jobs, getting married, having children, death of a very near and dear one certainly has an impact on the self, leading in most cases to an alteration in self-concept. However if others engage in self-analysis with a view to change the individual, the individual will resist because they do not wish to alter their self image. The training and development effort to imbibe a competency therefore cannot be externally imposed by the organization or others but would have to be owned by the individual for the change to actually take place.

Rooke & Torbert [45] allude to internal 'action logic' of a person – how they interpret their surroundings and react when their power or safety is challenged. This manifests itself in the form of different leadership styles at the observable level and it is their case that few people have tried to understand it and fewer have explored the possibility of changing it. They believe that those who are willing to develop themselves and become more self aware can certainly over a period of time evolve into transformational leaders with a wide repertoire of styles.

Cherniss & Adler [46] have studied features of the initiative by organizations, educational institutions and open programs that have successfully managed to imbibe the competencies that were crucial to them and have compiled the details of twelve model programs that have been successful in instilling the 'emotional intelligence' competencies. Based on these case studies they have culled out from these experiences guidelines for planning and implementing successful programs.

It is interesting to note that as one of the guidelines, they prescribe that Learning should be made self- directed.

'In social and emotional learning, choice is particularly important. Because these competencies are an integral part of each person's self-image and personality, it is better if they are free to choose whether to engage in such training' (pg 105).

This equally well applies to real life experiences, where the individual is constantly exercising his choice to learn or not to learn from an experience. Whether he does one or the other and what drives him either way is of interest to us to enable us make the right kind of experiences and challenges available to the individual to develop his competencies.

Experiential learning, Beard & Wilson [47] point out encompasses integration of theory and practice. They note that the research in the areas of cognition makes it clear that philosophy, sociology, education, psychology, neurology etc are much closer than they appear. Therefore in looking at the process of learning, one would have to have an integrated view of the person who is at the core of the process.

Boxall & Purcell [48] point out that the successful firms incorporate lessons from learning-by-doing, for instance in the planning process, by getting their line managers who are managing the majority of their staff involved in the process. This offers a method of surfacing informal learning about what things work and what do not work.

Reproduced below is Bateson's well known framework of learning levels as summarized by Juch [49]:

"Zero Learning: Same response to stimuli, no change in knowledge, insight or skill. Routine behaviour

Learning - I: Improving responses to stimuli, increasing repertoire of knowledge, clearer insights, better skills, but of the same kind.

Learning - II: Responding in appropriate ways to changes in context of stimuli. Handling meta-messages, improving learning abilities, learning-to-learn; developing a style, identity

Learning – III: Responding in completely new ways, distinguishing changes in the context of the set of contexts, handling meta-meta messages. Improving learning capabilities, that is self-development to the extent of conversion and changing one's character, identity.

Learning - IV: Creativity is in Nature: the ongoing evolution of human species, which made man capable of conscious L-III" (pg. 183-184).

When seen in the context of this framework learning or enhancing cognitive, emotional and social competencies in the organizational context clearly falls in L-II and L-III. The ability to learn to learn perhaps is crucial for success.

Briscoe & Hall [50] compellingly argue for the "...need to identify and develop meta-competencies, such as adaptability and identity, that will enable executives to learn how to learn, independently and continuously" (pg. 51).

It is thus seen that the motivation of the employee who is identified for development, his tasks, the support he receives from the Supervisor and colleagues and the effectiveness of the HR systems and processes independently and together are likely to have a significant bearing on the outcome of the efforts towards development of competencies important to the Organization.

3.5 Chapter Summary

In the present century, competency as a concept has gained the centre stage. While core competency refers to the collective capability of the organization, individual competency refers to human characteristics that can predict job success.

Competency development in individuals, it is observed, can be enhanced with support from the organization and all the relevant others in the work environment. While training input is seen as being effective in respect of some competencies, such direct correlation is difficult to establish with respect to others.

Learning by the individual is a complex process, involving alteration of the individual's self-concept or self-image. The ability of the individual to understand when to learn is another significant aspect in the learning process, which will have an impact on competency development.

Chapter 4

Design of the Study

4.1 Working definition of Competency for this study

Competence (competency / competencies) is variously used and as the literature survey revealed these can be classified into two broad categories. The first category includes the concept that competencies are embedded in the collectivity of the organization and are hard to replicate. These are complex bundle of skills and technologies; are more stable, evolve slowly and are distinct for each organization. This is termed as core competency.

The second category is very different and is rooted in the human resources tradition. In this approach, individual is the focus and competencies that are observed in high performing individuals are identified through open ended behavioral event interviews. These competencies can be a mixture of values, behaviors, attributes as well as knowledge and skills. For ease of communication and replication, each competency is identified by providing suitable behavioral descriptors.

The present study is anchored on the latter concept of competency that is individual competency, displayed in professional environment and is put to use in the organizational context. Advantage of individual competency approach is that it provides some guidance about ways to enhance performance. Individual competency is acquired and gets manifested as behavior. This study is centered on the behavioral competency part of professionals, working in business organizations. Competency of a person is what matters to an organization in achieving its goals. The manifest behavior from our study of literature is seen to be possibly a result of personal aspects mixed with organizational structure, climate, policies, and influence of other persons in the organization. There are many role holders and multiple factors in shaping, causing, building, and promoting individual competencies. Some of these aspects have been empirically examined in this study.

4.2 Place of Study

The entire research work is carried out in Bharat Petroleum Corporation Limited (BPCL). An overview of the Company is placed in Appendix 'A'.

BPCL has already developed a competency framework covering 'mission critical' positions in the company by comparing outstanding performers with average performer as propagated by McClelland [51].

Mohan & Ganguli [52] in their article have outlined the process by which these competencies were identified. Competency model for entry level jobs, Territory Manager (TM), Regional Manager (RM) and up to the Strategic Business Unit Head (SBU Head) have been developed through this process.

Competencies expected of a TM in BPCL, is taken as the basis for the study, and the reason for adopting the same is explained in section 4.3.

However, one point which needs to be kept in mind is that, those successful individuals who were studied, with a view to uncovering the competencies they demonstrate, which made them successful, themselves did not have such a model to rely or build on. The only deliberate and recorded HR input up until then was training and job postings. As a first step therefore, it was decided to study the historical data to see what kind of correlations existed among the HR inputs and competency development. In the absence of any readily available measure of competency development, no. of promotions earned by the individual was taken as a surrogate measure for competency development. The underlying assumption was that higher levels in the hierarchy require greater proficiency in terms of competencies and those who have been promoted have been assessed collectively by the system as possessing the potential to take on the higher level of the job.

4.3 Selection of Sample

At the outset, to establish aspects of competency development which would be relevant for this research, the sample to be studied was necessary to be identified. In order to determine the same it was noted that the Company got nationalized in 1976 and in the new organization, recruitment of significant number started only from 1980. It was also seen that, in about 12 to 15 years, an entrant in the organization reached the level of a Territory Manager or its equivalent in the Company. In the year 2005, when the study was commenced, it was decided to look at those who joined the Company in (2005 minus 15) 1990 or earlier. Thus the group which joined from 1980 to 1990 has been picked up for the study.

The sample automatically represents a controlled group where:

- a) Conditions faced by this sample is specific to the Industry and organization (business cycle);
- b) Effects of transition on development where people migrate from one organization to the other are eliminated;
- c) The organizational culture which is an important element is a constant for all;
- d) Domain knowledge demanded is similar for all the members of the sample.

To that extent, these variables which could possibly affect the competency development process have been automatically held a constant in this research.

4.4 Analysis of Historical Data

1. Total number of management staff belonging to the period (1980-1990) and still in the Corporation, was 1130.
2. Data for each of the 1130 on number of promotions earned by them was compiled. The population of 1130 was segregated into different groups based on the year in which they joined. For example, all those who joined in 1980 were in one group, those who joined in 1981 were second group and so on. For each such group, the average number of promotion was computed by dividing the total number of promotions earned by the population of that group. For each group that joined in a particular year, the relative growth of the staff was as shown in the tabulation placed as Appendix B
3. Their entry level qualifications and the differential opportunities that might have prevailed with respect to certain departments/functions have not been factored.

The outcome of this exercise was:

The average number of promotions was found to vary from 1.7 to 4. This was expected since those staff who joined in 1980 have been with the Corporation for 25 yrs as compared to those who joined in 1990 who have been with the Corporation only for 15 yrs.

The 'average' rounded off to the next whole number formed the reference point for each group that joined in a particular year:

- a. Those who had average number of promotions were categorized as **'Medium'**
- b. Those who had lesser than the average no: of promotions have been classified as **'Slow'**
- c. Those who had one promotion more than the 'Medium' as **'Fast'**

- d. Those who had done better than 'Fast' were termed as '**Outstanding**'.

Those falling in the category of 'fast' and 'outstanding' can clearly be taken as better performers. For brevity – classification as Average, Medium, Fast and Outstanding is referred to collectively as 'star' category.

Having identified those who were better performers, the study proceeded to examine correlation with Training and Job Postings. It is well accepted that training inputs are an effective method of developing staff. Training could be to impart information, knowledge, develop skills or help understand and learn appropriate behaviors.

It is also seen from the literature, Boxall & Purell [48], that one of the effective ways of learning or development in adults takes place by performing the job. On-the-job learning has therefore become another commonly accepted method of development. Job rotation provides such opportunity for individuals to develop.

Correlation between frequency of training (number of programs attended), job rotation (number of postings) and number of promotions was explored. Correlation analysis was done on the data with number of promotions as the dependent variable and number of postings, functional training programs attended and behavioural training programs attended as the independent variables. The correlation analysis showed that among the three independent variables, correlation to promotions with no: of postings was relatively stronger followed by functional training and behavioural training in that order. This was an important point and needed to be explored further. The correlation data is presented in Table 4.1.

TABLE 4.1

CORRELATION OF 'NO.OF PROMOTIONS' TO INDEPENDENT VARIABLES

<i>ALL</i>	<i>Behavioural</i>	<i>Functional</i>	<i>No.of postings</i>	<i>No.of promotions</i>	<i>Star</i>
Behavioural	1				
Functional	0.662172	1			
No.of Postings	0.183041	0.243598	1		
No.of Promotions	0.312057	0.425266	0.560078	1	
Star	-0.14945	-0.27126	-0.28415	-0.71364	1

To understand the data further, a simple tabulation of training frequency / job rotation frequency for earlier 'star category' is presented in Table 4.2.

TABLE 4.2

'POSTINGS', 'FUNCTIONAL TRAINING', 'BEHAVIOURAL TRAINING'
versus 'PERFORMANCE'

All	Star				Average
	Outstanding (1)	Fast (2)	Medium (3)	Slow (4)	
Data					
Average no of behavioral program / staff	5.41	4.15	3.21	3.31	3.62
Average no of functional program / staff	13.86	11.45	8.27	7.81	9.30
Average no of postings / staff	12.99	10.16	9.72	9.14	9.88

It can be seen that all the three factors show that they are higher for staff in star category 'outstanding' (1) as compared to 'fast' (2).

We could conclude that those in star categories 'outstanding' (1) and 'fast' (2) on an average seek/get more training inputs compared to 'medium' (3) & 'slow' (4) and between themselves 'outstanding' (1) gets more inputs than 'fast' (2). A similar conclusion can be drawn about the number of postings.

The data reflects better performers being exposed to more number of programs. The tentative conclusions which are possible to be drawn are:

- a) either superiors observing better performance nominate them to programs; or
- b) good performers seek out such opportunities.

A multiple regression analysis has been run on the year wise data as also on the whole population. The regression statistic for the entire population of 1130 is tabulated Table 4.3.

TABLE 4.3**REGRESSION ANALYSIS OF THE WHOLE SAMPLE**

SUMMARY OUTPUT								
<i>Regression statistics</i>								
Multiple R		0.634886						
R Square		0.403081						
Adjusted R Square		0.40149						
Standard Error		0.916417						
Observations		1130						
<i>ANOVA</i>								
	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	3	638.5599	212.8533	253.4508	1.2E-125			
Residual	1126	945.6384	0.839821					
Total	1129	1584.198						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	0.240974	0.103982	2.317453	0.020658	0.036953	0.444994	0.036953	0.444994
Behavioral	0.012261	0.01062	1.154451	0.24856	-0.00858	0.033099	-0.00858	0.033099
Functional	0.05205	0.005716	9.106686	3.77E-19	0.040835	0.063264	0.040835	0.063264
no. of postings	0.211068	0.010347	20.39822	5.89E-79	0.190765	0.23137	0.190765	0.23137

It is seen from the Regression statistic that R^2 is 0.4 indicating that these three variables namely – Behavioural training, Functional training and no. of Postings account for about 40% of the variability in Promotions. Rest of the variability therefore lies beyond these three variables. This was an important finding which led to the present study to be undertaken.

It was decided that the study will collect data from the sample described at section 4.3 above and for the respondents to have a common basis it was decided to use the competency model defined for TMs as the basis, since all of them were likely to be familiar with the same for reasons explained in the next section 4.5.

4.5 Use of Territory Manager Competency Model as Reference

One of the key roles in the organization is that of the TM. The competencies forming the model for this role have been taken as the reference framework for the present research. Though the competencies for the various roles differ to some extent from each other, TM's model serves as a good reference for our study on account of the following reasons:

1. It is a key role in the company
2. Being a mid-level position

- a. those who have grown beyond it have actual hands on experience of having worked with those competencies
- b. those who are in the role of TM are currently in the process of mastering those competencies and
- c. those who are yet to become TM are learning or aspiring to learn those competencies

4.6 Brief description of the TM's Competency Model

The research done in BPCL with the help of an external consultant HayGroup showed that an outstanding TM demonstrates an array of behaviors consistently over a period of time and across tasks in comparison to others similarly placed. These behaviors have underlying themes, which seem to cluster into three areas – Personal Mastery, Breakthrough Performance and Passion for Customer. The competencies within each cluster are shown in Table 4.4.

TABLE 4.4

TERRITORY MANAGER COMPETENCY CLUSTERS

Sr. No.	Personal Mastery	Sr. No.	Breakthrough Performance	Sr. No.	Passion for Customer
1	Self–Confidence	7	Driving Results	11	Focusing on Customers
2	Taking Charge	8	Thinking Analytically	12	Initiative
3	Tuning Into Self	9	Thinking Conceptually	13	Information Seeking
4	Integrity	10	Influencing Others	14	Understanding Others
5	Coaching			15	Networking
6	Team Effectiveness and Collaboration				

There are tipping points ranging from 1 (lowest) to 5 (highest) identified for each competency and indicated as Level1 (L1), Level 2 (L2)Level 5 (L5) which distinguishes the outstanding performer from the average. He however does not need to have all the competencies above the tipping point to be outstanding.

Several combinations of the competencies with a few from each of the cluster are sufficient to lead to being outstanding as depicted in Table 4.5.

TABLE 4.5
DIFFERENT WAYS TO BE OUTSTANDING

Sr No.			
1	Breakthrough Performance Driving Results (L4)	<i>Must Have</i>	<input checked="" type="checkbox"/>
2	Thinking Analytically(L3) Influencing Others (L3)	<i>Either</i>	<input checked="" type="checkbox"/> <input type="checkbox"/>
3	Passion for Customer Focusing on Customers (L3)	<i>Must Have</i>	<input checked="" type="checkbox"/>
4	Initiative (L1) Information Seeking(L3)	<i>Either</i>	<input checked="" type="checkbox"/> <input type="checkbox"/>
5	Personal Mastery Self Confidence (L4) Taking Charge (L5)	<i>Either</i>	<input checked="" type="checkbox"/> <input type="checkbox"/>

A brief description of each of the competencies is as follows:

Self-confidence

It is a belief in one’s own capability to accomplish a task and select an effective approach to a task or problem. This includes confidence in one’s own ability as expressed in increasingly challenging circumstances and confidence in one’s decisions or opinions.

Taking charge

Implies the intent to hold people accountable to clear standards and agreed performance targets. It means using one’s position or one’s personality appropriately and effectively with the long-term good of the organization in mind. It includes a theme of “telling people what to do.”

Tuning into self

It means the ability to understand ones own emotions, recognize their impact on one’s performance and the surrounding environment having a ‘gut’ sense. The “environment” refers to the people that the Territory Manager comes into contact within the course of work. This knowledge is used to inspire and motivate others as well as one to strive to achieve to make good of an unpleasant situation.

Integrity

Acting in a way that is consistent with what one says is important; that is one's behavior is consistent with one's values (values may come from business, society or personal moral code).

Coaching

Coaching involves a genuine intent to foster the long-term learning or development of others. Its focus is on the developmental intent and effect rather than on a formal role of training.

Team Effectiveness and Collaboration

It implies the intention to work cooperatively with others, to be a part of the team as well as to lead it, as opposed to working separately using explicit "control and command" structures. The "team" here refers to the Territory Team at the field level.

Driving Results

It means having a concern for working well or for surpassing a standard of excellence. The standard may be one's own past performance (striving for improvement); an objective measure (results orientation); outperforming others (competitiveness); challenging goals set or even what anyone has ever done (innovation).

Thinking Analytically

Thinking analytically means understanding a situation, issue, problem, etc, by breaking it into smaller pieces or tracing the implications of a situation in a step by step way. Thinking analytically includes organizing the part of a problem, situation, etc, in a systematic way, making systematic comparisons of different features or aspects, setting priorities on a rational basis and identifying time sequences, causal relationships or if – then relationships.

Thinking Conceptually

It is an ability to identify patterns or connections between situations that are not obviously related and to identify key or underlying issues in complex situations. It includes using creative, conceptual or inductive reasoning.

Influencing Others

Implies an intention to persuade, convince, influence or impress others (individuals or groups) in order to get them to go along with or to support the speaker's agenda. The "key" is: understanding others, since Influencing Others is based on the desire to have a specific impact or effect on others where the person has his/her own agenda, a specific type of impression to make or a course of action that he/she wants the others to adopt.

Focus on Customers

This means focusing one's efforts on discovering and meeting the customer or client's needs. The "customer" in the BPCL context refers to final customers, distributors, dealers, internal "customers" or "clients".

Initiative

Initiative means the identification of a problem, obstacle or opportunity and taking action in light of this identification to address current or future problems or opportunities. Initiative should be seen in the context of proactively doing things and not simply thinking of future actions. The time frame of this scale moves from addressing current situations to acting on future opportunities or problems.

Information Seeking

This means getting driven by an underlying curiosity and desires to know more about things, people or issues. It may include pressing for exact information; resolution of discrepancies by asking a series of questions or a less focused environmental scanning for potential opportunities or miscellaneous information that may be of future use.

Understanding Others

It is the ability to hear accurately and understand unspoken or partly expressed thoughts, feelings and concern of others. This understanding of others may at times result in a certain degree of respect for others point of view.

Networking

The ability to understand and learn the power relationships in one's own organization and in other organizations, this includes the ability to identify who the real decision-makers are as well as the individuals who can influence them. It also involves building and nurturing relationships with networks of people who may be able to assist in reaching business goals.

4.7 Factors Important in Competency Development

In the findings quoted in the literature survey, Gilley & Hoekstra [41], point out that transfer of learning at the work place is dependent on the support provided by those around the staff such as their superiors and peers and the extent to which the incentive plans and other policies encourage such development. What propels an individual to learn, seems to be fundamentally dependent on the individual's self-concept according to Osborne [44]. These are aspects that are important to understand. Taking these into account and based on inputs from expert panel of senior HR professionals in BPCL (Names in Chapter 5), four factors which possibly influence demonstrating a particular behavior were arrived at. These four factors were: i) self effort, ii) others' influences, iii) organizational policies and iv) nature of job.

4.8 Exploratory Survey

In order to understand to what extent these factors influence competency development, it was decided to carry out an exploratory survey by devising a simple questionnaire. The purpose was to ascertain which of the factors if any carried greater weightage on exhibiting specific behaviours.

Accordingly a questionnaire was evolved based on the 15 competencies which form the competency framework for the TMs. Two statements for each competency representing the highest and the lowest level of that competency constituted the pool of 30 statements. The two statements pertaining to a competency were jumbled up among the rest, to ensure that authentic responses were elicited. The key to the questionnaire along with the questionnaire is placed at Appendix C.

These statements were framed as “My ability to...” depended on “Self Efforts”, “Others Influence”, “Nature Of Job”, “Organizational Policies”

The focus of the present exploratory survey was not to prove or disprove whether these are the influencing factors, but was to gain insights on the extent to which they influenced in demonstration of certain behaviors. In other words the focus was to establish the relative contribution of these influencing factors in shaping a particular behavior. In order to get that profile, a rating scale with forced distribution of 100 points amongst the four influencing factors was considered most suitable.

Respondents were asked to indicate the percentage (%) to which it depended on each of those factors with the total adding up to 100% for each statement. The percentage distribution amongst the four factors, adding up to 100, provided relative comparable weights for each factor.

The questionnaire was administered on a random group of staff from the most competitive business “Lubricants”, least competitive business “LPG” and a support Entity “Engineering & Projects”.

The data is compiled and placed as Appendix D.

There were differences seen between the two businesses and the Entity in terms of the emphasis on each of the factors. The data for Business/Entity when aggregated for all the three together, interestingly showed that respondents had given similar weightages to the factors “Others Influence”, “Nature Of Job”, “Organizational Policies” while the weightage given to “Self Efforts” was about double that of what has been given to any of the other three factors listed earlier. Clearly respondents uniformly have indicated that the “Self Efforts” are most important in their ability to behave or act in particular ways.

Attribution error as commonly understood occurs when people predominantly presume that the actions of others are indicative of the "kind" of person they are, rather than the kind of situations that compels their behavior. The questionnaire referred to elicits a self declaration on what he considers has contributed to his learning or development. While it was possible that he has given higher weightage due to attribution error, it was noticed that weightages have also been accorded to other factors, though lower.

It is for this reason that while on the one hand detailed investigation of what the 'self efforts' constitute was taken up for indepth study, it has been supplemented with the structured interview to explore the other elements, such as nature of the job, support from others etc. in the main study.

The main study is detailed out in Chapter 5.

4.9 Chapter Summary

The chapter begins by outlining the difference between Core Competency of an organisation and individual competency with behavioural manifestations and states that the present study is based on the latter concept of competency and provides the working definition as "individual competency displayed in professional environment and put to use in the organizational context".

BPCL where the researcher is employed has been chosen as the place of study, since it has well developed competency-based HR processes in place, making it an ideal setting for the present research. The sample which was proposed to be studied has been clearly identified as the group of management staff numbering 1130 which joined BPCL between 1980 and 1990 and is still with the company.

As a first step, historical data of training and job postings of this group has been statistically analysed to determine the correlation between these factors and growth in terms of promotions, taking it as a surrogate measure for proficiency in competency. This revealed that there could be other factors equally or more influential. From literature survey and expert group discussions these were identified as: 1) Self efforts, 2) Others' influence, 3) Organisational Policies and 4) Nature of the job.

To understand the extent to which these factors influence competency development, an exploratory survey on a random sample of management staff from two businesses and one entity was done wherein 'self efforts' was ranked higher than the rest by the respondents. In the main study, therefore, it has been decided to examine in-depth the 'self efforts' through a survey and rest of the factors through a structured interview process.

Chapter 5

Empirical Investigation and Data Analysis

5.1 Analysis of the 'Self efforts'

The next task was to dig deep into the 'Self Efforts' and identify the underlying drivers. For this purpose, from the literature survey various possible factors or themes that drive or determine individual behaviour were identified. This was then discussed with the 'Expert Panel' of HR specialists/practitioners in BPCL to arrive at the themes. The following themes emerged:

- 1) 'Meta Competence' (Delamare le Deist, Burt Juch)
- 2) 'Emotional Competence' (Richard Boyatzis and Daniel Goleman)
- 3) 'Motivation / Drive' (McClelland's Need for Achievement, Affiliation, Power, Trevor Bentley's concept of Need to be Different).

5.1.1 Meta Competence (MC)

The 'Expert Panel' strongly felt that learning is an activity which is triggered by an individual's own sense of fulfilling the gap between his Real self and Ideal self. Seal, Boyatzis & Bailey [53] have identified this as 'Intentional Change Theory' or Self-directed Learning.

Forehand [54] points out that in the current Bloom's Taxonomy Meta-Cognitive Knowledge are defined as 'Knowledge of cognition in general as well as awareness and knowledge of one's own cognition'.

Meta Competence is an ability to cope with uncertainty, as well as learning with reflection according to Cheetham & Chivers [55].

Le Deist & Winterton [56] in their article on competencies say "Thus knowledge (and understanding) is captured by cognitive competence, skills are captured by functional competence and 'competencies' (behavioural and attitudinal) are captured by social competence. Meta-Competence is rather different from the first three dimensions since it is concerned with facilitating the acquisition of the other substantive competencies" (pg. 39).

Juch [49] using Bateson's framework defines it as:

Learning - II: Responding in appropriate ways to changes in context of stimuli .Handling meta-messages, improving learning abilities, learning –to-learn.

Learning– III: Responding in completely new ways, distinguishing changes in the context of the set of contexts, handling meta-meta messages. Improving learning capabilities, that is self-development to the extent of conversion and changing one's character, identity, creativity.

It is clear from the foregoing that 'Meta Competence' is recognized by researchers as an important competency and is about knowing what and when to learn. Taking the current understanding of the term 'Meta Competence', we adopted the following descriptor for the purpose of our final questionnaire:

Ability to cope with uncertainty as well as with learning & reflection

1. Ability to think on my feet
2. Contextual and conceptual knowledge
3. Having the ability to scan the environment and understand its implications
4. Ability to understand, change, modify and reform the rules, regulations, job, work and department
5. Ability to create and conform to the norms of professional behavior
6. Sensibility to needs and values of others
7. Ability to make sound judgments based upon the work–related situations
8. Ability to act consistently with appropriate personal and professional values

5.1.2 Emotional Competence (EC)

In 1990, Salovey and Mayer [57] first defined emotional intelligence.

Goleman [58], who popularized the concept, argues that the contribution of emotional intelligence to effective performance at work is as much as 66 percent for all jobs and 85 percent for leadership jobs.

Dulewicz and Higgs [59] report that two exploratory studies carried out at Henley College, UK support Daniel Goleman's contention that the higher one rises within an organisation the more important Emotional Intelligence becomes, while Hawkins and Dulewicz [60] assert that there is a positive relationship between Emotional Competency and performance as a leader. Dulewicz *et al* [61] based on a study of the Royal Navy Officers observe that Emotional Intelligence Competencies make a greater contribution to overall performance and leadership compared to Intellectual Competencies.

Seal *et al.* [53] point out that in their latest works, Goleman and Boyatzis have reclassified their array of competencies and clusters into two distinct aspects.

The interpersonal clusters (social awareness and relationship management) have been relabeled social intelligence (SI) competencies; and the intrapersonal clusters (self-awareness and self-management) have been relabeled emotional intelligence (EI) competencies. The new term, *emotional and social intelligence* (ESI) helps to differentiate the behavioral manifestations of the intrapersonal awareness and management of emotions within the self (EI) from the behavioral manifestations of the interpersonal awareness of others' emotions, needs, thoughts, and perceptions as well as navigate the larger social environment and working with others (SI).

Based on the above literature survey the working definition for the second 'Factor', 'Emotional Competence' developed was:

Capability based on emotional intelligence

- 1 Self-awareness of my strengths, values and how to perform effectively
- 2 Adapt how individuals, organizational units, & cultures function and accordingly respond
- 3 Sense how others feel
- 4 Ability to read nonverbal cues and judge others and
- 5 Attune to and influence emotions of others.

5.1.3 Motivational Drive (MT)

The first factor 'Meta Competence' is in the realm of 'Cognition', the second factor 'Emotional Competence' is in the realm of emotions and the third factor 'Motivational Drive' is in the realm of innate forces. In psychology, motivation refers to the initiation, direction, intensity and persistence of behavior.

According to Lawrence & Nohria [43] the 'Drive to Learn' is one of the four drives, propounded by them and is anchored in biological human nature.

According to McClelland, three needs — achievement, affiliation, and power — are acquired over time, as a result of experiences and form the basis of the drive in an individual.

Bentley & Clayton [62] identified 'Need for Being Different' as an underlying need, desire or say want, which makes them perform well or better than others.

Maslow's 'esteem' and 'self actualization' needs, and the three innate psychological needs for 'competence, autonomy and relatedness' identified by Deci & Ryan [63] constitute this school which believes that people are driven by intrinsic needs. Such motivation is not to be confused with personality or emotion. It is a temporal and dynamic state and is about the desire and willingness to do something as explained by Brown [64]. For the purpose of our research, this was identified as the third factor constituting 'self efforts'.

Motivation, Desires or Certain Needs

A set of descriptors for this factor, representing motivation theories are outlined below.

1. Innate ambition
2. Need for achievement
3. Expectations to acquire new skills and increase the potential
4. Need for power to control people & resources
5. Want for money
6. Need to be the best
7. Need to contribute significantly
8. Aspiration to prove superiority
9. Need for recognition by others
10. Willingness to change
11. Need for affiliation
12. Discover how and what to change for things to be different
13. Need to be different

These three themes taken together, covered most aspects of what drove an individual and hence for the purpose of uncovering the 'Self-efforts' were taken as a comprehensive basis.

5.2 Formulation of Questionnaire

Each theme was called a 'Factor'. In order to keep the variability to the minimum, the same 15 competencies of the TM's model were used as the reference statement. In this questionnaire, only one statement was used for each competency as against two, used in the earlier questionnaire. The purpose was to understand the relative emphasis of the three factors with respect to competency and not to study the variability for different level of demonstrating the competency. The respondent had to indicate for each one of the 15 competencies how much each 'Factor' contributed towards his demonstrating the behaviour corresponding to it. Here again since intuitively it was evident that all three factors would be relevant, for ease of analysis, it was decided to make the respondents give weightage adding up to 100.

These questionnaires were presented, discussed, reviewed and validated with the HR experts from BPCL.

Names of expert committee members:

1. Amitabh Sengupta –GM (HR) Mumbai Refinery
2. Uma Narendran – Dy. GM (HRD) Corporate Office
3. Ranjit Nair – Dy. Manager (HRD) Corporate Office
4. Tapan Datta – Dy. GM Sales(Retail Business) and accredited 'Assessor
5. P. Padmakar – Dy. GM (Industrial Relations) Corporate Office
6. Sujata Choghle – Dy. GM (HR) Mumbai Refinery
7. Rafiha Khan – Dy. Manager (HRD) Corporate Learning Centre

Brief bio-data of the HR Experts are presented in Appendix I,

After obtaining the views and suggestions of the expert committee and collating the feedback, the pilot study questionnaire (Appendix F) was prepared by taking the following aspects into consideration:

1. Background of the study
2. Nature of job
3. The location of respondents
4. The user friendliness of survey form
5. The clarity and simplicity of the questions
6. The detailed description with explanation about influencing factors
7. The response time

5.2.1 Pilot Study

A pilot study was undertaken to test the feasibility of the data gathering method and to establish whether it would deliver the required data and was a true measure of the item under investigation. The pilot study was also meant to help gauge adverse reaction, if any, from the sample under investigation and devise steps to mitigate the same.

5.2.2 Sample Selection and Sample Details

The required sample size for analysis was targeted at 35-40 respondents, as 30 is considered to be a statistically significant sample size. Over double the sample size (76 people) was selected. The final analysis of first 40 respondents was done.

A sample of 76 people was selected from the universe of 1130 staff members. These 76 were selected based on the following criteria: star-category, job group, performance levels, years of service, SBUs / Entities.

However, due to the skewness of the data for these criteria (e.g., almost half of the population are in Retail and LPG), maximum possible differentiation was taken into consideration while selecting these 76 people.

'Star' category was used as the first differentiating factor because of its nearest and closest relevance to competencies. All four categories were given equal importance and 19 employees from each star category were selected (Table 5.1).

TABLE 5.1

REPRESENTATION OF 'STAR' CATEGORY IN PILOT STUDY SAMPLE

Sr. No.	Star Category	Available	Selected
1	Fast	280	19
2	Medium	468	19
3	Outstanding	74	19
4	Slow	308	19
5	Total	1130	76

The distribution of the sample across job groups was as shown in Table 5.2.

TABLE 5.2

REPRESENTATION OF 'JOB GROUP' IN PILOT STUDY SAMPLE

Sr. No.	Job Group	Available	Selected
1	A (Officer)	2	1
2	B (Senior Officer)	102	8
3	C (Deputy Manager)	380	12
4	D (Manager)	364	13
5	E (Senior Manager)	178	15
6	F (Chief Manager)	68	15
7	G (Deputy General Manager)	32	11
8	H (General Managers)	4	1
9	Total	1130	76

Educational background of the sample was chosen in a manner that all the profiles had a fair representation (Table 5.3).

TABLE 5.3
REPRESENTATION BY 'EDUCATIONAL BACKGROUND'
IN PILOT STUDY SAMPLE

Sr. No.	Profile	Available	Selected
1	CA / CWA / CS	7	1
2	Computer Specialists	1	0
3	Diploma	15	1
4	Engineer with MBA	74	5
5	Engineers	494	22
6	Graduate	167	19
7	Graduate with Diploma in Any Subject	27	2
8	Law	24	2
9	MBA	134	9
10	Medicine	1	0
11	Others	9	1
12	Ph. D.	6	2
13	Post Grad. With Diploma in any Subject	24	2
14	Post Graduates	147	10
15	Total	1130	76

One more important factor that reflects performance of an individual on the job is the rating accorded at the end of the year. It was ensured that the sample had representation from all the categories as shown in Table 5.4.

TABLE 5.4
REPRESENTATION BY 'PERFORMANCE LEVELS'
IN PILOT STUDY SAMPLE

Sr. No.	Performance Levels	Available	Selected
1	I	168	14
2	II	38	10
3	II	298	16
4	III	356	17
5	IV	256	15
6	V	9	2
7	VI	5	2
8	Total	1130	76

The resultant distribution of the sample across various years of experience is as shown in Table 5.5.

TABLE 5.5

DISTRIBUTION OF THE SAMPLE ACROSS 'YEARS OF EXPERIENCE'

Sr. No.	Years of Service	Selected
1	15	2
2	16	1
3	17	2
4	18	16
5	19	1
6	20	1
7	21	3
8	22	8
9	23	15
10	24	16
11	25	11
Total		76

5.2.3 E–Survey / Web–Site Design

Considering the factors like user–friendliness and time deadlines, the survey was converted into electronic form. This was also necessary as the selected 76 people were based at various locations in India. At some of the places the latest version of MS office or Company’s Intranet facility was not available and the access was through public network.

The pilot survey was also to provide us an understanding of the support needed on the technology front when we carried out the main survey.

5.2.4 Pilot Study Findings

The first 40 responses received were taken up for analysis.

Three influencing factors (namely: Meta Competence, Emotional Competence and Motivational Drives) were identified that explained the underlying ability to imbibe the Competencies, which constitute the basis of this stage of the research.

The weightage accorded by the respondents for all the competencies were collated and is shown in Table 5.6 and in Fig. 5.1.

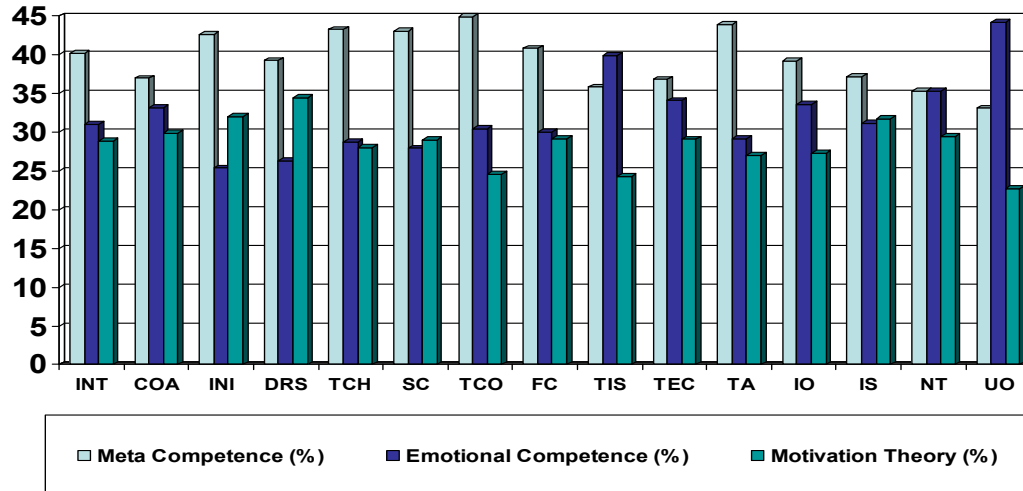
TABLE 5.6

RESULTS OF THE PILOT STUDY

Competencies	Meta Competence (%)	Emotional Competence (%)	Motivational Drive (%)
Integrity	40.20	30.98	28.83
Coaching	36.95	33.20	29.85
Initiative	42.63	25.38	32.00
Driving Results	39.25	26.25	34.50
Taking Charge	43.25	28.75	28.00
Self Confidence	43.03	27.95	29.03
Thinking Conceptually	44.95	30.48	24.58
Focus on Customer	40.83	29.98	29.20
Tuning into Self	35.83	39.85	24.33
Team Effectiveness & Collaboration	36.83	34.10	29.08
Thinking Analytically	43.88	29.13	27.00
Influencing Others	39.13	33.63	27.25
Information Seeking	37.13	31.13	31.75
Networking	35.28	35.30	29.43
Understanding Others	33.08	44.23	22.70
Overall Percentage	39.48	32.02	28.50

FIGURE 5.1

WEIGHTAGE ACCORDED TO INFLUENCING FACTORS



In order to test the robustness of the questionnaire Correlation Coefficient of the Influencing factors was done. Results are placed in Table 5.7. It is seen that the Motivational Drives (MT) has a very low correlation with the other two factors and therefore can be said to be independent. Emotional Competency (EC) and Meta Competency (MC) are inversely related and was seen to be substituting for each other, since the scale used is a constant sum scale.

Partial correlation carried out on the data shows similar results and are presented in Table 5.8.

TABLE 5.7

CORRELATION COEFFICIENT FOR INFLUENCING FACTOR

	Meta	Emotional	Motivation
Meta	1		
Emotional	-0.79125	1	
Motivation	0.123412	-0.70447	1

TABLE 5.8

PARTIAL CORRELATION COEFFICIENTS

Partial Correlation		
R12.3	-0.47139	Meta and Emotion keeping Motivation constant
R13.2	-0.14215	Meta and Motivation keeping Emotion constant
R23.1	-0.38647	Motivation and Emotion keeping Meta constant

Cronbach Coefficient Alpha

As the reliability of the survey instrument was important, the Cronbach Coefficient Alpha was calculated. The reliability for this instrument for competencies was found to be 0.949737005.

5.2.5 Learning from Pilot Study

Learning 1

In the pilot survey, the factors were placed in the following sequence:

Factor 1 = Meta Competence

Factor 2 = Emotional Competence, and

Factor 3 = Motivational Drives

Meta Competence might have got privilege over the other two, while motivational drives and emotional competence could have faced the left over effect.

Learning 2

In pilot study, the respondents were selected first and then the survey was done. This mixture was very much balanced in nature and fulfilling most of the criteria symmetrically. However, 30 respondents of the selected lot did not reply. The well-thought symmetry was not maintained.

Learning 3

As the website was placed on a server with less administrative rights, the respondents faced problems listed below:

- 1 Log in failure
- 2 Internal error
- 3 Save and Close not working etc.

5.3 Implementation Plan for Main Survey

Considering these learning and other related issues the following implementation plan was developed:

- A. The main survey was administered through 6 versions of the questionnaire to remove the dominance of single influencing factor. This was achieved by:
 - a. Interchanging the position of the second and third factor, while keeping the questions and their sequence the same. This gave the 2nd version of the questionnaire.
 - b. The 3rd version was created by moving the first factor to the second position, second to the third and third to the first position. The 4th version was created by interchanging the position of the second and third while keeping the questions and their sequence the same.
 - c. The 5th and the 6th versions were created by repeating the step described at (b) above.

- B. Except the respondents of pilot survey, all the rest were covered through the six versions of the questionnaire.

The six versions of the questionnaire used are placed as Appendix G.

- C. The total sample was divided into six groups and assigned the version nos. This was done to increase the reliability and consistency of the responses.

- D. Survey site was uploaded on an appropriate server along with administrative rights to overcome the technical problems faced during the pilot survey.

5.3.1 Sample Selection and Sample Details

In this research project, 1130 respondents constituted the sample. From this sample

- a) 76 were used in the pilot study
- b) 87 were eliminated due to various reasons; e.g. resignations, terminations, disciplinary issues and also few removals to keep the reasonable proportion of respondents from particular SBU/Entity rather than sending it to all across the same SBU/Entity or same job group.

Finally there were 967 management staff for the main survey. The distribution across 'Job Groups' and 'Business/Entity' was as shown in Table 5.9 and Table 5.10.

TABLE 5.9

DATA REPRESENTATION OF MAIN SURVEY SAMPLE

JOB GROUP WISE DISTRIBUTION

Sr. No.	Job Group	No. of Employees
1	A	1
2	B	83
3	C	346
4	D	307
5	E	155
6	F	51
7	G	21
8	H	3
	Grand Total	967

TABLE 5.10

DATA REPRESENTATION OF MAIN SURVEY SAMPLE

BUSINESS/ ENTITYWISE DISTRIBUTION

Sr. No.	SBU's & Entities	No. of Employees
1	AVIATION	19
2	C&MD'SSETUP	1
3	COORDINATION	2
4	CORP AFF	4
5	DEPU (MKTG)	21
6	DEPUT (REF)	10
7	E&P	71
8	ESE	2
9	FINANCE	4
10	HRD	4
11	HRS	23
12	HSE	1
13	I&C	65
14	IIS	37
15	INT AUDIT	9
16	LEGAL	2
17	LPG	112
18	LUBES	57
19	MKTG COORD	1
20	PLANNING	1
21	PR & BRAND	4

22	QC WING	8
23	REFINERY	132
24	RETAIL	365
25	SPDUTIESMKTG	6
26	STRATEGY	2
27	VIGILANCE	4
	Grand Total	967

5.3.2 E–Survey / Web–Site Design for Main Survey

As the six combination of ‘Factor’ placement were prepared as six different questionnaires and administered as six different versions, the total sample of respondent population was divided into six groups. Each group consisted of 161 respondents and sixth group was having 967th respondent added to it.

The total sample comprised various strategic business units (SBUs) and it also represented people in different ‘star categories’. Distribution has been done to ensure that SBUs were evenly distributed over the 6 questionnaires and within that; attempt has been made to distribute the ‘star category’ as far as possible equally.

5.4 Main Survey

5.4.1 Description of the Survey

There was a total of 287 responses. To quickly recapitulate, the objective of the survey was to find out the factor that influences the most in shaping the competencies of a key position in the organization, in this case, the competencies for the position of Territory Manager. The factors identified were based on mainstream motivational theories which are:

1. Meta Competence (MC)
2. Emotional Competence (EC)
3. Motivational Drive (MT)

A set of 15 competencies required for the position of Territory Manager have been identified as:

1. Integrity
2. Coaching
3. Initiative
4. Driving Results
5. Taking Charge
6. Self Confidence

7. Thinking Conceptually
8. Focus on Customer
9. Turning into Self
10. Team Effectiveness and Collaboration
11. Thinking Analytically
12. Influencing Others
13. Information Seeking
14. Networking
15. Understanding Others

The respondents have attached weights (out of 100) to the above 3 factors with respect to each of the 15 competencies listed above.

5.4.2 Analysis of Survey Results

Objective

Objective of this analysis is to find the dominant factor (with maximum weightage) that influences each of the 15 competencies.

Method

The analysis has been carried out in 2 stages. In the first stage, the mean values of the responses (287 weightages) were worked out and conclusions drawn. In the second stage, samples were drawn from the responses and conclusions drawn based on sample means. ANOVA was done to examine the degree of significance of the variance of the sample means.

5.4.2.1 ANALYSIS OF MEAN OF WEIGHTAGE ACCORDED TO INFLUENCING FACTORS BY THE 287 RESPONDENTS

In the first stage mean value of the three weightage factors for each competence was computed for the total responses of 287 to arrive at its central tendency value. The results are presented in Table 5.11.

TABLE 5.11**MEAN VALUE OF WEIGHTAGE ACCORDED TO INFLUENCING FACTORS**

Sr. No.	Competencies	Weightage			Dominant Factor in Influencing Competence
		Meta Competence	Emotional Competence	Motivational Drive	
1	Integrity	34.80	34.02	31.18	Meta competence
2	Coaching	35.36	32.48	32.17	Meta competence
3	Initiative	37.30	30.29	32.41	Meta competence
4	Driving Results	35.60	29.83	34.58	Meta competence
5	Taking Charge	35.10	31.61	33.29	Meta competence
6	Self Confidence	36.65	31.24	32.11	Meta competence
7	Thinking Conceptually	36.62	33.80	29.58	Meta competence
8	Focus on Customer	35.55	32.58	31.87	Meta competence
9	Tuning into Self	32.41	39.37	28.22	Emotional competence
10	Team Effectiveness & Collaboration	34.2	34.48	31.32	Emotional competence
11	Thinking Analytically	36.95	33.71	29.34	Meta competence
12	Influencing Others	34.59	35.14	30.28	Emotional competence
13	Information Seeking	34.76	31.92	33.32	Meta competence
14	Networking	34.13	33.05	32.82	Meta competence
15	Understanding Others	32.63	40.13	27.25	Emotional competence

From the 1st stage analysis, it was concluded that 'Meta Competence' was the most dominant influencing factor, followed by 'Emotional Competence' and

'Motivational Drive' in guiding and shaping the competencies of staff in the organization.

Specifically, 'Meta Competence' – 'the ability to cope with uncertainty as well as with learning and reflection' has emerged as the most important influencing factor with respect to those listed at sr. no. 1 to 8, 11, 13 and 14. In respect of the rest, i.e., listed at sr. no. 9, 10, 12 and 15, which are self and people related competencies, 'Emotional Competence'- was given primary importance.

5.4.2.2 ANOVA OF SAMPLE MEANS OF WEIGHTAGE ACCORDED TO INFLUENCING FACTORS

The responses to this survey has various groups and it was possible that central tendency of the different groups may differ widely from that of the population. Therefore in the second stage analysis, samples have been drawn on the basis of 4 criteria, namely: i) SBU, ii) Age, iii) Job Group and iv) Star Category in the organization

Sampling Method

10 samples were drawn from the response and the number in each sample was kept as 25. Mean value of each sample was computed and their central tendency was arrived at. Analysis of variance (ANOVA) was done to examine if the variance of the sample means was significantly different with respect to the mean of all the responses taken together.

5.4.2.3 SBU

10 samples of each 25 number were drawn from the responses on the basis of SBU. Each sample represented a SBU or a cluster of SBUs having similar features. The result of the mean values of the sample means is presented in Table 5.12.

TABLE 5.12**MEAN VALUE OF SBUWISE SAMPLE MEANS OF WEIGHTAGE ACCORDED TO INFLUENCING FACTORS**

Sr. No.	Competencies	Weightage			Dominant Factor in Influencing Competence
		Meta Competence	Emotional Competence	Motivational Drive	
1	Integrity	34.58	34.00	31.42	Meta competence
2	Coaching	35.05	32.39	32.56	Meta competence
3	Initiative	37.06	30.24	32.7	Meta competence
4	Driving Results	35.45	29.76	34.79	Meta competence
5	Taking Charge	35.22	31.01	33.77	Meta competence
6	Self Confidence	36.41	30.95	32.64	Meta competence
7	Thinking Conceptually	36.65	33.77	29.58	Meta competence
8	Focus on Customer	35.74	32.3	31.95	Meta competence
9	Turning into Self	32.35	39.04	28.62	Emotional competence
10	Team Effectiveness & Collaboration	33.93	34.26	31.81	Emotional competence
11	Thinking Analytically	37.00	33.06	29.94	Meta competence
12	Influencing Others	34.64	34.68	30.67	Emotional competence
13	Information Seeking	34.87	31.73	33.40	Meta competence
14	Networking	34.20	32.75	33.05	Meta competence
15	Understanding Others	32.31	40.12	27.57	Emotional competence

From the 2nd stage analysis with respect to SBU wise grouping, it is concluded that Meta Competence is the dominant factor in shaping most of the competencies, namely, those listed under serial no. 1 to 8, 11, 13 and 14. Emotional competence helps in shaping the competencies listed under serial no. 9, 10, 12 and 15.

Further, the above data (mean of weights accorded to 3 influencing factors by the respondents classified into 10 SBU groups) was disaggregated for each influencing factor and analyzed to see whether the segregated samples (per influencing factor) represents the larger sample, with respect to their central tendencies.

The results of ANOVA test done for each influencing factor (after eliminating the other two) are presented below in Table 5.13.

TABLE 5.13

**ANOVA FOR SBU WISE SAMPLE
FOR INDIVIDUAL INFLUENCING FACTOR**

	Sum of Squares	Degree of Freedom	Mean Square	'F' Value	'P' Value	'F' Critical Value
Meta Competence	726.37	9	80.7080	11.1790	1.0513	1.9549
Emotional Competence	546.22	9	60.6919	10.1399	1.2408	1.9549
Motivational Drive	718.08	9	79.7870	13.0320	1.5838	1.9549

Since for all the above influencing factors, estimated 'F' value is higher than critical 'F' value, it means samples disaggregated on the basis of influencing factors do not represent the larger sample. By implication, samples represented by different SBUs get differentially influenced by the factors, namely: meta competence, emotional competence and motivational drive. There is no uniformity with regard to their influence on staff in all SBUs.

Based on the second level analysis of the above data by taking each of the three influencing factors separately and running ANOVA, the following hypothesis has been tested.

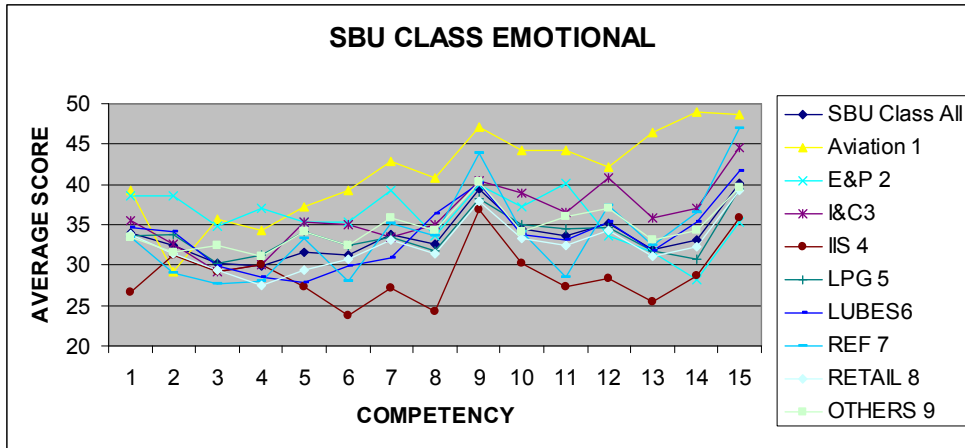
Ho: The mean value of weightages accorded to the influencing factors Meta Competence, Emotional Competence and Motivational Drive by SBUs is equal to the mean values of all the responses.

H1: The mean value of weightages accorded to influencing factors like Meta Competence, Emotional Competence and Motivational Drive by SBUs is not equal to the mean values of all the responses.

H1 is accepted.

The weightage accorded by the respondents across 15 competencies were segregated SBU wise for each factor and separately plotted. In Fig.5.2 the weightage accorded by each SBU to Emotional Competence factor has been plotted.

FIGURE 5.2



The graph clearly shows that Aviation SBU accorded the highest weightage to 'Emotional Competence' factor while IIS Entity (Integrated Information Systems) accorded the lowest weightage compared to others to this factor. The former is a customer facing SBU while the latter is concerned with technology and this may have something to do with the differences noticed.

Fig. 5.3 depicts the 'Motivational Drive' factor. Here the trend is the reverse where IIS places greater emphasis compared to others while Aviation accords it the lowest emphasis.

FIGURE 5.3

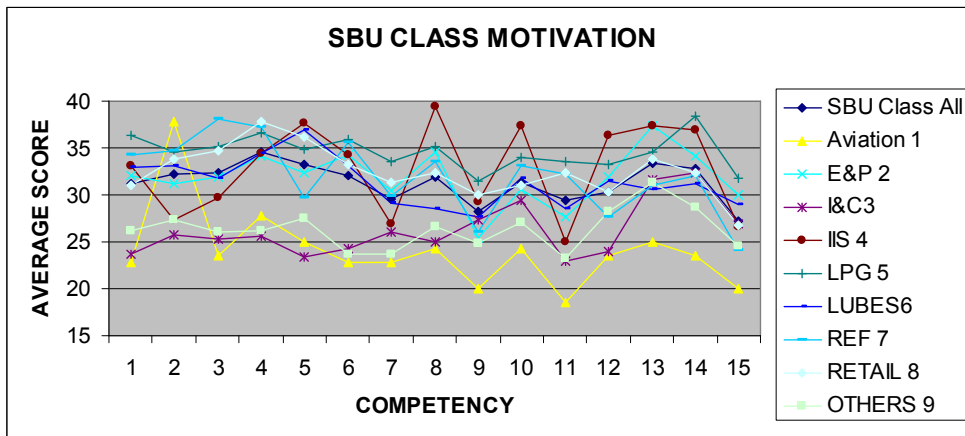


FIGURE 5.4

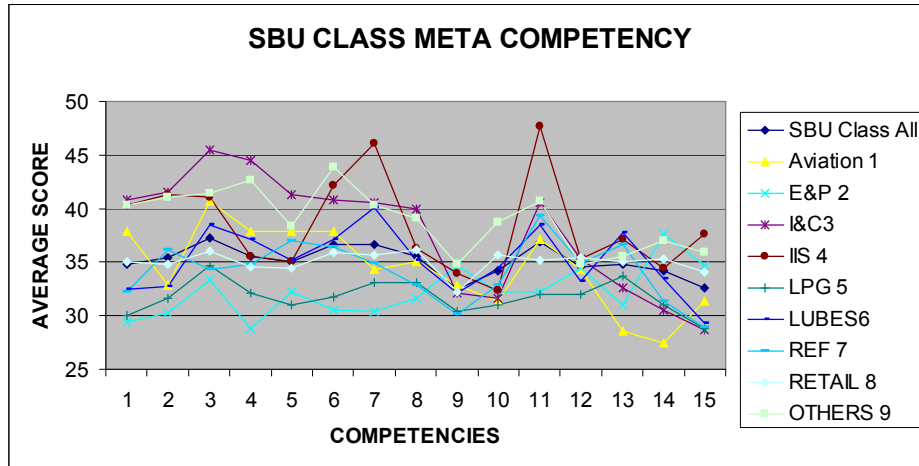


Fig. 5.4 is a plot of 'Meta Competence' factor SBU wise. LPG accords it the lowest weightage compared to the weightages accorded by various SBU/Entity.

5.4.2.4 AGE

10 samples of each 25 number have been drawn from the responses on the basis of age. Each sample represents an age interval. The result of the mean values of the sample means is presented in Table 5.14.

TABLE 5.14**MEAN VALUE OF AGE GROUPWISE SAMPLE MEANS OF WEIGHTAGE
ACCORDED TO INFLUENCING FACTORS**

Sr. No.	Competencies	Weightage			Dominant Factor in Influencing Competence
		Meta Competence	Emotional Competence	Motivational Drive	
1	Integrity	34.11	34.46	31.43	Emotional competence
2	Coaching	34.79	32.94	32.27	Meta competence
3	Initiative	36.70	30.56	32.74	Meta competence
4	Driving Results	35.39	30.18	34.44	Meta competence
5	Taking Charge	35.05	31.59	33.36	Meta competence
6	Self Confidence	35.90	31.49	32.61	Meta competence
7	Thinking Conceptually	36.34	34.34	29.32	Meta competence
8	Focus on Customer	35.33	32.70	31.97	Meta competence
9	Turning into Self	32.06	39.51	28.43	Emotional competence
10	Team Effectiveness & Collaboration	33.86	34.81	31.33	Emotional competence
11	Thinking Analytically	36.44	33.56	30.00	Meta competence
12	Influencing Others	34.28	35.06	30.66	Emotional competence
13	Information Seeking	34.84	31.71	33.46	Meta competence
14	Networking	34.64	32.57	32.78	Meta competence
15	Understanding Others	32.40	40.24	27.36	Emotional competence

From this analysis with respect to 'Age group', it was concluded that Meta Competence is the dominant factor in shaping most of the competencies, namely,

those listed under serial no. 2 to 8, 11, 13 and 14. Emotional competence helps in shaping the competencies listed under serial no. 1, 9, 10, 12 and 15.

Further, the above data (mean of weights accorded to 3 influencing factors by the respondents classified into 10 age groups) was disaggregated for each influencing factor and analyzed to see whether the segregated samples (per influencing factor) represents the larger sample, with respect to their central tendencies.

The results of ANOVA test done for each influencing factor (after eliminating the other two) are presented below in Table 5.15.

TABLE 5.15

**ANOVA FOR AGE GROUP WISE SAMPLE
FOR INDIVIDUAL INFLUENCING FACTOR**

	Sum of Squares	Degree of Freedom	Mean Square	'F' Value	'P' Value	'F' Critical Value
Meta Competence	1106.00	9	122.8898	14.0948	1.5964	1.9549
Emotional Competence	619.14	9	68.7942	9.9942	1.7663	1.9549
Motivational Drive	1354.49	9	150.4997	17.6430	1.2728	1.9549

Since for all the above influencing factors, estimated 'F' value is higher than critical 'F' value, it means samples disaggregated on the basis of influencing factors do not represent the larger sample. By implication, samples represented by different age groups get differentially influenced by the factors, namely: meta competence, emotional competence and motivational drive. There is no uniformity with regard to their influence on staff in all age groups.

Ho: The mean value of weightages accorded to influencing factors like Meta Competence, Emotional Competence and Motivational Drive by different age groups is equal to the mean values of all the responses.

H1: The mean value of weightages accorded to influencing factors like Meta Competence, Emotional Competence and Motivational Drive by different age groups is not equal to the mean values of all the responses.

H1 is accepted.

Fig. 5.15, 5.16 and 5.17 are plots of the three influencing factors across 15 competencies for different 'age' groups. It is interesting to note that the youngest age group (36-40) relies heavily and distinctly on 'Motivational Drive' factor, while the next higher age group (41-45) relies on 'Emotional Competence' factor. Both these groups therefore place relatively less emphasis on 'Meta Competence' factor compared to age group (46-50) which accords highest weightage to this factor.

FIGURE 5.5 – Age Group Emotional

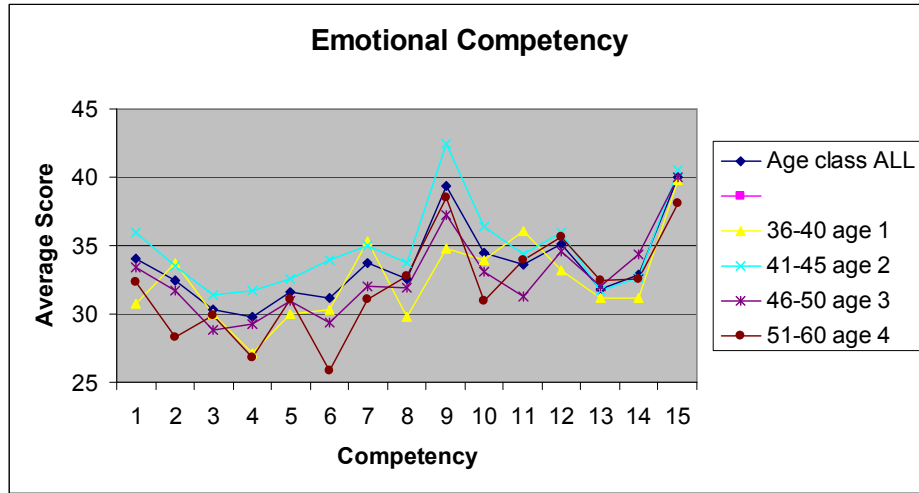


FIGURE 5.6 – Age Group Motivation

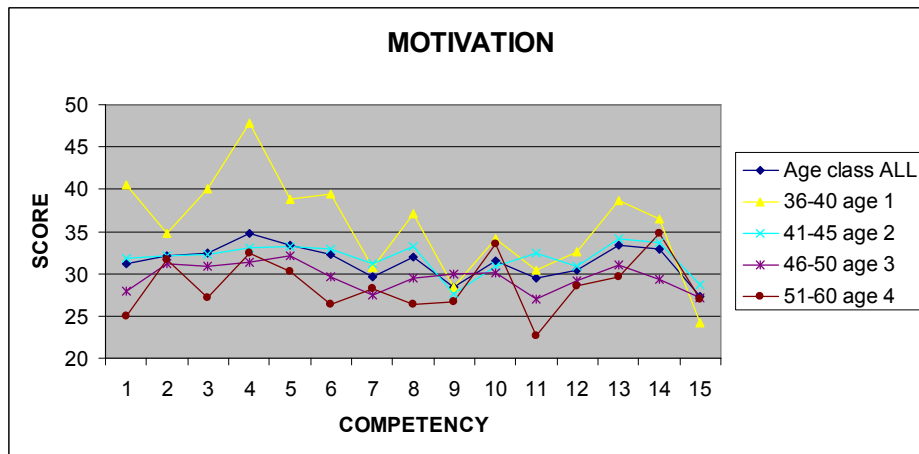
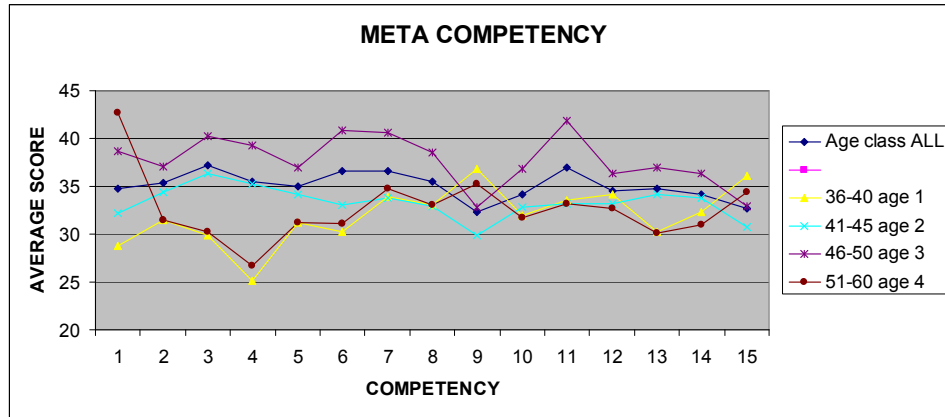


FIGURE 5.7 – Age Group Meta Competence



5.4.2.5 JOB GROUP

10 samples of each 25 number have been drawn from the responses on the basis of Job Group. The Job Groups referred to are the hierarchies of management staff in BPCL, beginning with ‘A’ (entry level) and ending with ‘J’ (Board level). In the respondents of the survey, there were staffs of Job Group ‘B’ to ‘G’. Each sample represents a Job Group or a cluster of Job Groups having similar features. The result of the mean values of the sample means is given in Table 5.16.

TABLE 5.16

**MEAN VALUE OF JOB GROUPWISE SAMPLE MEANS OF WEIGHTAGE
ACCORDED TO INFLUENCING FACTORS**

Sr. No.	Competencies	Weightage			Dominant Factor in Influencing Competence
		Meta Competence	Emotional Competence	Motivational Drive	
1	Integrity	34.59	34.02	31.39	Meta competence
2	Coaching	35.67	32.52	31.81	Meta competence
3	Initiative	37.08	30.56	32.36	Meta competence
4	Driving Results	35.97	29.83	34.20	Meta competence
5	Taking Charge	35.19	31.25	33.56	Meta competence
6	Self Confidence	36.70	31.27	32.03	Meta competence
7	Thinking Conceptually	36.59	34.09	29.32	Meta competence
8	Focus on Customer	35.97	32.72	31.31	Meta competence
9	Turning into Self	32.38	39.25	28.37	Emotional competence
10	Team Effectiveness & Collaboration	34.26	34.17	31.56	Meta competence
11	Thinking Analytically	36.60	33.92	29.48	Meta competence
12	Influencing Others	34.52	35.00	30.48	Emotional competence
13	Information Seeking	35.36	31.41	33.23	Meta competence
14	Networking	34.44	32.84	32.72	Meta competence
15	Understanding Others	32.76	40.32	26.92	Emotional competence

From this analysis with respect to 'Job Group' wise data, it was concluded that Meta Competence is the dominant factor in shaping most of the competencies, namely, those listed under serial no. 1 to 8, 10, 11, 13 and 14. Emotional competence helps in shaping the competencies listed under serial no. 9, 12 and 15.

Further, the above data (mean of weights accorded to 3 influencing factors by the respondents classified into 10 job groups) was disaggregated for each influencing factor and analyzed to see whether the segregated samples (per influencing factor) represents the larger sample, with respect to their central tendencies.

The results of ANOVA test done for each influencing factor (after eliminating the other two) are presented below in Table 5.17.

TABLE 5.17

**ANOVA FOR JOB GROUP WISE SAMPLE
FOR INDIVIDUAL INFLUENCING FACTOR**

	Sum of Squares	Degree of Freedom	Mean Square	'F' Value	'P' Value	'F' Critical Value
Meta Competence	1200.44	9	133.3823	16.8074	6.3814	1.9549
Emotional Competence	335.52	9	37.2802	6.0014	5.6408	1.9549
Motivational Drive	997.65	9	110.8504	19.2779	6.0671	1.9549

Since for all the above influencing factors, estimated 'F' value is higher than critical 'F' value, it means samples disaggregated on the basis of influencing factors do not represent the larger sample. By implication, samples represented by different job groups get differentially influenced by the factors, namely: meta competence, emotional competence and motivational drive. There is no uniformity with regard to their influence on staff in all job groups.

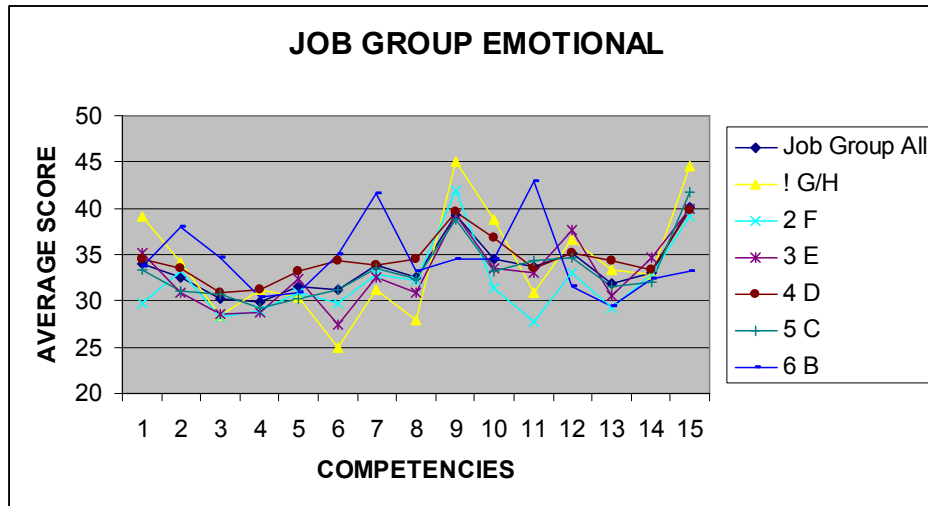
Ho: The mean value of weightages accorded to influencing factors like Meta Competence, Emotional Competence and Motivational Drive by different job groups is equal to the mean values of all the responses.

H1: The mean value of weightages accorded to influencing factors like Meta Competence, Emotional Competence and Motivational Drive by different job groups is not equal to the mean values of all the responses.

H1 is accepted.

The weightage accorded by the respondents across 15 competencies was segregated job group wise and for each factor separately plotted. In Fig.5.8 the weightage accorded by each job group to Emotional Competence factor has been plotted.

FIGURE 5.8



One trend distinctly visible is that those in higher job groups have placed diametrically opposite weightage for Emotional Competence factor in respect of each competency compared to those in the lowest job group.

In respect of 'Motivational Drive' Factor (Fig.5.9), directionally the emphasis is almost the same for all groups except that those in the lower job groups have placed greater emphasis compared to those in higher job groups.

FIGURE 5.9

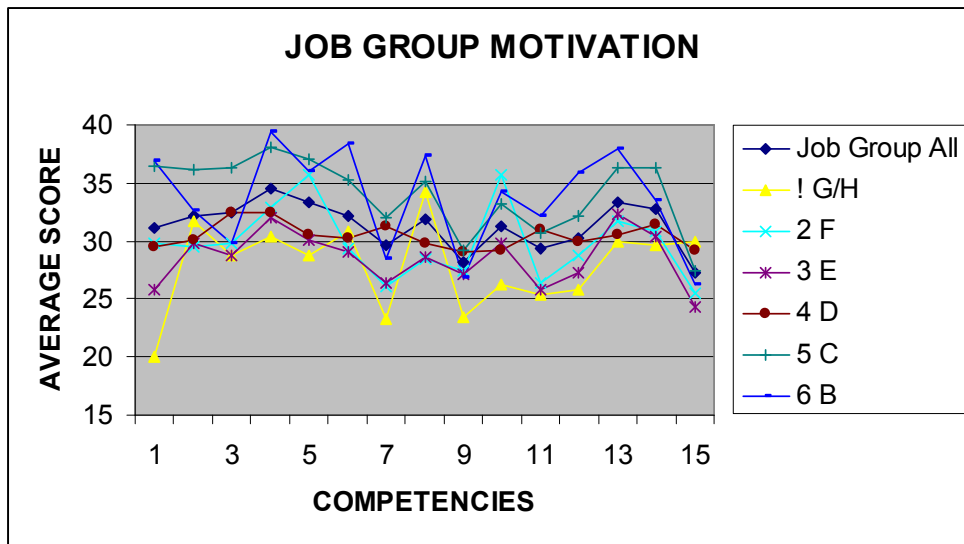
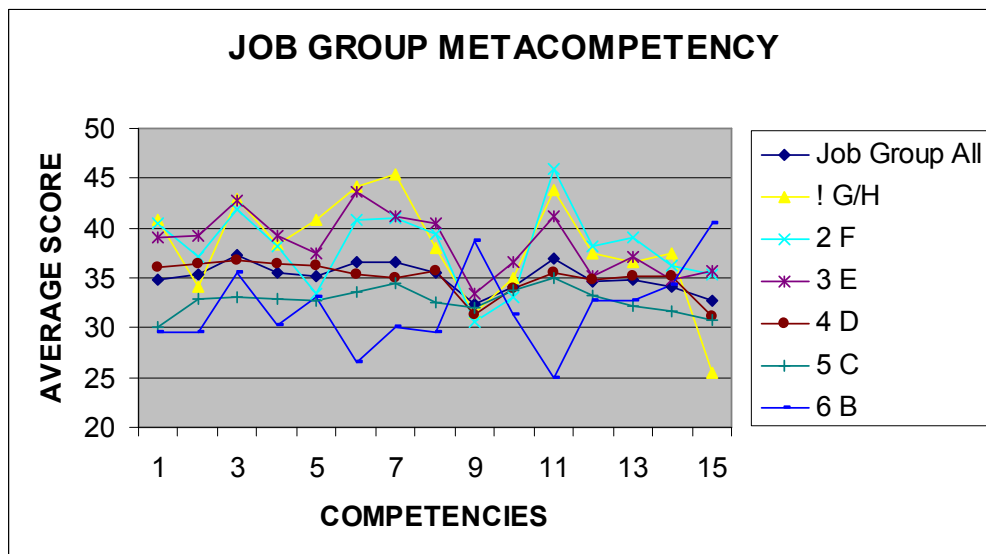


Fig. 5.10 shows the plot of 'Meta Competence' Factor for each Job Group. Interestingly those in higher job groups place greater emphasis on this factor compared to those in the lower job groups.

FIGURE 5.10



5.4.2.6 STAR CATEGORY

10 samples of each 25 number have been drawn from the responses on the basis of career progression classified into four categories 'Outstanding', 'Fast', 'Medium' and 'Slow' and termed as 'Star' category as explained in section 5.2.2. Each sample represents a group of officers who fall in each of the 'Star' categories. The result of the mean values of the sample means is given in Table 5.18.

TABLE 5.18

MEAN VALUE OF STAR CATEGORYWISE SAMPLE MEANS OF WEIGHTAGE ACCORDED TO INFLUENCING FACTORS

Sr. No.	Competencies	Weights			Dominant Factor in Influencing Competence
		Meta Competence	Emotional Competence	Motivational Drive	
1	Integrity	34.65	34.30	31.05	Meta competence
2	Coaching	35.31	32.50	32.19	Meta competence
3	Initiative	37.22	30.50	32.28	Meta competence
4	Driving Results	35.65	29.99	34.36	Meta competence
5	Taking Charge	35.17	31.01	33.82	Meta competence
6	Self Confidence	36.78	31.24	31.98	Meta competence
7	Thinking Conceptually	36.61	33.99	29.40	Meta competence
8	Focus on Customer	35.95	32.56	31.49	Meta competence
9	Turning into Self	32.07	39.34	28.59	Emotional competence
10	Team Effectiveness & Collaboration	34.24	34.00	31.75	Meta competence
11	Thinking Analytically	36.82	33.60	29.58	Meta competence
12	Influencing Others	34.40	35.34	30.26	Emotional competence
13	Information Seeking	35.04	31.67	33.29	Meta competence
14	Networking	34.14	33.10	32.76	Meta competence
15	Understanding Others	32.10	40.69	27.21	Emotional competence

From this analysis with respect to Star Category, it was concluded that Meta Competence is the dominant factor in shaping most of the competencies, namely, those listed under serial no. 1 to 8, 10, 11, 13 and 14. Emotional competence helps in shaping the competencies listed under serial no. 9, 12 and 15.

Further, the above data (mean of weights accorded to 3 influencing factors by the respondents classified into 10 groups of Star Category) was disaggregated for each influencing factor and analyzed to see whether the segregated samples (per influencing factor) represents the larger sample, with respect to their central tendencies.

The results of ANOVA test done for each influencing factor (after eliminating the other two) are presented below in Table 5.19.

TABLE 5.19

**ANOVA FOR STAR GROUP WISE SAMPLE
FOR INDIVIDUAL INFLUENCING FACTOR**

	Sum of Squares	Degree of Freedom	Mean Square	'F' Value	'P' Value	'F' Critical Value
Meta Competence	627.07	9	69.6751	10.4903	5.3457	1.9549
Emotional Competence	218.47	9	24.2753	3.7056	0.0003	1.9549
Motivational Drive	484.49	9	53.8327	9.8320	2.6223	1.9549

Since for all the above influencing factors, estimated 'F' value is higher than critical 'F' value, it means samples disaggregated on the basis of influencing factors do not represent the larger sample. By implication, samples represented by different star groups get differentially influenced by the factors, namely: meta competence, emotional competence and motivational drive. There is no uniformity with regard to their influence on staff in all star groups.

Ho: The mean value of weightages accorded to influencing factors like Meta Competence, Emotional Competence and Motivational Drive by different star categories is equal to the mean values of the population

H1: The mean value of weightages accorded to influencing factors like Meta Competence, Emotional Competence and Motivational Drive by different star categories is not equal to the mean values of the population

H1 is accepted.

Fig. 5.11, 5.12 and 5.13 show the plots for 'Star' category. The 'outstanding' category has given higher/lower weightages compared to other groups in respect of each of the competencies for all the three influencing factors. This may be a

reflection of the clarity the high performers (Outstanding) have developed on which factors to bring into play with respect to each of the competencies.

FIGURE 5.11

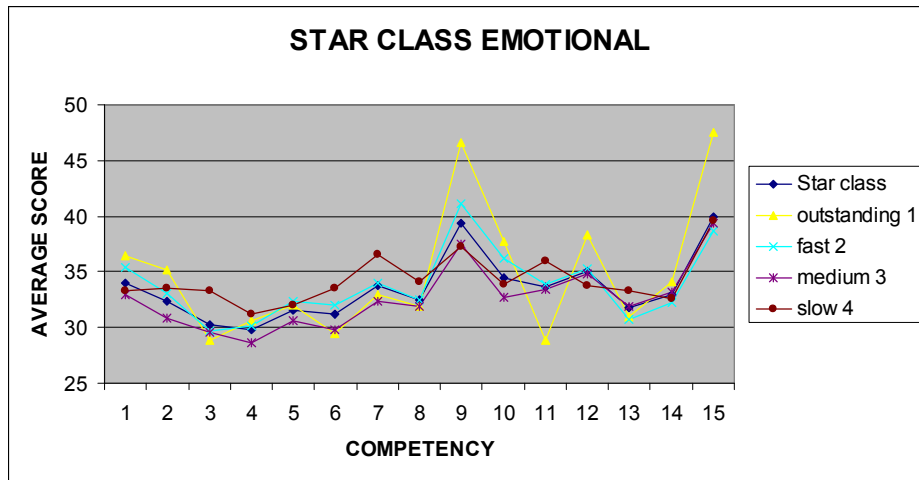


FIGURE 5.12

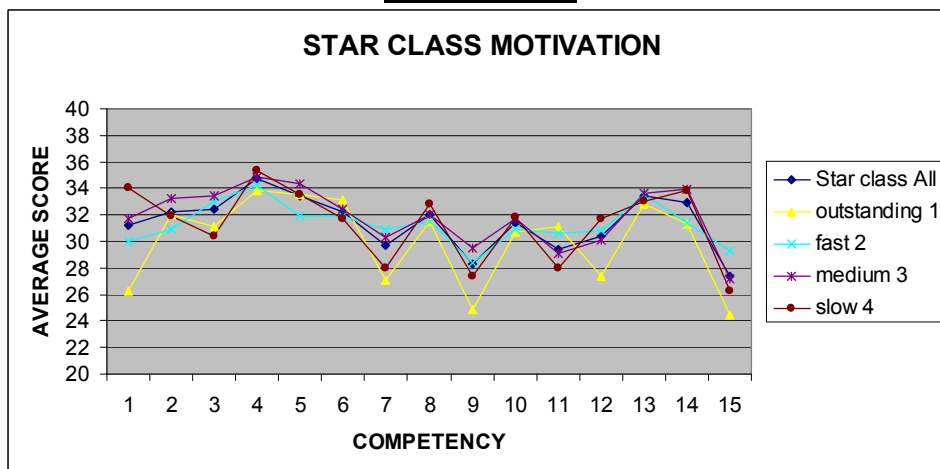
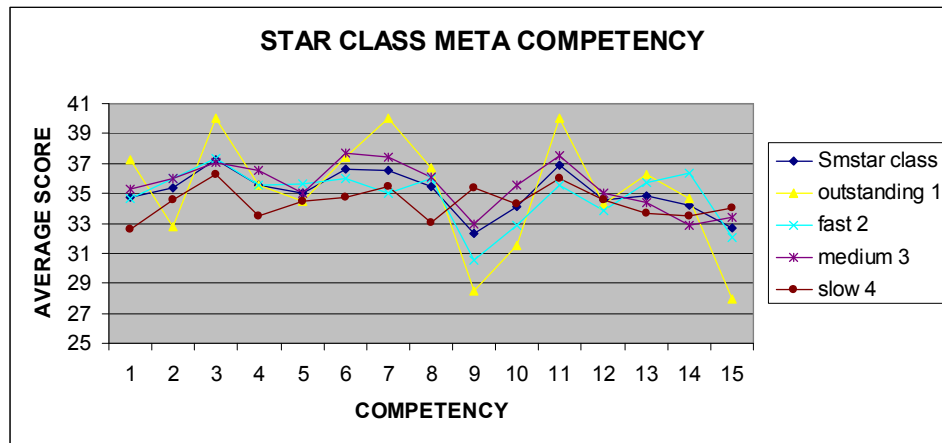


FIGURE 5.13



5.4.2.7 Conclusion

Respondents in general gave greater emphasis to 'Meta Competence' factor in imbining the competencies in all cases except where it related to people related skills. 'Emotional Competence' factor gained precedence, in such cases. A deeper study however revealed that there are distinct preferences shown by respondents belonging to particular 'age' group, 'job' group, 'Star' category or SBU/Entity. This has clear implications for the organizational and HR processes which are aimed at fostering learning in the organization.

5.5 Structured Personal Interviews

'Self Efforts' as presented in the foregoing sections has been analysed in detail since it was given the highest weightage by the respondents in the Exploratory survey. In this last part of the study the influence of the other three factors (viz) 1) Others' influences, 2) Organisational policies and 3) Nature of the job were taken up for investigation. Since these are vast subjects (and could themselves be taken as areas for research) and since the weightage given to these in the Exploratory survey was relatively less compared to the 'Self Efforts' it was decided to gather data through a smaller sample as also through a structured interview to avoid straight jacket responses. The second purpose of adopting this mode of data collection was also to get a feel of the appreciation of the competency process.

5.5.1 Sample Selection and Sample Details for Personal Interview

Keeping in mind the all India presence of respondents, their schedules and work timings, the convenience of surveyor and respondents and the traveling time and expenses involved, only those respondents who were based in Mumbai area were selected. A sample of 58 respondents was selected from Mumbai. Their

distribution across 'Job group', 'Business Unit', 'Age group' and 'Performance' category is shown in Table 5.20, Table 5.21 and Table 5.22.

TABLE 5.20

PERSONAL INTERVIEW SAMPLE
DISTRIBUTION ACROSS JOB GROUP AND JOB PROGRESSION

Sr. No.	Job Group	Fast	Medium	Outstanding	Slow	Grand Total
1	B				1	1
2	C		6		6	12
3	D	6	2		3	11
4	E	4	8	3		15
5	F	5		5		10
6	G			8		8
7	H			1		1
8	Grand Total	15	16	17	10	58

TABLE 5.21

PERSONAL INTERVIEW SAMPLE
DISTRIBUTION ACROSS SBU AND JOB PROGRESSION

Sr. No.	SBUs / Entity	Fast	Medium	Outstanding	Slow	Grand Total
1	AVIATION		2			2
2	CORP AFF		1	1		2
3	E&P	4	1			5
4	HRD			2		2
5	HRS			1		1
6	I&C		1			1
7	IIS	4	3	1	2	10
8	INT AUDIT	1			2	3
9	LPG		1	2	1	4
10	LUBES	1				1
11	QC WING			1		1
12	REFINERY		3	6	3	12
13	RETAIL	4	4	2	1	11
14	STRATEGY			1		1
15	VIGILANCE	1			1	2
	Grand Total	15	16	17	10	58

TABLE 5.22

**PERSONAL INTERVIEW SAMPLE
DISTRIBUTION ACROSS AGE GROUP AND JOB PROGRESSION**

Sr. No.	Age	Fast	Medium	Outstanding	Slow	Grand Total
1	37		2			2
2	38		1	1	1	3
3	41	2	1			3
4	42	3	2		1	6
5	43			1	1	2
6	44	2		3	1	6
7	45		2	2		4
8	46	3	1	1	1	6
9	47			4		4
10	48		2	3	1	6
11	49	1	2			3
12	50	3			1	4
13	51		1	1	1	3
14	53				1	1
15	54		2	1		3
16	55	1			1	2
	Grand Total	15	16	17	10	58

5.5.2 Personal Interview Questionnaire

Literature survey and the insights gained from data of 1130 staff helped us understand some of the important factors in competency acquisition. The aspects to be covered while seeking their inputs through a structured interview were identified and the same are listed below:

- a. Job rotations –how did they help?
- b. What was the significance of training in their growth and development?
- c. What they saw as the role played by:
 - i. Self
 - ii. Superior
 - iii. Peers
 - iv. Job content and the nature of the business they were in
- d. What were the personal/ individual factors influencing competency development?

The personal interview questionnaire was prepared to elicit further information on the structure and sequence of the enquiry pursued in the research with a view to

develop a comprehensive organizational framework for development of competencies. The questions therefore were built around seeking input on the personal and work environment related factors that helped or hindered the respondent's development process.

1. Whether they considered training helpful and in what format it was most effective?
2. Which of the 15 competencies they consider as possible to be developed through the training process?
3. Which job postings helped in developing which of the competencies?
4. Of the three influencing factors used in the survey which ones dominate their decision making?
5. Which group of people amongst customers, colleagues, superiors, subordinates (or any others) makes a difference to the respondent?
6. What behaviours of superior/line manager were most helpful in development?
7. What has played a greater role in overall development – upbringing by family, schooling, college or company training?
8. A set of questions around how does the respondent learn new things, what drives their emotions on the job, how do they motivate themselves and others and what mechanism they use to decide that they have learnt something?

Personal Interview Questionnaire prepared using the above aspects and administered on the 58 respondents is placed as Appendix H. This questionnaire was sent in advance to the respondents to enable them to prepare their responses. On a mutually convenient date thereafter, the interviewer met with the respondent and conducted the interview.

5.5.3 Analysis of Responses

A total of 37 responses collected have been summarized under each question. Since responses to some of the questions have been descriptive, for the purpose of this analysis, these have been presented based on themes discerned. Multiple responses were also permitted, for some of the questions.

TABLE 5.24

COMPETENCIES THAT CAN BE DEVELOPED THROUGH TRAINING

Question 2. Which competencies can be developed through training?		
RESPONSE		
1.	Team Effectiveness & Collaboration	27
2.	Thinking Conceptually / Focus on Customer	23
3.	Thinking Analytically	21
4.	Coaching / Networking / Understanding others	18
5.	Information Seeking	17
6.	Influencing Others	15
7.	Self Confidence / Taking Charge	14
8.	Tuning into self	13
9.	Driving results / Initiative	9
10.	Integrity	4

OBSERVATIONS ON DATA ANALYSIS PROVIDED IN TABLE 5.24:

Training was seen as an effective method to develop select competencies.

This set of responses confirmed that employees have a favorable attitude towards being trained.

TABLE 5.25

DEVELOPMENT OF COMPETENCIES ON THE JOB

<p>Question3. Over the years you have worked in different positions in same/different SBUs / Entities of BPCL. Please mention which positions have specifically helped you to develop some of the competencies.</p>
<p>RESPONSE Respondents have identified from the list of 15 competencies, those which they developed in each of the job positions they held. This was found to vary from person to person, but uniformly all of them saw job positions as a potential opportunity to develop their competencies.</p>

OBSERVATIONS ON DATA ANALYSIS PROVIDED IN TABLE 5.25:

Job Postings as a powerful method of developing competencies was borne out by these responses. Posting in Engineering & Projects, Marketing Operations and Sales have featured as functions where staff have picked up competencies like: Team Effectiveness and Collaboration, Networking, Driving Results, Understanding Others and Thinking Conceptually.

TABLE 5.26

DOMINATING FACTOR IN DECISION MAKING

<p>Question 4. . What dominates your decision-making process?</p> <p>a Ability to cope with uncertainty and learning through reflection b Capability based on emotional intelligence c Drive to achieve, control and gain acceptance of the team/others</p>		
<p>RESPONSE</p>		
Coping with uncertainty and learning through reflection	Emotional Intelligence	Drive to Achieve, Control and gain acceptance
20	8	9
54%	22%	24%

OBSERVATIONS ON DATA ANALYSIS PROVIDED IN TABLE 5.26:

These responses of the interviewees placed meta competence ahead of the other two.

TABLE 5.27

RELATIVE IMPORTANCE OF KEY PEOPLE IN THE ENVIRONMENT

Question 5. Which people in your job environment make the most significant difference to you? a. Customers b. Colleagues c. Others (if any) d. Supervisor e. Subordinates					
RESPONSE					
	Customer	Colleagues	Supervisor	Subordinate	Others
Nos.	21	23	13	17	5
%	27	29	16	22	6

OBSERVATIONS ON DATA ANALYSIS PROVIDED IN TABLE 5.27:

Colleagues had the highest influence followed by Customer and subordinates. This was an important finding implying that the peer endorsement and subordinate acceptance from within the organisation were very important to the individual.

TABLE 5.28

IMPACT OF INSTITUTIONS ON OVERALL DEVELOPMENT

Question 6. Which has played a greater role in your overall development? a. Family orientation b. College/Adulthood learning c. Schooling d. Company provided training and development programs				
RESPONSE				
	Family	College	School	Company
Nos.	22	18	7	21
%	32	27	10	31

OBSERVATIONS ON DATA ANALYSIS PROVIDED IN TABLE 5.28:

Family, meaning the early upbringing had the greatest impact followed by Training & Development programs provided by the Company. The College exerted the third strong influence. Perhaps the value system was learnt early in life and vocational skills and competencies at the work place had significant impact. The college education / professional education was third important perhaps because it laid down the foundation for the later acquisition / development of vocational competencies.

TABLE 5.29

EVIDENCE OF LEARNING

Question 7. How will you know you have learned something? a When you perform something with efficiency b When you are capable to do the things c When you do it effectively d When someone else tells you about it e When you are consciously aware of it					
RESPONSE					
	Perform efficiently	Capable to perform	Perform effectively	Someone else tells	Consciously aware
Nos.	11	10	22	6	17
%	17	15	33	9	26

OBSERVATIONS ON DATA ANALYSIS PROVIDED IN TABLE 5.29:

Most people want to see themselves perform the task effectively to believe that they have learnt something, while a significant number of others expect to be aware consciously. This question mainly was to find out whether 'someone else telling' was important, since studies in sociology show that it is an important input for learning new behaviors. This set of responses however does not support the same.

TABLE 5.30

LEADERSHIP BEHAVIOURS HELPFUL IN DEVELOPMENT

Question 8. What behaviors of your superiors/line managers are helpful in your development?								
RESPONSE								
Coach/ Mentor/ Share	Lead By example	Enroll People	Guide/ Feedback	Delegate/ Empower/ freedom	Openness	Lead	Trust sub ordinate/ Have confidence	Help/ Support
11	5	6	5	10	10	5	12	13

OBSERVATIONS ON DATA ANALYSIS PROVIDED IN TABLE 5.30:

Clustering the responses the pattern that emerges is as follows:

Coach / Mentor / Share / Help support } Guide / give feedback }	- 29
Delegate /Give freedom / Empower/ } Trust subordinate/Have confidence }	- 22
Enroll people / Openness	- 16
Lead / Lead by example	- 10

Respondents would like most importantly their superiors, line managers to be mainly a Coach/Mentor apart from other leadership behaviors.

TABLE 5.31

LEARNING IN THE FACE OF ADVERSITY,DIFFICULTY AND UNCERTAINTY

Question 9. How do you develop yourself and learn new things at the time of adve difficulty and uncertainty? Describe with any recent incident.	
RESPONSE	
Answer to this question was descriptive. The themes under which the responses have been classified are based on observation of the same in the responses.	
Think On Feet (By quickly thinking on how to tackle problems on the spot)	16
Contextual / Conceptual Knowledge (By analyzing the problems and using domain knowledge)	16
Scan & Understand Environment (By picking up clues from the work situation and adapting my responses, including adopting trial and error method)	15
Change Modify Reform Rules (Examining the current guidelines – if its modification can solve the problem)	2
Sensibility To needs & values of others (By understanding the motivation and feelings of people involved)	4
Sound judgment Based on work Situation (Based on past experience / help from others)	10
Act consistent With personal & Professional Values (Based on study of manuals and guidelines)	11
Others	4

OBSERVATIONS ON DATA ANALYSIS PROVIDED IN TABLE 5.31:

Majority of the people seemed to rely on their ability to analyse problem, use domain knowledge, think quickly, use their contextual knowledge, exercise their sound judgment while acting consistent with their personal and professional values.

Very few pay heed to needs and values of the others and some consider changing/modifying rules to deal with the situation.

TABLE 5.32

HOW EMOTIONS ARE USED ON THE JOB

Question 10. What drives your emotions on the job? Narrate any experience or incident where you were driven by your emotions and achieved success or results?	
RESPONSE	
Answer to this question was descriptive. The themes under which the responses have been classified are based on observation of the same in the responses.	
Self Awareness Of values & Strengths (My own values and beliefs)	24
Adapt Individuals Orgn. Culture & accordingly respond (Organizationl norms on behavior)	4
Sense how others feel (Others' feelings and reactions)	8
Ability to learn from non-verbal cues & judge others (My ability to understand others' emotions from non-verbal communications including body language)	3
Attune to and influence emotions of others (Calibrating my responses based on those I interact with)	5
Others	3

OBSERVATIONS ON DATA ANALYSIS PROVIDED IN TABLE 5.32:

Respondents used their emotional competence when pursuing their own values and strengths. They however do not see their emotions coming into play in sensing others' emotions and feelings or empathizing with others.

TABLE 5.33
HOW MOTIVATION IS USED ON THE JOB

Question 11. How do you motivate yourself as well as others and then sustain level of performance? Please give any example.
RESPONSE
Answer to this question was descriptive. It has not been possible to summarize them into various themes. However overall impression gathered is set out under the next heading of "Observation"

OBSERVATIONS ON DATA ANALYSIS PROVIDED IN TABLE 5.33:

Affiliative need when helping others evolve and need for achievement when motivating oneself were clearly dominant.

TABLE 5.34
COMPETENCIES THAT HELPED AND THOSE NEEDED FOR FUTURE

Question 12. Please tick the most suitable and appropriate answer.		
Competencies	Responses	
	Have helped you to grow till date	Will help you to grow in future
Integrity	39	26
Driving Results	39	24
Thinking Conceptually	30	26
Team Effectiveness and Collaborations	30	24
Information Seeking	26	22
Coaching	20	24
Taking Charge	28	28
Focus on Customer	33	28
Thinking Analytically	35	22
Networking	22	28
Initiative	33	24
Self Confidence	35	24
Tuning into Self	15	20
Influencing Others	13	24
Understanding Others	17	28

RESPONSE
While competencies like Integrity, Driving Results, Self Confidence, Analytical Thinking, Customer Focus, Team Effectiveness and Collaboration, Thinking Conceptually were considered as helpful till the present, certain other competencies like Networking, Taking Charge, Tuning into Self, Influencing Others and Understanding Others are considered to be important for the future.

OBSERVATIONS ON DATA ANALYSIS PROVIDED IN TABLE 5.34:

The emotional competencies have been rated as important for future. To an extent this correlates with the response to an earlier question on how emotions are used on the job, where ability to understand and respond to others emotions did not rank very high.

5.6 Chapter Summary

The central purpose of this enquiry was to know the factors that influence different sections of the staff in developing competencies, so that the HR policies and company practices can be integrated for enhancing competencies. That in turn will lead to enhanced performance at individual level leading to improved results for the organization. In this study, key driving factors have been grouped under 4 headings, namely: a) self effort; b) others' influence c) company policy and d) nature of job.

Self efforts identified as relatively more important compared to the other three has been further investigated through a questionnaire based survey. A well balanced sample, representing all relevant sections of respondents was identified and a pilot survey was done to establish reliability of the instrument and also the suitability of electronic format for the survey.

The main survey was then administered on the balance of the sample group of employees, numbering 967, after addressing the issues encountered during the pilot survey. A total of 287 responses were received and were analyzed.

Analysis of the data was done by SBU, Age Group, Job Group and Star Category. Analysis revealed that the emphasis placed on each of the three influencing factor, viz, meta competence, emotional competence and motivational theory varied across SBUs, age group, job group and star category and the differences were also seen to be statistically significant.

The data further has clearly brought out that, contrary to the overall finding, staff in LPG have shown great dependence on the classical motivational factors to imbibe in 10 out of 15 listed competencies. What this means is that they have need for power to control people and resources; need to be the best. They want

to do things differently, prove their contribution and have need for recognition. They have strong need for affiliation as well

Staff in Refinery SBU also display similar traits (conforming to motivational drive) only for 3 competencies, namely, integrity, initiative and driving results. Refinery staff draw their drive from emotional competence, specifically for 7 competencies like conceptual thinking, focus on customer, turning into self, team effectiveness and collaboration, influencing others, networking and understanding others.

It is axiomatic that various age groups exhibit differing emphasis in developing the same competencies. The factor wise age analysis shows that the lowest age group, 36 to 40 ranks 'motivational drive' high in 13 out of 15 competencies. This age group has high aspiration. They want to do things differently, prove their contribution and have need for recognition. They have strong need for affiliation. They would experiment for change and are willing for change. They feel that they have the drive within to excel.

Age group 41 to 45 attaches highest weight to emotional competence in as much as their scores are among the highest in 12 out of 15 competencies under 'emotional competence' factor. Age group 46 to 50 attaches highest weight to 'meta competence' in respect of 13 out of 15 competencies.

Job group wise sample study indicates that 'Meta Competence' is the dominant factor in shaping most of the competencies, namely, integrity, coaching, initiative, driving result, taking charge, self confidence, conceptual and analytical thinking, focus on customer, team effectiveness and collaboration, information seeking and networking. The emphasis placed by lower job group for 'Meta Competency' is diametrically opposite. All staff cutting across job group depend on emotional competence for competencies like turning into self, influencing and understanding others.

Star Category wise sample study indicates that 'Meta Competence' is the dominant factor in shaping most of the competencies. When we plot the weightage on a graph given by the star class for 'meta competence' with respect to competencies, we find that outstanding star class use 'meta competence' very deliberately. The emphasis placed by slow star class is almost diametrically opposite to that of outstanding class performers. Medium star class performers almost perfectly map with the average trend.

A structured personal interview was thereafter conducted to explore the importance of the other factors in the work environment of the individual which had an impact on the process of imbibing competencies and the important findings are that:

1. Workshop is a preferred mode for learning activity
2. Respondents are favourably disposed towards training and development
3. They consider peers, customers and subordinates as important with respect to their work in preference to the line manager
4. They want their supervisor to be a Coach/Mentor
5. they perceive that the competencies required for the future could be different

From this it was seen that individuals see significant role of relevant others at workplace in their development; were favourably disposed to training & development and perceived that the competencies needed for the future need not be the same as was required in the past.

Chapter 6

Summary and Conclusions

6.1 Summary of Findings

From literature survey, factors considered important in developing competencies were identified as: 1. self efforts; 2. others' influence; 3. nature of the job and 4. organizational policies. An exploratory survey helped in identifying 'self effort' as being relatively more important than the other factors. It was decided to study all the factors, but 'self efforts' in greater detail.

In order to understand the components of 'self efforts', a further literature survey followed by discussions with an expert panel of HR specialists led to identify Meta Competence (MC), Emotional Competence (EC) and Motivational Drive (MT) as comprising important facets of 'self efforts'. A survey was then carried out based on these three factors. This was followed by structured personal interviews to understand the role of other factors, viz., others' influence, nature of the job and organizational policies. The major findings from the study are detailed in the following paragraphs.

The study revealed that all the three factors, viz., Meta Competence (MC), Emotional Competence (EC) and Motivational Drive (MT) were used by individuals in any given learning and developmental situation. In most cases the Meta competence (MC) had a major role, followed by Emotional Competence (EC) and Motivational Drive (MT) in guiding and shaping the competencies of individuals in the organization. However, a further analysis of the data showed that this could vary to an extent across Business Units, job groups (in organizational hierarchy) and Star Category (referring to progression level on the job).

6.1.1 Analysis of ‘Self Efforts’ through Survey

6.1.1.1 SBU wise Analysis

Business Unit wise analysis of the data shows that staff of customer facing units, where competition and customer demand is high, draw invariably upon their ‘Meta Competence’; where as those who do not face a similar situation, draw on their ‘Emotional Competence’ as in the case of Aviation and E&P. LPG Business Unit operates in a stable environment, where staff drawn on ‘Motivational Drive’.

SBU wise analysis given in Table 6.1 below bears out the above.

Table 6.1

SBU wise Analysis

	Retail	LPG	I&C	E&P	Ref.	Lubes	IIS	Avn.
MC	35.04	31.73	37.75	32.24	34.21	35.12	38.40	34.50
EC	32.48	33.67	36.02	35.92	33.87	33.56	28.82	41.36
MT	32.48	34.59	26.23	31.84	31.93	31.32	32.77	24.14

Staff across the Business Units draw on their Emotional Competence for developing competencies like: ‘Turning into Self’, ‘Team Effectiveness and Collaboration’, ‘Influencing Others’ and ‘Understanding Others’. The innate orientation of the individual comes to play in situations where group dynamics and interpersonal interactions are required. It was thus seen that different Businesses provide varied kind of situation, eliciting corresponding responses from the individuals.

6.1.1.2 Job Group wise Analysis

Analysis of the same data Job Group wise revealed that senior job groups ‘E’, ‘F’, ‘G’ and ‘H’ place greater emphasis on ‘Meta Competence, while job group ‘D’ places equal emphasis on ‘Meta Competence’ and ‘Emotional Competence’. The junior Job Groups like ‘B’ & ‘C’ clearly do not accord ‘Meta Competence’ primary importance. Those in junior Job Groups have high aspiration. They want to do things differently, prove their contribution and have need for recognition. Implication for company policy would be that opportunity for individual achievement is important at junior job groups while challenges in the role are of importance to senior job group.

The above observations are based on Job Group wise analysis presented in Table 6.2.

Table 6.2

Job Group wise Analysis

	B	C	D	E	F	G/H
MC	31.92	32.72	34.99	38.46	38.08	38.13
EC	34.38	33.17	34.56	33.03	32.08	33.97
MT	33.69	34.10	30.46	28.51	29.84	27.90

From the point of view of HR policy and competencies, it can be inferred that organization has to support the aspiration of junior job groups (B & C) by providing opportunity for individual achievement, whereas providing better environmental and organizational support to the middle and senior job groups (E & F) would help in their development.

6.1.1.3 Age Group wise Analysis

Age group wise motivational analysis revealed that age group 46 – 50 and 51 – 60 draw on their 'Meta Competence', while the middle age group 41 – 45 draw on 'Emotional Competence' and the distinctly youngest age group 36 – 40 draw on 'Motivational Drive'. This finding implies that opportunity to individually achieve will help the younger age group gain proficiency, while challenges in the form of dealing with new and uncertain situation are needed for the people in senior age group.

Table 6.3

Age Group wise Analysis

Age interval	Meta Competence	Emotional Competence	Motivational Drives
36-40	31.92	32.47	35.61
41-45	33.32	34.80	31.88
46-50	37.76	32.66	29.58
51-60	32.64	32.02	28.70

6.1.1.4 Star Category wise Analysis

Analysis based on star category of class showed distinctly that all the four classes accord 'Meta Competence' predominance over other factors for learning and development. However, when the data was studied for each competence, by plotting on a graph weights given by the star class for 'meta competence' with respect to competencies; it was seen that outstanding star class use 'meta competence' very deliberately. The emphasis placed by slow star class is almost diametrically opposite to that of outstanding class performers. Medium star class performers almost perfectly map with the average trend.

Similarly, it was seen that outstanding star class emphasizes the 'emotional competence' distinctively. Slow star class emphasis is diametrically opposite in quite a few competency.

Similar plot of the factors coming under 'motivation drives', it is seen that motivation is certainly not the main driver for outstanding star class.

Star Category wise analysis is presented below in Table 6.4:

Table 6.4

Career Progression wise Analysis

Star Class	Meta Competence	Emotional Competence	Motivational Drive
Outstanding	35.14	34.78	30.08
Fast	34.88	33.83	31.29
Medium	35.52	32.64	31.84
Slow	34.41	34.26	31.32

6.1.2 Analysis of Others' Influence, Nature of the Job and Organizational Policies through Structured Personal Interview

The above summary findings threw light on which of the three factors gain importance in acquiring competencies from the individual's perspective. The next area explored, related aspects of the individual and his role context.

The study revealed that respondents consider the manager contributing in their growth when the manager gives them coaching and mentoring support and augments it with delegation and empowerment. Some of the behaviours expected from the superiors/line managers by employees to enable development were openness, guidance, granting freedom to work, being supportive, empowerment and delegation. Line manager's role therefore would be that of a

link pin who plays all these roles and also brings in alignment between the organizational goals and individual's KRAs.

In respect of formal learning opportunity, respondents felt that on-the-job tasks followed by workshop mode of interaction provide them effective inputs.

The study also showed that the job assignment itself was seen, by most respondents, as affording a good learning opportunity.

One of the conclusions we can arrive at is that all else being equal a challenging assignment and a supportive leader/ Line Manager would result in development of the desired competencies to achieve the organizational goals.

Colleagues, customers and subordinates in that order were seen as important in the work environment. Taking note of this finding, creating a forum or a platform for the individuals to share their success/ failures amongst own team members and colleagues would help imbibe learning as an organizational process.

The study revealed that employees consider that training would be useful for development of all competencies other than 'initiative' and 'integrity'.

These findings help in addressing the research opportunities and question:

1. How to develop organization specific competencies in the individual employees - the basis and the methods and how to embed them in the HR systems and processes?
2. How to go about improving the effectiveness of integrating 'Business Strategy' and 'HR strategy' through 'Competency based' intervention?

A comprehensive framework integrating the findings and addressing the above questions is set out in the next section.

6.2 Contribution of this Research

Integrated HR Systems for Developing Organization Specific Managerial Competencies

In learning to master a behavioural competency an individual uses to differing degrees his motivational drive, emotional competence and meta competence. The individual also draws support from the relevant others in the work environment and the challenges provided by the job role itself.

Competency development therefore would have to be seen as a composite framework and not as individual elements which by themselves can be

independently developed (independent of other competencies and contextual factors) and measured and evaluated as such. It is highly context dependent and hence achievement of business results is the best indicator.

Amongst the three influencing factors Meta Competence was seen to be a predominant element in most cases. There are differences seen in the emphasis of meta competence, emotional competence and motivation with respect to each of the competency across age group, job group, business, and performance category. It can be reasonably inferred that in reality, respondents want to deal with a challenge and devise their own response to the challenge. In other words they would best learn from meeting situations which demands of them various abilities.

On-the-job assignments or workshops have been identified as the most preferred mode of development by the respondents. This would be in keeping with the needs of the individual as it provides the flexibility to him to respond in line with his current predisposition. The respondents have also indicated that the key people in the work environment are the peers, customers, subordinates and line manager in that order of importance. The role they expect the line manager to play is that of a coach/mentor/guide etc.

Taking note of the respondents' data that colleagues/peers are a key element in the environment creation of a forum where colleagues / peers meet, will provide opportunity for sharing success and failure stories and for learning from peers. HR will be the facilitator. Emerging competencies will be identified either in the Forum or otherwise and will be validated through the focus group anchored by HR.

Workshops would be the main mode for experience sharing and learning. Specific information inputs or skill training will be through classroom training programs. Nomination to programs will be at the initiative of the individual in consultation with his line manager. It will take into account the individual factors such as age, job group, SBU in which he is posted and performance record to make the training have appropriate impact. The same factors will also be taken into account by HR and line managers while assigning the individual to a role.

Jobs will be the primary source for gaining proficiency in competencies. Role definition in terms of competency profile of that role will be an important element. Posting of individual to a role will be through a process of matching his competency profile with that of the job. Competencies which are expected to be learnt by him during that posting will be identified and monitored. These would form the basic processes of the integrated system.

A conceptual framework incorporating the findings of the present research on the 'as-is-process' earlier presented as Fig 2.1 in Chapter 2 is shown Fig. 6.1.

FIGURE 6.1

**INTEGRATED FRAMEWORK
FOR COMPETENCIES IDENTIFICATION AND DEVELOPMENT**

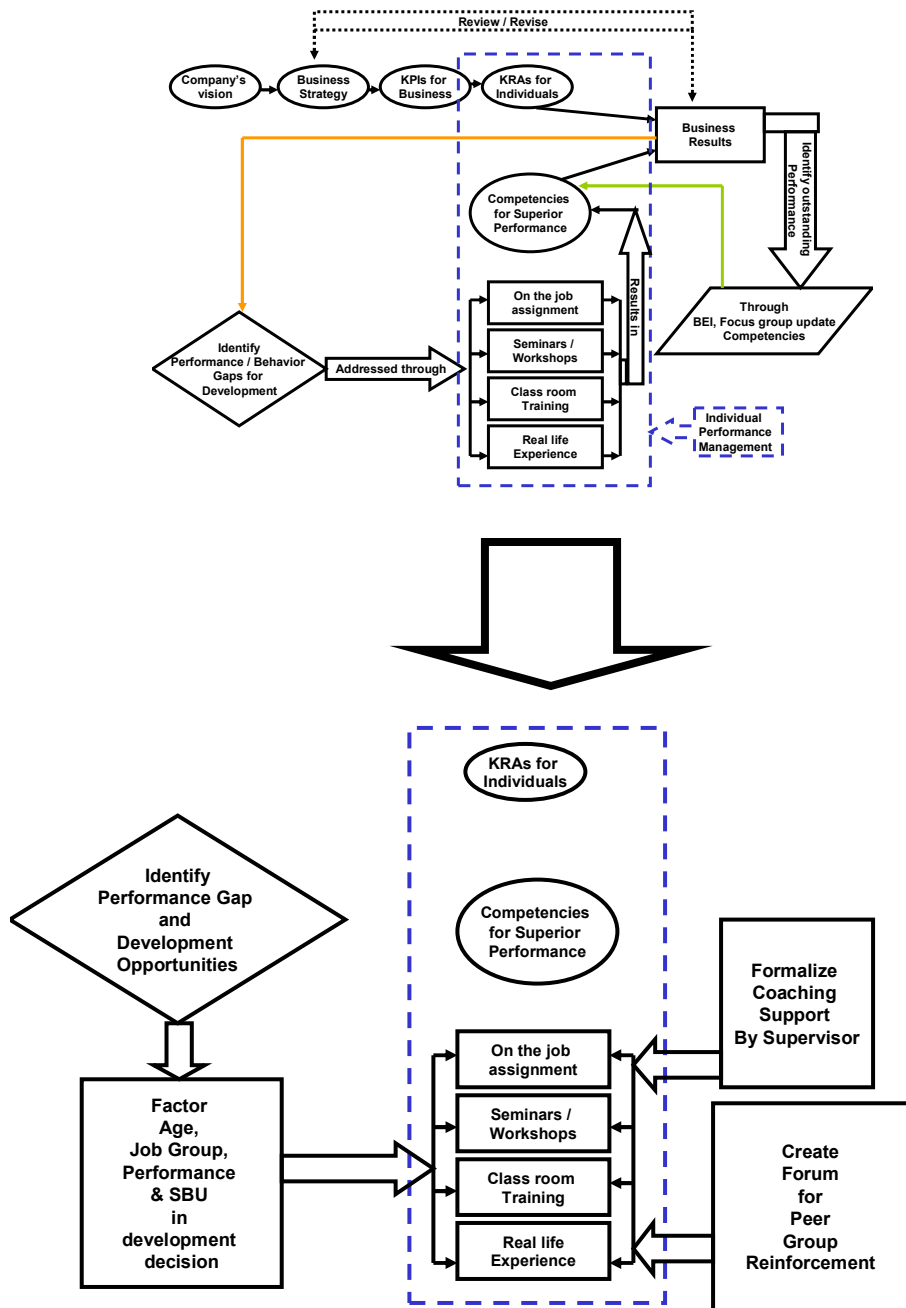


Fig. 6.1 is self explanatory. The processes that need to be introduced new are:

1. **Forum for peer reinforcement** - Considering that colleague / peer have emerged as a strong factor in the respondents' environment, from creating such a platform to assist in the process will benefit the organization. HR would be the anchor and facilitator.
2. **Development decisions** - Based on our findings, factors such as age, job group, performance and the SBU where the staff is posted are very important and need to be taken into account while deciding on the development plan of the individual. This will need active involvement of the individual, his Line Manager and HR.

Thus, following is the knowledge addition in the area of research:

1. Propensity / ability to imbibe competencies vary with the age profile, with the hierarchical level in the organization, business unit where the individual is posted and also the performance category to which he belongs.
2. Competency development occurs as a result of many factors in conjunction, namely, stretch provided by the job, training inputs and support given by supervisor and endorsement from peers, customer and subordinates.
3. All these, result in enhanced business performance when there is a linking process in the form of 'performance management system' with 'business strategy'.

In summary, competency development of an individual requires several elements of HR and business processes to come together in the context of the organizations' business vision.

6.3 Limitation of the Study and Areas for further Research

The integrated framework evolved above based on this study tries to comprehensively capture all related elements. However, this relates to an Organization which does not have high attrition rates. Therefore this framework needs to be further tested in Organizations which have a high turnover rate of employees and inducts employees at all levels.

While the present research has attempted to establish the key drivers or themes that drive an individual to learn and imbibe competencies, it needs to be tested whether the three (viz.) a) Meta Competence, b) Emotional competence and c) Motivational Drive, exhaustively explain the phenomenon or there are other drivers as well.

The variability arising out of SBU, Age, Job Group and Progression in the hierarchy have been identified in this research. Similarly need for a Peer Forum, and coaching support by Supervisor are other important findings. There is scope to study this further to establish the degree to which they have an impact on development.

6.4 Conclusion

The purpose of the study was to examine how organization specific managerial competencies can be developed through integrated HR system.

The uniqueness of the present enquiry lies in eliciting data from the employees in terms of what was important to them and what they practiced in imbibing those competencies.

The outcome of the study provides an authentic canvass of the entire picture where various interventions such as training, job rotation etc. are likely to have the most effective impact in developing the individual to achieve organizational goals and in realizing his own potential. The study establishes the centrality of the 'job assignment' in providing the challenges in developing competencies of the individual. It also clearly establishes the key role of the supervisor in providing support and the importance of peer endorsement in honing the competencies.

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BHARAT PETROLEUM

An overview

Oil Industry

The Oil Industry comprises three distinct sectors viz. the upstream, midstream and downstream sectors. Globally oil companies have integrated activities that cover all the three sectors. However in India, there was a regulated environment for many years wherein some Public Sector Undertakings had specialized in the upstream sector and another set of PSUs had focused on midstream and downstream sectors. In this regulated environment, Oil & Natural Gas Commission and Oil India Ltd had been involved in Exploration & Production activities. On their part, Indian Oil Corporation, Bharat Petroleum and Hindustan Petroleum Corporation were handling Refining and Marketing activities. However, in recent times the companies have been integrating activities to have a presence across the entire value chain. All the three Oil Marketing Companies, IOC, BPC and HPC have made important forays into Exploration & Production.

Subsequent to liberalization in the late nineties, Private participation in the Oil Industry has been progressively encouraged and today all three sectors are open to private participation. Private players Reliance and ESSAR have large Refining capacities and also a growing presence in Marketing. Global giant Shell has also been making its presence felt in Marketing of petroleum products in India and is in the process of building their Retail network in different parts of the country. The total demand of petroleum products in India currently stands at over 130 Million Metric Tonnes per annum.

Bharat Petroleum Corporation Ltd.

The nationalization of the oil sector in the country in the early seventies, emerged from the need to ensure security of petroleum products at all times, especially in times of wars and crisis situations. Bharat Petroleum Corporation Ltd (BPCL) came into existence in 1976 as a result of the Government of India acquiring Burmah-Shell Oil Storage & Distribution Company of India and Burmah- Shell Refineries Ltd, which had started its operation in India in 1928. BPCL has grown consistently over the years and is today in 2009 a prominent player in Marketing and Refining sectors. BPCL has established itself as the second largest marketing company with a market share of around 23 %. In Refining BPCL has a total refining capacity of 22.5 MMT per annum between its two refineries in Mumbai and Kochi and its subsidiary in Numaligarh. In the area of Exploration & Production the company has taken important steps and through its totally owned subsidiary Bharat Petro Resources Ltd has acquired interests in 26 Oil blocks in India and abroad. The current employee strength of BPCL is 14,200.

A pioneer in more ways than one, the company started with the marketing of Kerosene. With motor cars, came canned petrol, followed by service stations. In 1932, when civil aviation arrived in India, the company had the honor of fuelling J.R.D Tata's historic solo flight from Karachi to Bombay. The company's refinery in Bombay was commissioned in 1955. As a true pioneer would, it introduced LPG as a cooking fuel to the Indian home. All along, it went beyond selling petroleum, to educate the customer. Besides selling Bitumen, the company pioneered desert road construction, through educating road engineers. It provided free technical services to industrial customers - big and small and it became a part of the culture. Leveraging this strong legacy the Company has positioned its brand on the core values of Innovation, Care and Reliability and is today one of the best brands across categories due to the high service levels and differentiated offerings.

BPCL is prominently ranked among the Global Fortune 500 list of companies which is a reflection of the financial health of the company. Over the years BPCL has sustained the customer focus and this is manifested in its structure comprising six SBUs. Of these, five are customer facing units involved in Marketing of products and one is an asset based unit comprising the Refineries. A thumbnail description of each of these SBUs gives an insight into the endeavor to excel in every area:

Refineries:

The Refinery based in Mumbai is one of the oldest in the country and was commissioned in 1955. The capacity of this unit is 12 MMT per annum and the systems have been progressively upgraded to refine 67 different types of crude. The Refinery products conform to Euro III norms and the processes are being upgraded to produce Euro IV compliant products in 2010. The Refinery has an excellent track record of Safety and is certified under Occupation Health and Safety Management System 18001:1999. Environment preservation is accorded top priority and an Environment Management System under ISO – 14001 has been implemented.

The company's Kochi Refinery has a current capacity of 7.5 MMT and its products are Euro III compliant. The Refinery has a Single Point Mooring (SPM) facility which facilitates receipt of crude through Very Large Crude Carriers (VLCCs) thereby reducing freight charges. An expansion project is underway that will enhance production of the Refinery to 9.5 MMT and also ensure that products conform to Euro IV standards. This project is to be completed in 2010. The Refinery has taken up the Manufacturing Execution Systems (MES) project with a view to implement state-of-the-art decision support systems.

Numaligarh Refinery in Assam is a subsidiary of BPCL and has a capacity of 3 MMT per annum. The products from this refinery cater to the requirements of the north-eastern states.

With the commissioning of the Central India Refinery in Bina early next year, the total refining capacity of BPCL and its subsidiaries would be 30.5 MMT per annum.

Retail:

The company is considered to be the most innovative in Retail marketing and has kept in focus the fast evolving customer aspirations. BPCL's has a large Retail network comprising around 8500 Retail Outlets and 2000 Kerosene dealerships that offer a wide range of offerings and services. The network is strongly supported by a robust infrastructure of around 100 Installations and Depots that store and distribute products by road and rail. Pipeline movement is also being undertaken in certain parts of the country.

Some of the key initiatives of Retail business include:

Pure For Sure: A guarantee to customers of Quality, Quantity and Service to customers at Retail Outlets. These outlets are certified by a third party to ensure transparency.

Petro Card: The country's biggest loyalty program that enables customers who buy fuel to accumulate loyalty points and redeem them for attractive gifts.

Smart Fleet: A similar loyalty program for Fleet owners.

Branded Fuels: The company was the first to introduce branded fuel viz. SPEED for vehicles that enhanced performance of vehicles and added value to customers

IN & OUT: These multi purpose errand malls located in Retail Outlets offer groceries and provisions. They also offer a range of services like ATMs, Fast food counters and online travel bookings.

Ghar: Large format outlets on highways that cater to needs of the long distance travelers. These outlets have dhabas, restrooms and other amenities.

LPG:

The company markets Bharatgas in packed and bulk forms. Besides distribution in the domestic segment, packed LPG is also marketed in the commercial and industrial segments. Bharatgas is available in 26 million households and these requirements are catered to by a network of 2120 LPG Distributors. BPCL has a total of 48 LPG plants with a capacity of over 2258 TMTPA.

Bharat Metal Cutting Gas (BMCG): BMCG has been developed by the company to replace Acetylene in cutting and brazing applications in the industrial sector. This is popular due to its low cost of operation and high efficiency. A strategic tie-up with Bahrain Gas has been entered into to produce and market BMCG there.

Beyond LPG: This initiative by the company brings convenience to the doorsteps of customers enabling them to purchase household items from LPG Distributors at reasonable prices. The deliveries done by the staff of the distributors to combine both LPG as well as these household requirements has gained considerable popularity.

LPG reticulated systems have been designed to meet continuous requirements of buildings and housing societies.

Rural Mobile Vehicles are being used to take LPG to far flung rural areas.

Bharat Petroleum commissioned the first Auto LPG Dispensing Station (ALDS) in Delhi in 1999. Presently, Auto LPG dispensing facilities is available in the cities of Mumbai, Delhi, Kolkata, Chennai, Ahmedabad, Pune, Bangalore, Hyderabad & Chandigarh.

Customer Relations Centres, which provide customers a forum for giving feedback and for obtaining clarifications/other assistance on all LPG related matters, have been set up across the country.

Bharatgas distributorship have computerized operations. Computerization has been the backbone for launching e-initiatives like www.ebharatgas.com, a website that provides a host of information and also allows refill booking online.

Industrial & Commercial:

BPCL is one of the leading suppliers of Industrial fuels and specialty products to Industrial customers in India. Our customer's list would read like the "Who's Who" of Industries in India. BPCL also provides a wide range of services to our valued Industrial customers. Petrol, Diesel, Naphtha, Furnace Oil, Bitumen, Benzene, Toluene, etc are some of the products that are supplied directly to end users through an energetic and motivated sales team.

Considered the fuel of the 21st century, Gas has been the focus of the I&C team and this fuel has been used to replace liquid fuels in many industries. The sale of Regasified Liquefied Natural Gas (RLNG) has been around 1 MMT per year and supplies are currently being made to customers in the Power, Fertiliser and Steel sectors. The company has tied up prestigious sale agreements with Power companies for long term requirements of RLNG.

Bunkering sales have grown considerably and a new JV company has been incorporated in Singapore in partnership with M/s Marine Matrix Fuels, USA to enable BPCL to set its foot in the global bunkering business.

Lubricants:

BPCL's Lubricants team which operates in a totally competitive environment has been registering a significant growth over the past two years. The company offers a full range of Automotive Engine Oils, Gear Oils, specialty oils and greases. Industrial Oils for all applications are also part of the MAK portfolio.

The company has Lube blending plants in Mumbai, Kolkata and Chennai. With the commissioning of the Lube Oil Base Stock plant in Mumbai Refinery, the company can now avail of top of line Group II+ base oils.

MAK has Original Equipment Manufacturer (OEM) tie-ups with leading brands for marketing Genuine Oils. These include TATA Motors, TVS, Hero Honda and

General Motors. The brand has gone global by establishing its presence in Sri Lanka, Nepal and a few African countries.

Aviation:

BPCL fuels the leading domestic and international airlines through its network of 19 Fuelling stations across the country.

An Apron Fueling Management System has been developed that has lead to savings in license and annual recurring fees.

At Bangalore BPCL has a Joint Venture (JV) with ST Airport Services Pte Ltd of Singapore. This JV Bharat Stars Services Private Ltd has commenced services providing into plane fuelling services.

BPCL is the sole distributor of Aero Shell Lubricants in India with supplies made to Navy, HAL, BHEL and other important clients.

BPCL has in recent times developed interests in the following areas:

International Trade:

The International Trading Risk Management group, along with the Supply Chain Management team and the refineries, optimizes the crude cost and inventory holding. Vessels are time chartered to import and export crude and petroleum products from and to countries all over the world.

Further, to improve the response time for decision on finalizing deals, an E-tender platform has been implemented. Trading Cum learning Membership of National Commodities & Derivatives Exchange Limited (NCDEX) has enabled trading in Furnace Oil Futures in NCDEX.

Exploration & Production:

BPCL has taken a number of strides in its endeavor to consolidate its presence in the upstream oil and gas sector. The wholly owned subsidiary company, Bharat PetroResources Limited (BPRL), is carrying forward BPCL's plans in this sector.

Today, BPCL is regarded as a serious player in the Exploration & Production sector, having participating interest in 26 blocks both in India and abroad and has an established relationship with international operators of repute like Petrobras, Anadarko etc. Outside India BPCL has interests in blocks in Oman, Brazil, North Sea and East Timor.

Non- Conventional Energy:

BPCL has taken many steps in this area. With a view to generate power required for captive consumption using renewable resources 5 MW Windmills have been put up in Karnataka. Maharashtra and Rajasthan are the other locations where similar Windmills are to be put up shortly.

Steps to harness Solar energy have also been taken with a 1 MW project in a BPCL LPG bottling plant in Punjab.

A prototype for studying Hydrogen Fuel Cell Technology has been developed at another LPG Plant in Karnataka.

BPCL has made an important foray into the Bio- diesel value chain and has tied-up with the Govt. of Uttar Pradesh to grow Jatropha on fallow land across the state. The project envisages plantation in 1 million acres of land for the production of 1 million tonnes of Diesel and thereby generating employment for 1 million people.

Ethanol blended petrol is already being marketed in the country and the proportion of Ethanol is currently 5%.

‘Energising Lives’ is the slogan of the company and it has been BPCL’s endeavor to project this in its multifarious activities. Priority is given to initiatives that fulfill the role as a responsible Corporate citizen.

Social Responsibility:

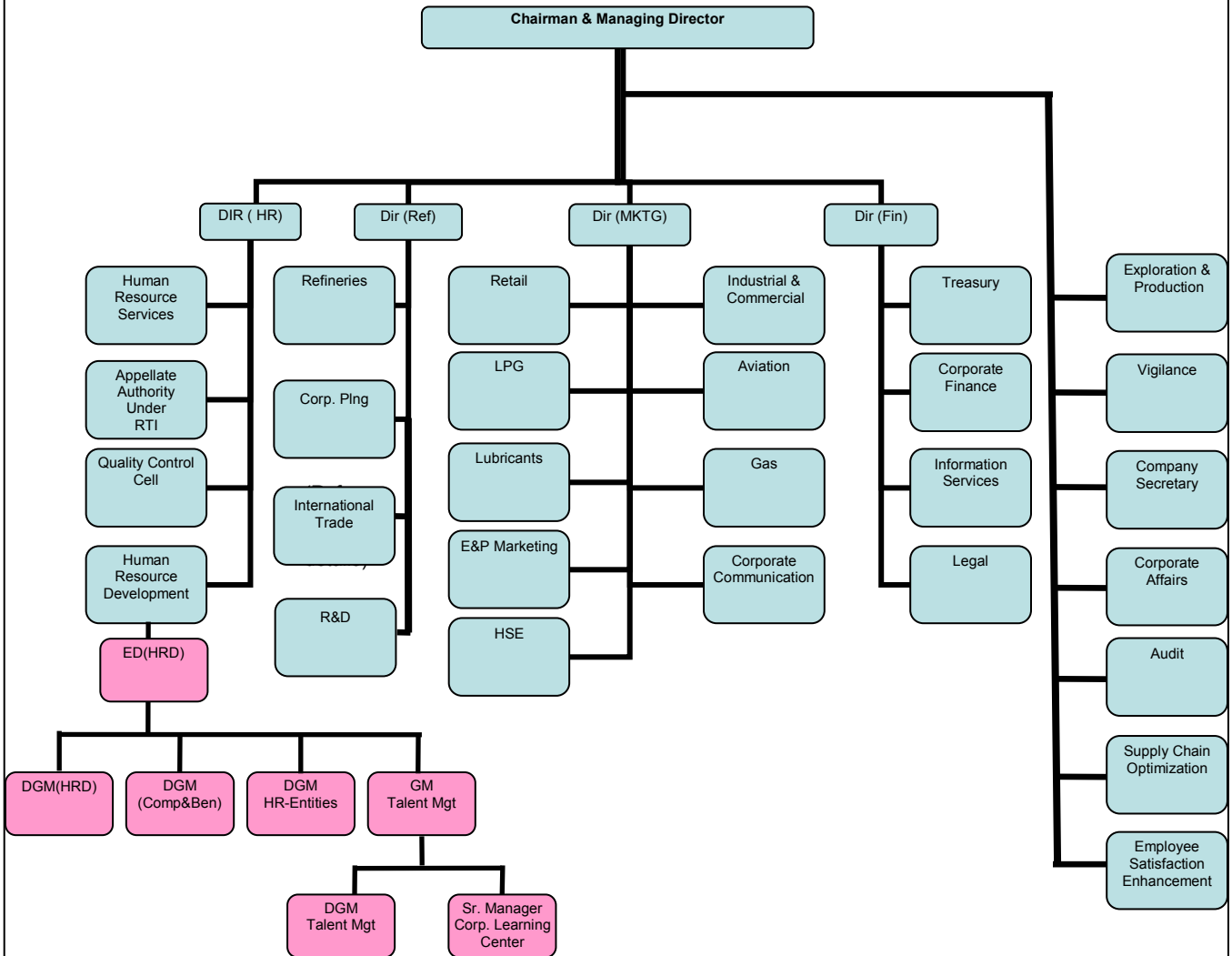
BPCL has played an active role in positively impacting lives of people in rural and tribal areas. The company has been supporting the all round development in 33 villages consisting of socially and economically backward population. The main impetus is in the area of health, education and infrastructure development. Alternate means of employment through skills enhancement is also propagated.

Operation 'Boond' in collaboration with an NGO has transformed many villages in Maharashtra from 'water scarce' to 'water positive'. This has been done by capturing and storing rain water.

The company has taken initiatives at many locations to enhance quality of the Environment by supporting mangroves, greening vast areas and encouraging sustainable growth.

The Company supports Sports and has some renowned international sportspersons on its rolls.

BPCL



APPENDIX B

year-wise Joining	No. of promotions Vs. No. of staff								Total No. of staff	Average no.of promotions
	0	1	2	3	4	5	6	7		
1980			7	16	19	10	10	2	64.00	4.09
1981		3	15	33	35	16	10	2	114.00	3.74
1982			18	43	45	20	10		136.00	3.71
1983		6	33	25	23	11	2		100.00	3.06
1984		1	18	43	20	9			91.00	3.20
1985		2	12	20	13	1			48.00	2.98
1986		3	9	13	7	1			33.00	2.82
1987	1	32	125	130	13				301.00	2.41
1988		12	63	33	2				110.00	2.23
1989		5	8	2					15.00	1.80
1990	1	38	72	6	1				118.00	1.73
Total	2	102	380	364	178	68	32	4	1130.00	2.85

LEGEND

OUTSTANDING

FAST

MEDIUM

SLOW



EXPLORATORY SURVEY QUESTIONNAIRE

APPENDIX C

Please assign weightages for each of the statements for the four factors based on the degree to which they have influenced your development

Factor 1 :Efforts put by myself,

Factor 2: Influence of peers/group

Factor 3:Organizational culture,policies,programmes

Factor 4:Nature of job/on the job activities

		Factor 1	Factor 2	Factor 3	Factor 4
Sr. No.	Statement	Self Efforts	Group/Peer Influence	Organizational policies	Nature of job
1	My ability to act on values even when significant risk is associated with doing so				
2	My ability to give practical support or assistance to make job easier for the other individual				
3	My ability to grasp opportunities or identify potential problems and take the initiative to follow through rather than wait for problems to arise				
4	My ability to make specific changes in the system or in own work methods to improve performance				
5	My ability to Insist on compliance to agreed norms/targets/business objectives				
6	My ability to take on challenging assignments and look for new responsibilities				
7	My ability to assemble ideas, issues and observations into a clear and useful explanation				

8	My ability to match the underlying needs of the customer to available (or customized) products or services						
9	My ability to make things happen or act as a prime mover or a source	D					
10	My ability to confront others openly and directly about performance problems		e				
11	My ability to handle strong emotions, such as frustration, anger and stress, and respond constructively to problems		p				
12	My ability to be honest in customer relations and serve all equally		e				
13	My ability to provides in-depth mentoring, coaching, or training to my staff/dealers/distributors		n				
14	My ability to create conditions that enable the team to perform at its best (e.g., setting clear directions, organising resources, etc).		d				
15	My ability to make Cost - Benefit Analysis and make decisions, set priorities or choose goals on the basis of potential profit and risks or return on investment		e				
16	My ability to make complex plans or analyses of problems		d				
17	My ability to create new concepts that are not obvious to others						
18	My ability to anticipate & prepare for others reactions		O				
19	My ability to develop and implement comprehensive plans that bridge complex issues and span across time	n					

20	My ability to Investigate and understand the underlying reasons for a problem					
21	My ability to make inferences beyond what is obviously stated or seen					
22	My ability to recognise and use the informal structure of an organisation i.e. key player, decision-influencers, etc					
23	My ability to assesses strengths and weaknesses of a person based on deeper understanding of the individual					
24	My ability to look for long-term benefits to the customer					
25	My ability to establish an on-going system to get information; for example, field visits, regular informal meetings, or scan certain publications					
26	My ability to enlist support of like minded persons (Both within and outside) to achieve a task					
27	My ability to Identify the relationship between various aspects of a situation and plan my actions accordingly					
28	My ability to speak of team members in positive terms, either to the team member directly or to a third party					
29	My ability to recognize the situations that arouse various emotions in me					
30	My ability to use relationships with key players to address underlying problems (demographic changes, market trends, political forces, etc) that affect market opportunities and organizational effectiveness.					

KEY to COMPETENCIES

Sr. No	Statement	Competency
1	My ability to act on values even when significant risk is associated with doing so	INTEGRITY
2	My ability to give practical support or assistance to make job easier for the other individual	COACHING
3	My ability to grasp opportunities or identify potential problems and take the initiative to follow through rather than wait for problems to arise	INITIATIVE
4	My ability to make specific changes in the system or in own work methods to improve performance	DRIVING RESULTS
5	My ability to Insist on compliance to agreed norms/targets/business objectives	TAKING CHARGE
6	My ability to take on challenging assignments and look for new responsibilities	SELF CONFIDENCE
7	My ability to assemble ideas, issues and observations into a clear and useful explanation	THINKING CONCEPTUALLY
8	My ability to match the underlying needs of the customer to available (or customized) products or services	FOCUS ON CUSTOMERS
9	My ability to make things happen or act as a prime mover or a source	SELF CONFIDENCE
10	My ability to confront others openly and directly about performance problems	TAKING CHARGE
11	My ability to handle strong emotions, such as frustration, anger and stress, and respond constructively to problems	TUNING INTO SELF
12	My ability to be honest in customer relations and serve all equally	INTEGRITY
13	My ability to provides in-depth mentoring, coaching, or training to my staff/dealers/distributors	COACHING
14	My ability to create conditions that enable the team to perform at its best (e.g., setting clear directions, organising resources, etc).	TEAM EFFECTIVENESS AND COLLABORATION
15	My ability to make Cost - Benefit Analysis and make decisions, set priorities or choose goals on the basis of potential profit and risks or return on investment	DRIVING RESULTS
16	My ability to make extremely complex plans or analysis of a problem	THINKING ANALYTICALLY
17	My ability to look at things in a really new way or start a new line of thought.	THINKING CONCEPTUALLY
18	My ability to anticipate & prepare for others reactions	INFLUENCING

		OTHERS
19	My ability to develop and implement comprehensive plans that bridge complex issues and span across time	INITIATIVE
20	My ability to Investigate to understand the underlying reasons of a situation/problem	INFORMATION SEEKING
21	My ability to make inferences beyond what is obviously stated or seen	UNDERSTANDING OTHERS
22	My ability to recognise and uses the informal structure of an organisation i.e. key actors, decision-influencers, etc	NETWORKING
23	My ability to assesses strengths and weaknesses of a person based on deeper understanding of the individual	UNDERSTANDING OTHERS
24	My ability to look for long-term benefits to the customer and adjust approach accordingly even at a cost to the organization	FOCUS ON CUSTOMERS
25	My ability to establish an on-going system to get information; for example, field visits, regular informal meetings, or scan certain publications	INFORMATION SEEKING
26	My ability to enlist support of like minded persons (Both within and outside) to achieve a task	INFLUENCING OTHERS
27	My ability to Identify the cause and effect relationship between two aspects of a situation	THINKING ANALYTICALLY
28	My ability to speak of team members in positive terms, either to the team member directly or to a third party	TEAM EFFECTIVENESS AND COLLABORATION
29	My ability to recognize the situations that arouse various emotions in me	TUNING INTO SELF
30	My ability to use relationships with key players to address underlying problems (demographic changes, market trends, political forces, etc) that affect market opportunities and organizational effectiveness.	NETWORKING

APPENDIX D**DATA OF EXPLORATORY SURVEY**

Sr. No.	SBU : E&P COMPETENCY	%age of respondents			
		Factor 1 Self Efforts	Factor 2 Group Peer Influence	Factor 3 Organizational policies	Factor 4 Nature of job
1	INTEGRITY	61	11	22	6
2	COACHING	48	14	20	18
3	INITIATIVE	47	18	21	14
4	DRIVING RESULTS	53	15	22	10
5	TAKING CHARGE	47	16	23	14
6	SELF CONFIDENCE	52	17	21	10
7	THINKING CONCEPTUALLY	49	20	20	11
8	FOCUS ON CUSTOMERS	43	19	25	13
9	TUNING INTO SELF	42	25	22	11
10	TEAM EFFECTIVENESS AND COLLABORATION	57	13	21	9
11	THINKING ANALYTICALLY	58	13	16	13
12	INFLUENCING OTHERS	48	22	24	6
13	INFORMATION SEEKING	48	16	21	15
14	NETWORKING	47	18	20	15
15	UNDERSTANDING OTHERS	44	20	25	11

SBU : LUBES		%age of respondents			
Sr. No.	COMPETENCY	Factor 1	Factor 2	Factor 3	Factor 4
		Self Efforts	Group Peer Influence	Organizational policies	Nature of job
1	INTEGRITY	50	14	21	15
2	COACHING	48	15	20	17
3	INITIATIVE	45	17	20	18
4	DRIVING RESULTS	43	16	25	16
5	TAKING CHARGE	41	16	25	18
6	SELF CONFIDENCE	49	14	19	18
7	THINKING CONCEPTUALLY	46	18	18	18
8	FOCUS ON CUSTOMERS	45	15	22	18
9	TUNING INTO SELF	54	18	13	15
10	TEAM EFFECTIVENESS AND COLLABORATION	45	18	19	18
11	THINKING ANALYTICALLY	40	19	21	20
12	INFLUENCING OTHERS	45	17	18	20
13	INFORMATION SEEKING	45	17	19	19
14	NETWORKING	41	20	22	17
15	UNDERSTANDING OTHERS	50	17	14	19

Sr. No.	SBU : LPG COMPETENCY	%age of respondents			
		Factor 1 Self Efforts	Factor 2 Group Peer Influence	Factor 3 Organizational policies	Factor 4 Nature of job
1	INTEGRITY	52	17	21	10
2	COACHING	48	18	20	14
3	INITIATIVE	42	23	21	14
4	DRIVING RESULTS	41	21	25	13
5	TAKING CHARGE	46	18	22	14
6	SELF CONFIDENCE	50	21	17	12
7	THINKING CONCEPTUALLY	48	23	18	11
8	FOCUS ON CUSTOMERS	38	20	28	14
9	TUNING INTO SELF	53	20	13	14
10	TEAM EFFECTIVENESS AND COLLABORATION	43	29	16	12
11	THINKING ANALYTICALLY	42	28	18	12
12	INFLUENCING OTHERS	47	23	15	15
13	INFORMATION SEEKING	44	23	21	12
14	NETWORKING	39	25	23	13
15	UNDERSTANDING OTHERS	51	20	16	13

DRAFT QUESTIONNAIRE

QUESTIONNAIRE - A

Please assign weightages for each of the statements for the three factors based on the degree to which they have influenced your development.

Factor 1: Ability to cope with uncertainty, as well as with learning and reflection

Factor 2: Emotional capability to act in a morally self-determined human way

Factor 3: Desire for achievement, affiliation, power or simply being different than others

Sr. No.	Statement		Factor 1	Factor 2	Factor 3
1.	I act in line with beliefs and values even when it is difficult to do so	B E C A U S E O F M Y			
2.	I work to develop the long-term characteristics and capabilities (not just skills) of others				
3.	I always think ahead of the present to act on future needs and opportunities				
4.	I think about meeting and beating goals and taking calculated risks for achieving it				
5.	I set firm standards for behavior and performance and hold people accountable to them				
6.	I believe in my own capability to accomplish a task and select an effective approach to task or problem				
7.	I always try to match patterns, assemble many pieces into a coherent whole, create new way to look at things				

8.	I act on behalf of the person being served			
9.	I am able to understand my own emotions and recognize their impact on my performance and the surrounding environment			
10.	I act to facilitate the operation of a team of which I am a part			
11.	I trace the implications of a situation in a step-by-step way and understand cause-and-effect chains and relationships			
12.	My intention to persuade, convince, influence or impress individuals or groups is			
13.	I am driven by an underlying curiosity and desire to know more about things, people or issues			
14.	I make an effort to build personal relationships towards achieving business goals			
15.	I am able to hear accurately and understand unspoken or partly expressed thoughts, feelings and concerns of others			

QUESTIONNAIRE - B

PART - I

Please assign weightages for each of the statements for the four factors based on the degree to which they have influenced your development.

Factor 1: Contextual and conceptual knowledge

Factor 2: Understanding of rules, regulations, job, work and department

Factor 3: Willingness to conform to the norms of professional behavior

Factor 4: Sensibility to needs & values of others

Sr. No.	Statement		Factor 1	Factor 2	Factor 3	Factor 4
1.	I act in line with beliefs and values even when it is difficult to do so	B E C A U S E O F M Y				
2.	I work to develop the long-term characteristics and capabilities (not just skills) of others					
3.	I always think ahead of the present to act on future needs and opportunities					
4.	I think about meeting and beating goals and taking calculated risks for achieving it					
5.	I set firm standards for behavior and performance and hold people accountable to them					
6.	I believe in my own capability to accomplish a task and select an effective approach to task or problem					
7.	I always try to match patterns, assemble many pieces into a coherent whole, create new way to look at things					
8.	I act on behalf of the person being served					

9.	I am able to understand ones own emotions and recognize their impact on one's performance and the surrounding environment				
10.	I act to facilitate the operation of a team of which he or she is a part				
11.	I trace the implications of a situation in a step-by-step way and understand cause-and-effect chains and relationships				
12.	My intention to persuade, convince, influence or impress individuals or groups				
13.	I am driven by an underlying curiosity and desire to know more about things, people or issues				
14.	I make an effort to build personal relationships towards achieving business goals				
15.	I am able to hear accurately and understand unspoken or partly expressed thoughts, feelings and concerns of others				

PART - II

Please assign weightages for each of the statements for the four factors based on the degree to which they have influenced your development.

Factor 1: Know my strengths, values & how to perform in a best way

Factor 2: Adjust to how individuals, organizational units, cultures function &
React

Factor 3: Sense how others feel

Factor 4: Attune to and influence the emotions of others

Sr. No.	Statement		Factor 1	Factor 2	Factor 3	Factor 4
1.	I act in line with beliefs and values even when it is difficult to do so	B E C A U S E I				
2.	I work to develop the long-term characteristics and capabilities (not just skills) of others					
3.	I always think ahead of the present to act on future needs and opportunities					
4.	I think about meeting and beating goals and taking calculated risks for achieving it					
5.	I set firm standards for behavior and performance and hold people accountable to them					
6.	I belief in my own capability to accomplish a task and select an effective approach to task or problem					
7.	I always try to match patterns, assemble many pieces into a coherent whole, create new way to look at things					
8.	I act on behalf of the person being served					
9.	I am able to understand ones own emotions and recognize their impact on one's performance and the surrounding environment					
10.	I act to facilitate the operation of a team of which he or she is a part					
11.	I trace the implications of a situation in a step-by-step way and understand cause-and-effect chains and relationships					
12.	My intention to persuade, convince, influence or impress individuals or groups					
13.	I am driven by an underlying curiosity and desire to know more about things, people or issues					
14.	I make an effort to build personal relationships towards achieving business goals					
15.	I am able to hear accurately and understand unspoken or partly expressed thoughts, feelings and concerns of others					

PART - III

Please assign weightages for each of the statements for the four factors based on the degree to which they have influenced your development.

Factor 1: To do something better or more efficiently

Factor 2: To establish and maintain friendly and warm relations with Others

Factor 3: To control and influence others

Factor 4: For things to be different/discover how and what to change

Sr. No.	Statement		Factor 1	Factor 2	Factor 3	Factor 4
1.	I act in line with beliefs and values even when it is difficult to do so	B E C A U S E O F M Y D E S I R E				
2.	I work to develop the long-term characteristics and capabilities (not just skills) of others					
3.	I always think ahead of the present to act on future needs and opportunities					
4.	I think about meeting and beating goals and taking calculated risks for achieving it					
5.	I set firm standards for behavior and performance and hold people accountable to them					
6.	I believe in my own capability to accomplish a task and select an effective approach to task or problem					
7.	I always try to match patterns, assemble many pieces into a coherent whole, create new way to look at things					
8.	I act on behalf of the person being served					
9.	I am able to understand one's own emotions and recognize their impact on one's performance and the surrounding environment					
10.	I act to facilitate the operation of a team of which he or she is a part					

11.	I trace the implications of a situation in a step-by-step way and understand cause-and-effect chains and relationships					
12.	My intention to persuade, convince, influence or impress individuals or groups					
13.	I am driven by an underlying curiosity and desire to know more about things, people or issues					
14.	I make an effort to build personal relationships towards achieving business goals					
15.	I am able to hear accurately and understand unspoken or partly expressed thoughts, feelings and concerns of others					

QUESTIONNAIRE - C

Please assign weightages for each of the statements for the three factors based on the degree to which they have influenced your development.

Factor 1: Ability to cope with uncertainty, as well as with learning and reflection

Factor 2: Emotional capability to act in a morally self-determined human way

Factor 3: Desire for achievement, affiliation, power or simply being different than others

Factor 4: All the three

Sr. No.	Statement		Factors 1 & 2	Factors 2 & 3	Factor 1 & 3	Factor 4
1.	I act in line with beliefs and values even when it is difficult to do so	B E C A U S E O F M Y				
2.	I work to develop the long-term characteristics and capabilities (not just skills) of others					
3.	I always think ahead of the present to act on future needs and opportunities					
4.	I think about meeting and beating goals and taking calculated risks for achieving it					
5.	I set firm standards for behavior and performance and hold people accountable to them					
6.	I believe in my own capability to accomplish a task and select an effective approach to task or problem					
7.	I always try to match patterns, assemble many pieces into a coherent whole, create new way to look at things					
8.	I act on behalf of the person being served					
9.	I am able to understand one's own emotions and recognize their impact on one's performance and the surrounding environment					
10.	I act to facilitate the operation of a team of which he or she is a part					

11.	I trace the implications of a situation in a step-by-step way and understand cause-and-effect chains and relationships					
12.	My intention to persuade, convince, influence or impress individuals or groups					
13.	I am driven by an underlying curiosity and desire to know more about things, people or issues					
14.	I make an effort to build personal relationships towards achieving business goals					
15.	I am able to hear accurately and understand unspoken or partly expressed thoughts, feelings and concerns of others					

QUESTIONNAIRE - D

Please assign weightages for each of the statements for the three factors based on the degree to which they have influenced your development.

Factor 1: Emotionally capable to reflect upon my learning

Factor 2: Able to fulfill desires and needs

Factor 3: Self-motivated and self-driven

Factor 4: All the three

Sr. No.	Statement		Factors 1 & 2	Factors 2 & 3	Factor 1 & 3	Factor 4
1.	I act in line with beliefs and values even when it is difficult to do so					
2.	I work to develop the long-term characteristics and capabilities (not just skills) of others					
3.	I always think ahead of the present to act on future needs and opportunities					
4.	I think about meeting and beating goals and taking calculated risks for achieving it					
5.	I set firm standards for behavior and performance and hold people accountable to them					

6.	I belief in my own capability to accomplish a task and select an effective approach to task or problem					
7.	I always try to match patterns, assemble many pieces into a coherent whole, create new way to look at things					
8.	I act on behalf of the person being served					
9.	I am able to understand ones own emotions and recognize their impact on one's performance and the surrounding environment					
10.	I act to facilitate the operation of a team of which he or she is a part					
11.	I trace the implications of a situation in a step-by-step way and understand cause-and-effect chains and relationships					
12.	My intention to persuade, convince, influence or impress individuals or groups					
13.	I am driven by an underlying curiosity and desire to know more about things, people or issues					
14.	I make an effort to build personal relationships towards achieving business goals					
15.	I am able to hear accurately and understand unspoken or partly expressed thoughts, feelings and concerns of others					

FINAL QUESTIONNAIRE

BACKGROUND & INSTRUCTIONS

Dear Colleague,

You have been a part of BPCL for the past several years now. Over the years, you have developed certain competencies (in the form of knowledge, skills or behaviors). These could have been through your conscious self-effort, which may be influenced by your ability to cope with uncertainty, emotional intelligence or motivation, desires or certain needs.

Each of the 15 statements given below pertains to certain aspects of your behavior, personality or inner-self that you may have developed as explained above.

You have to assign weightages to the three factors for each statement. All the weightages for each statement must total up to 100%. In case you feel that any particular factor had no impact on your development, you can give 0% to that factor, but ensure that the total of all the three factors add up to 100%.

Filling up the questionnaire will take approximately 20 minutes. Please send-back your copy of filled questionnaire within a week.

All the responses will be kept confidential and will be used for the purpose of analysis only. Thank for your co-operation.

Corporate HRD

Before filling up the questionnaire, please read carefully the below mentioned factors along with their explanation.

Factor 1: Ability to cope with uncertainty as well as with learning & reflection

- Ability to think on my feet
- Contextual and conceptual knowledge
- Having the ability to scan the environment and understand its implications
- Ability to understand, change, modify and reform the rules, regulations, job, work and department
- Ability to create and conform to the norms of professional behavior
- Sensibility to needs and values of others
- Ability to make sound judgments based upon the work-related situations
- Ability to act consistently with appropriate personal and professional values

Factor 2: Capability based on emotional intelligence

- Self-awareness of my strengths, values and how to perform effectively
- Adapt how individuals, organizational units, & cultures function and accordingly respond
- Sense how others feel
- Ability to read nonverbal cues and judges others and
- Attune to and influence emotions of others

Factor 3: Motivation, desires or certain needs

- Innate ambition
- Need for achievement
- Expectations to acquire new skills and increase the potential
- Need for power to control people & resources
- Want for money
- Need to be the best
- Need to contribute significantly
- Aspiration to prove superiority
- Need for recognition by others
- Willingness to change
- Need for affiliation
- Discover how and what to change for things to be different
- Need to be different

Please assign weightages to the three factors for each statement. All the weightages for each statement must total up to 100%. In case you feel that any particular factor had no impact on your development, you can give 0% to that factor, but ensure that the total of all the three factors add up to 100%.

Sr. No.	Statement		Factor 1	Factor 2	Factor 3
1.	My actions, thoughts and behavior are consistent with my integrity, belief & values	B E C A U S E O F M Y			
2.	I coach others to foster their long-term learning or development				
3.	I take initiatives to identify and address current or future problems or opportunities				
4.	I drive results and surpass a standard of excellence by improving my performance				
5.	I take charge and hold people accountable to clear standard and agreed performance goals				
6.	Even in challenging circumstances I work confidently to accomplish any task				
7.	I think conceptually to identify key or underlying issues in complex situations				
8.	I focus my efforts on discovering and meeting the customer's or client's needs				
9.	I understand my emotions and their impact on my performance & on the surroundings				
10.	For my team to work effectively, I adapt to collaborative style of working				
11.	I analyze a situation, issue or problem and proceed in a step by step way				
12.	I persuade, convince, influence or impress others (individuals or groups)				
13.	I have underlying curiosity and desire to get information about things, people or issues				
14.	I build and nurture relationships with networks of people to reach business goals				
15.	I hear accurately & understand unspoken or partly expressed thoughts & feelings of others				

Survey 1

The objective of the survey is to use the input given by you in designing the robust Training and Development system for the better development of the individual and the Organization.

There are no tricky questions in the questionnaire. So, please feel free and give your genuine response to the questions.

There are 15 questions divided into two parts:

1) HRD Survey (Questions 1 to 10)

2) HRD Survey (Questions 11 to 15)

: Please read the Detailed Description Of The Factors given below: Factor 1: Ability to cope with uncertainty as well as with learning & reflection

Description:

-> Ability to think on my feet

-> Contextual and conceptual knowledge

-> Having the ability to scan the environment and understand its implications

-> Ability to understand, change, modify and reform the rules, regulations, job, work and department

-> Ability to create and conform to the norms of professional behavior

-> Sensibility to needs and values of others

-> Ability to make sound judgments based upon the work-related situations

-> Ability to act consistently with appropriate personal and professional values

Factor 2: Capability based on emotional intelligence

Description:

-> Self-awareness of my strengths, values and how to perform effectively

-> Adapt how individuals, organizational units, & cultures function and accordingly respond

-> Sense how others feel

-> Ability to read nonverbal cues and judges others and

-> Attune to and influence emotions of others

Factor 3: Motivation, desires or certain needs

Description:

-> Innate ambition

-> Need for achievement

-> Expectations to acquire new skills and increase the potential

-> Need for power to control people & resources

-> Want for money

-> Need to be the best

-> Need to contribute significantly

-> Aspiration to prove superiority

-> Need for recognition by others

-> Willingness to change

-> Need for affiliation

-> Discover how and what to change for things to be different

-> Need to be different

Please assign weightages to the three factors for each statement.

The weightages for each statement must total up to 100.

In case you feel that any particular factor had no impact on your development, you can assign 0(zero) to that factor, but ensure that the total of all the three factors add up to 100.

Q1. My actions, thoughts and behavior are consistent with my integrity, belief & values because of my

A1. Factor 1: Ability to cope with uncertainty as well as with learning & reflection:

A1. Factor 2: Capability based on emotional intelligence:

A1. Factor 3: Motivation, desires or certain needs:

Q2. I coach others to foster their long-term learning or development because of my

A2. Factor 1: Ability to cope with uncertainty as well as with learning & reflection:

A2. Factor 2: Capability based on emotional intelligence:

A2. Factor 3: Motivation, desires or certain needs:

Q3. I take initiatives to identify and address current or future problems or opportunities because of my

A3. Factor 1: Ability to cope with uncertainty as well as with learning & reflection:

A3. Factor 2: Capability based on emotional intelligence:

A3. Factor 3: Motivation, desires or certain needs:

Q4. I drive results and surpass a standard of excellence by improving my performance because of my

A4. Factor 1: Ability to cope with uncertainty as well as with learning & reflection:

A4. Factor 2: Capability based on emotional intelligence:

A4. Factor 3: Motivation, desires or certain needs:

Q5. I take charge and hold people accountable to clear standard and agreed performance goals because of my

A5. Factor 1: Ability to cope with uncertainty as well as with learning & reflection:

A5. Factor 2: Capability based on emotional intelligence:

A5. Factor 3: Motivation, desires or certain needs:

Q6. Even in challenging circumstances I work confidently to accomplish any task because of my

A6. Factor 1: Ability to cope with uncertainty as well as with learning & reflection:

A6. Factor 2: Capability based on emotional intelligence:

A6. Factor 3: Motivation, desires or certain needs:

Q7. I think conceptually to identify key or underlying issues in complex situations because of my

A7. Factor 1: Ability to cope with uncertainty as well as with learning & reflection:

A7. Factor 2: Capability based on emotional intelligence:

A7. Factor 3: Motivation, desires or certain needs:

Q8. I focus my efforts on discovering and meeting the customer's or clients needs because of my

A8. Factor 1: Ability to cope with uncertainty as well as with learning & reflection:

A8. Factor 2: Capability based on emotional intelligence:

A8. Factor 3: Motivation, desires or certain needs:

Q9. I understand my emotions and their impact on my performance & on the surroundings because of my

A9. Factor 1: Ability to cope with uncertainty as well as with learning & reflection:

A9. Factor 2: Capability based on emotional intelligence:

A9. Factor 3: Motivation, desires or certain needs:

Q10. For my team to work effectively, I adapt to collaborative style of working because of my

A10. Factor 1: Ability to cope with uncertainty as well as with learning & reflection:

A10. Factor 2: Capability based on emotional intelligence:

A10. Factor 3: Motivation, desires or certain needs:

Q11. I analyze a situation, issue or problem and proceed in a step by step way because of my

A11. Factor 1: Ability to cope with uncertainty as well as with learning & reflection

A11. Factor 2: Capability based on emotional intelligence
A11. Factor 3: Motivation, desires or certain needs

Q12. I persuade, convince, influence or impress others (individuals or groups) because of my
A12. Factor 1: Ability to cope with uncertainty as well as with learning & reflection
A12. Factor 2: Capability based on emotional intelligence
A12. Factor 3: Motivation, desires or certain needs

Q13. I have underlying curiosity and desire to get information about things, people or issues because of my
A13. Factor 1: Ability to cope with uncertainty as well as with learning & reflection
A13. Factor 2: Capability based on emotional intelligence
A13. Factor 3: Motivation, desires or certain needs

Q14. I build and nurture relationships with networks of people to reach business goals because of my
A14. Factor 1: Ability to cope with uncertainty as well as with learning & reflection
A14. Factor 2: Capability based on emotional intelligence
A14. Factor 3: Motivation, desires or certain needs

Q15. I hear accurately & understand unspoken or partly expressed thoughts & feelings of others because of my
A15. Factor 1: Ability to cope with uncertainty as well as with learning & reflection
A15. Factor 2: Capability based on emotional intelligence
A15. Factor 3: Motivation, desires or certain need

MAKE SURE FOR EACH QUESTION THE TOTAL OF ALL THE THREE FACTORS ADD UP TO 100.

Survey 2

The objective of the survey is to use the input given by you in designing the robust Training and Development system for the better development of the individual and the Organization.

There are no tricky questions in the questionnaire. So, please feel free and give your genuine response to the questions.

There are 15 questions divided into two parts:

- 1) HRD Survey (Questions 1 to 10)
- 2) HRD Survey (Questions 11 to 15)

Factor 1: Ability to cope with uncertainty as well as with learning & reflection

Description:

- > Ability to think on my feet
- > Contextual and conceptual knowledge
- > Having the ability to scan the environment and understand its implications
- > Ability to understand, change, modify and reform the rules, regulations, job, work and department
- > Ability to create and conform to the norms of professional behavior
- > Sensibility to needs and values of others
- > Ability to make sound judgments based upon the work-related situations
- > Ability to act consistently with appropriate personal and professional values

Factor 2: Motivation, desires or certain needs

Description:

- > Innate ambition
- > Need for achievement
- > Expectations to acquire new skills and increase the potential
- > Need for power to control people & resources
- > Want for money
- > Need to be the best
- > Need to contribute significantly
- > Aspiration to prove superiority
- > Need for recognition by others
- > Willingness to change
- > Need for affiliation
- > Discover how and what to change for things to be different
- > Need to be different

Factor 3: Capability based on emotional intelligence

Description:

- > Self-awareness of my strengths, values and how to perform effectively
- > Adapt how individuals, organizational units, & cultures function and accordingly respond
- > Sense how others feel
- > Ability to read nonverbal cues and judges others and
- > Attune to and influence emotions of others

Please assign weightages to the three factors for each statement.

The weightages for each statement must total up to 100.

In case you feel that any particular factor had no impact on your development, you can assign 0(zero) to that factor, but ensure that the total of all the three factors add up to 100.

Q1. My actions, thoughts and behavior are consistent with my integrity, belief & values because of my

A1. Factor 1: Ability to cope with uncertainty as well as with learning & reflection *

A1. Factor 2: Motivation, desires or certain needs *

A1. Factor 3: Capability based on emotional intelligence *

Q2. I coach others to foster their long-term learning or development because of my

A2. Factor 1: Ability to cope with uncertainty as well as with learning & reflection *

A2. Factor 2: Motivation, desires or certain needs *

A2. Factor 3: Capability based on emotional intelligence *

Q3. I take initiatives to identify and address current or future problems or opportunities because of my

A3. Factor 1: Ability to cope with uncertainty as well as with learning & reflection *

A3. Factor 2: Motivation, desires or certain needs *

A3. Factor 3: Capability based on emotional intelligence *

Q4. I drive results and surpass a standard of excellence by improving my performance because of my

A4. Factor 1: Ability to cope with uncertainty as well as with learning & reflection *

A4. Factor 2: Motivation, desires or certain needs *

A4. Factor 3: Capability based on emotional intelligence *

Q5. I take charge and hold people accountable to clear standard and agreed performance goals because of my

A5. Factor 1: Ability to cope with uncertainty as well as with learning & reflection *

A5. Factor 2: Motivation, desires or certain needs *

A5. Factor 3: Capability based on emotional intelligence *

Q6. Even in challenging circumstances I work confidently to accomplish any task because of my

A6. Factor 1: Ability to cope with uncertainty as well as with learning & reflection *

A6. Factor 2: Motivation, desires or certain needs *

A6. Factor 3: Capability based on emotional intelligence *

Q7. I think conceptually to identify key or underlying issues in complex situations because of my

A7. Factor 1: Ability to cope with uncertainty as well as with learning & reflection *

A7. Factor 2: Motivation, desires or certain needs *

A7. Factor 3: Capability based on emotional intelligence *

Q8. I focus my efforts on discovering and meeting the customers or clients needs because of my

A8. Factor 1: Ability to cope with uncertainty as well as with learning & reflection *

A8. Factor 2: Motivation, desires or certain needs *

A8. Factor 3: Capability based on emotional intelligence *

Q9. I understand my emotions and their impact on my performance & on the surroundings because of my

A9. Factor 1: Ability to cope with uncertainty as well as with learning & reflection *

A9. Factor 2: Motivation, desires or certain needs *

A9. Factor 3: Capability based on emotional intelligence *

Q10. For my team to work effectively, I adapt to collaborative style of working because of my

A10. Factor 1: Ability to cope with uncertainty as well as with learning & reflection *

A10. Factor 2: Motivation, desires or certain needs *

A10. Factor 3: Capability based on emotional intelligence *

Q11. I analyze a situation, issue or problem and proceed in a step by step way because of my

A11. Factor 1: Ability to cope with uncertainty as well as with learning & reflection

A11. Factor 3: Capability based on emotional intelligence

A11. Factor 2: Motivation, desires or certain needs

Q12. I persuade, convince, influence or impress others (individuals or groups) because of my

A12. Factor 1: Ability to cope with uncertainty as well as with learning & reflection

A12. Factor 3: Capability based on emotional intelligence

A12. Factor 2: Motivation, desires or certain needs

Q13. I have underlying curiosity and desire to get information about things, people or issues because of my

A13. Factor 1: Ability to cope with uncertainty as well as with learning & reflection

A13. Factor 3: Capability based on emotional intelligence

A13. Factor 2: Motivation, desires or certain needs

Q14. I build and nurture relationships with networks of people to reach business goals because of my

A14. Factor 1: Ability to cope with uncertainty as well as with learning & reflection

A14. Factor 3: Capability based on emotional intelligence

A14. Factor 2: Motivation, desires or certain needs

Q15. I hear accurately & understand unspoken or partly expressed thoughts & feelings of others because of my

A15. Factor 1: Ability to cope with uncertainty as well as with learning & reflection

A15. Factor 3: Capability based on emotional intelligence

A15. Factor 2: Motivation, desires or certain needs

MAKE SURE FOR EACH QUESTION THE TOTAL OF ALL THE THREE FACTORS ADD UP TO 100.

Survey 3

The objective of the survey is to use the input given by you in designing the robust Training and Development system for the better development of the individual and the Organization.

There are no tricky questions in the questionnaire. So, please feel free and give your genuine response to the questions.

There are 15 questions divided into two parts:

- 1) HRD Survey (Questions 1 to 10)
- 2) HRD Survey (Questions 11 to 15)

Factor 1: Capability based on emotional intelligence

Description:

- > Self-awareness of my strengths, values and how to perform effectively
- > Adapt how individuals, organizational units, & cultures function and accordingly respond
- > Sense how others feel
- > Ability to read nonverbal cues and judges others and
- > Attune to and influence emotions of others

Factor 2: Ability to cope with uncertainty as well as with learning & reflection

Description:

- > Ability to think on my feet
- > Contextual and conceptual knowledge
- > Having the ability to scan the environment and understand its implications
- > Ability to understand, change, modify and reform the rules, regulations, job, work and department
- > Ability to create and conform to the norms of professional behavior
- > Sensibility to needs and values of others
- > Ability to make sound judgments based upon the work-related situations
- > Ability to act consistently with appropriate personal and professional values

Factor 3: Motivation, desires or certain needs

Description:

- > Innate ambition
- > Need for achievement
- > Expectations to acquire new skills and increase the potential
- > Need for power to control people & resources
- > Want for money
- > Need to be the best
- > Need to contribute significantly
- > Aspiration to prove superiority
- > Need for recognition by others
- > Willingness to change
- > Need for affiliation
- > Discover how and what to change for things to be different
- > Need to be different

Please assign weightages to the three factors for each statement.

The weightages for each statement must total up to 100.

In case you feel that any particular factor had no impact on

your development, you can assign 0(zero) to that factor, but ensure that the total of all the three factors add up to 100.

Q1. My actions, thoughts and behavior are consistent with my integrity, belief & values because of my

A1. Factor 1: Capability based on emotional intelligence *

A1. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A1. Factor 3: Motivation, desires or certain needs *

Q2. I coach others to foster their long-term learning or development because of my

A2. Factor 1: Capability based on emotional intelligence *

A2. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A2. Factor 3: Motivation, desires or certain needs *

Q3. I take initiatives to identify and address current or future problems or opportunities because of my

A3. Factor 1: Capability based on emotional intelligence *

A3. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A3. Factor 3: Motivation, desires or certain needs *

Q4. I drive results and surpass a standard of excellence by improving my performance because of my

A4. Factor 1: Capability based on emotional intelligence *

A4. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A4. Factor 3: Motivation, desires or certain needs *

Q5. I take charge and hold people accountable to clear standard and agreed performance goals because of my

A5. Factor 1: Capability based on emotional intelligence *

A5. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A5. Factor 3: Motivation, desires or certain needs *

Q6. Even in challenging circumstances I work confidently to accomplish any task because of my

A6. Factor 1: Capability based on emotional intelligence *

A6. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A6. Factor 3: Motivation, desires or certain needs *

Q7. I think conceptually to identify key or underlying issues in complex situations because of my

A7. Factor 1: Capability based on emotional intelligence *

A7. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A7. Factor 3: Motivation, desires or certain needs *

Q8. I focus my efforts on discovering and meeting the customers or clients needs because of my

A8. Factor 1: Capability based on emotional intelligence *

A8. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A8. Factor 3: Motivation, desires or certain needs *

Q9. I understand my emotions and their impact on my performance & on the surroundings because of my

A9. Factor 1: Capability based on emotional intelligence *

A9. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A9. Factor 3: Motivation, desires or certain needs *

Q10. For my team to work effectively, I adapt to collaborative style of working because of my

A10. Factor 1: Capability based on emotional intelligence *

A10. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A10. Factor 3: Motivation, desires or certain needs *

Q11. I analyze a situation, issue or problem and proceed in a step by step way because of my

A11. Factor 1: Capability based on emotional intelligence

A11. Factor 2: Ability to cope with uncertainty as well as with learning & reflection

A11. Factor 3: Motivation, desires or certain needs

Q12. I persuade, convince, influence or impress others (individuals or groups) because of my

A12. Factor 1: Capability based on emotional intelligence

A12. Factor 2: Ability to cope with uncertainty as well as with learning & reflection
A12. Factor 3: Motivation, desires or certain needs

Q13. I have underlying curiosity and desire to get information about things, people or issues because of my

A13. Factor 1: Capability based on emotional intelligence

A13. Factor 2: Ability to cope with uncertainty as well as with learning & reflection

A13. Factor 3: Motivation, desires or certain needs

Q14. I build and nurture relationships with networks of people to reach business goals because of my

A14. Factor 1: Capability based on emotional intelligence

A14. Factor 2: Ability to cope with uncertainty as well as with learning & reflection

A14. Factor 3: Motivation, desires or certain needs

Q15. I hear accurately & understand unspoken or partly expressed thoughts & feelings of others because of my

A15. Factor 1: Capability based on emotional intelligence

A15. Factor 2: Ability to cope with uncertainty as well as with learning & reflection

A15. Factor 3: Motivation, desires or certain needs

MAKE SURE FOR EACH QUESTION THE TOTAL OF ALL THE THREE FACTORS ADD UP TO 100.

Survey 4

The objective of the survey is to use the input given by you in designing the robust Training and Development system for the better development of the individual and the Organization.

There are no tricky questions in the questionnaire. So, please feel free and give your genuine response to the questions.

There are 15 questions divided into two parts:

- 1) HRD Survey (Questions 1 to 10)
- 2) HRD Survey (Questions 11 to 15)

Factor 1: Capability based on emotional intelligence

Description:

- > Self-awareness of my strengths, values and how to perform effectively
- > Adapt how individuals, organizational units, & cultures function and accordingly respond
- > Sense how others feel
- > Ability to read nonverbal cues and judges others and
- > Attune to and influence emotions of others

Factor 2: Motivation, desires or certain needs

Description:

- > Innate ambition
- > Need for achievement
- > Expectations to acquire new skills and increase the potential
- > Need for power to control people & resources
- > Want for money
- > Need to be the best
- > Need to contribute significantly
- > Aspiration to prove superiority
- > Need for recognition by others
- > Willingness to change
- > Need for affiliation
- > Discover how and what to change for things to be different
- > Need to be different

Factor 3: Ability to cope with uncertainty as well as with learning & reflection

Description:

- > Ability to think on my feet
- > Contextual and conceptual knowledge
- > Having the ability to scan the environment and understand its implications
- > Ability to understand, change, modify and reform the rules, regulations, job, work and department
- > Ability to create and conform to the norms of professional behavior
- > Sensibility to needs and values of others
- > Ability to make sound judgments based upon the work-related situations
- > Ability to act consistently with appropriate personal and professional values

Please assign weightages to the three factors for each statement.

The weightages for each statement must total up to 100.

In case you feel that any particular factor had no impact on

your development, you can assign 0(zero) to that factor, but ensure that the total of all the three factors add up to 100.

Q1. My actions, thoughts and behavior are consistent with my integrity, belief & values because of my

A1. Factor 1: Capability based on emotional intelligence *

A1. Factor 2: Motivation, desires or certain needs *

A1. Factor 3: Ability to cope with uncertainty as well as with learning & reflection *

Q2. I coach others to foster their long-term learning or development because of my

A2. Factor 1: Capability based on emotional intelligence *

A2. Factor 2: Motivation, desires or certain needs *

A2. Factor 3: Ability to cope with uncertainty as well as with learning & reflection *

Q3. I take initiatives to identify and address current or future problems or opportunities because of my

A3. Factor 1: Capability based on emotional intelligence *

A3. Factor 2: Motivation, desires or certain needs *

A3. Factor 3: Ability to cope with uncertainty as well as with learning & reflection *

Q4. I drive results and surpass a standard of excellence by improving my performance because of my

A4. Factor 1: Capability based on emotional intelligence *

A4. Factor 2: Motivation, desires or certain needs *

A4. Factor 3: Ability to cope with uncertainty as well as with learning & reflection *

Q5. I take charge and hold people accountable to clear standard and agreed performance goals because of my

A5. Factor 1: Capability based on emotional intelligence *

A5. Factor 2: Motivation, desires or certain needs *

A5. Factor 3: Ability to cope with uncertainty as well as with learning & reflection *

Q6. Even in challenging circumstances I work confidently to accomplish any task because of my

A6. Factor 1: Capability based on emotional intelligence *

A6. Factor 2: Motivation, desires or certain needs *

A6. Factor 3: Ability to cope with uncertainty as well as with learning & reflection *

Q7. I think conceptually to identify key or underlying issues in complex situations because of my

A7. Factor 1: Capability based on emotional intelligence *

A7. Factor 2: Motivation, desires or certain needs *

A7. Factor 3: Ability to cope with uncertainty as well as with learning & reflection *

Q8. I focus my efforts on discovering and meeting the customers or clients needs because of my

A8. Factor 1: Capability based on emotional intelligence *

A8. Factor 2: Motivation, desires or certain needs *

A8. Factor 3: Ability to cope with uncertainty as well as with learning & reflection *

Q9. I understand my emotions and their impact on my performance & on the surroundings because of my

A9. Factor 1: Capability based on emotional intelligence *

A9. Factor 2: Motivation, desires or certain needs *

A9. Factor 3: Ability to cope with uncertainty as well as with learning & reflection *

Q10. For my team to work effectively, I adapt to collaborative style of working because of my

A10. Factor 1: Capability based on emotional intelligence *

A10. Factor 2: Motivation, desires or certain needs *

A10. Factor 3: Ability to cope with uncertainty as well as with learning & reflection *

Q11. I analyze a situation, issue or problem and proceed in a step by step way because of my

A11. Factor 1: Capability based on emotional intelligence

A11. Factor 3: Ability to cope with uncertainty as well as with learning & reflection

A11. Factor 2: Motivation, desires or certain needs

Q12. I persuade, convince, influence or impress others (individuals or groups) because of my

A12. Factor 1: Capability based on emotional intelligence

A12. Factor 3: Ability to cope with uncertainty as well as with learning & reflection

A12. Factor 2: Motivation, desires or certain needs

Q13. I have underlying curiosity and desire to get information about things, people or issues because of my

A13. Factor 1: Capability based on emotional intelligence

A13. Factor 3: Ability to cope with uncertainty as well as with learning & reflection

A13. Factor 2: Motivation, desires or certain needs

Q14. I build and nurture relationships with networks of people to reach business goals because of my

A14. Factor 1: Capability based on emotional intelligence

A14. Factor 3: Ability to cope with uncertainty as well as with learning & reflection

A14. Factor 2: Motivation, desires or certain needs

Q15. I hear accurately & understand unspoken or partly expressed thoughts & feelings of others because of my

A15. Factor 1: Capability based on emotional intelligence

A15. Factor 3: Ability to cope with uncertainty as well as with learning & reflection

A15. Factor 2: Motivation, desires or certain needs

MAKE SURE FOR EACH QUESTION THE TOTAL OF ALL THE THREE FACTORS ADD UP TO 100.

Survey 5

The objective of the survey is to use the input given by you in designing the robust Training and Development system for the better development of the individual and the Organization.

There are no tricky questions in the questionnaire. So, please feel free and give your genuine response to the questions.

There are 15 questions divided into two parts:

1) HRD Survey (Questions 1 to 10)

2) HRD Survey (Questions 11 to 15)

Factor 1: Motivation, desires or certain needs

Description:

- > Innate ambition
- > Need for achievement
- > Expectations to acquire new skills and increase the potential
- > Need for power to control people & resources
- > Want for money
- > Need to be the best
- > Need to contribute significantly
- > Aspiration to prove superiority
- > Need for recognition by others
- > Willingness to change
- > Need for affiliation
- > Discover how and what to change for things to be different
- > Need to be different

Factor 2: Ability to cope with uncertainty as well as with learning & reflection

Description:

- > Ability to think on my feet
- > Contextual and conceptual knowledge
- > Having the ability to scan the environment and understand its implications
- > Ability to understand, change, modify and reform the rules, regulations, job, work and department
- > Ability to create and conform to the norms of professional behavior
- > Sensibility to needs and values of others
- > Ability to make sound judgments based upon the work-related situations
- > Ability to act consistently with appropriate personal and professional values

Factor 3: Capability based on emotional intelligence

Description:

- > Self-awareness of my strengths, values and how to perform effectively
- > Adapt how individuals, organizational units, & cultures function and accordingly respond
- > Sense how others feel
- > Ability to read nonverbal cues and judges others and
- > Attune to and influence emotions of others

Please assign weightages to the three factors for each statement.

The weightages for each statement must total up to 100.

In case you feel that any particular factor had no impact on

your development, you can assign 0(zero) to that factor, but ensure that the total of all the three factors add up to 100.

Q1. My actions, thoughts and behavior are consistent with my integrity, belief & values because of my

A1. Factor 1: Motivation, desires or certain needs *

A1. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A1. Factor 3: Capability based on emotional intelligence *

Q2. I coach others to foster their long-term learning or development because of my

A2. Factor 1: Motivation, desires or certain needs *

A2. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A2. Factor 3: Capability based on emotional intelligence *

Q3. I take initiatives to identify and address current or future problems or opportunities because of my

A3. Factor 1: Motivation, desires or certain needs *

A3. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A3. Factor 3: Capability based on emotional intelligence *

Q4. I drive results and surpass a standard of excellence by improving my performance because of my

A4. Factor 1: Motivation, desires or certain needs *

A4. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A4. Factor 3: Capability based on emotional intelligence *

Q5. I take charge and hold people accountable to clear standard and agreed performance goals because of my

A5. Factor 1: Motivation, desires or certain needs *

A5. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A5. Factor 3: Capability based on emotional intelligence *

Q6. Even in challenging circumstances I work confidently to accomplish any task because of my

A6. Factor 1: Motivation, desires or certain needs *

A6. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A6. Factor 3: Capability based on emotional intelligence *

Q7. I think conceptually to identify key or underlying issues in complex situations because of my

A7. Factor 1: Motivation, desires or certain needs *

A7. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A7. Factor 3: Capability based on emotional intelligence *

Q8. I focus my efforts on discovering and meeting the customers or clients needs because of my

A8. Factor 1: Motivation, desires or certain needs *

A8. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A8. Factor 3: Capability based on emotional intelligence *

Q9. I understand my emotions and their impact on my performance & on the surroundings because of my

A9. Factor 1: Motivation, desires or certain needs *

A9. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A9. Factor 3: Capability based on emotional intelligence *

Q10. For my team to work effectively, I adapt to collaborative style of working because of my

A10. Factor 1: Motivation, desires or certain needs *

A10. Factor 2: Ability to cope with uncertainty as well as with learning & reflection *

A10. Factor 3: Capability based on emotional intelligence *

Q11. I analyze a situation, issue or problem and proceed in a step by step way because of my

A11. Factor 1: Motivation, desires or certain needs

A11. Factor 3: Capability based on emotional intelligence

A11. Factor 2: Ability to cope with uncertainty as well as with learning & reflection

Q12. I persuade, convince, influence or impress others (individuals or groups) because of

my

A12. Factor 1: Motivation, desires or certain needs

A12. Factor 3: Capability based on emotional intelligence

A12. Factor 2: Ability to cope with uncertainty as well as with learning & reflection

Q13. I have underlying curiosity and desire to get information about things, people or issues because of my

A13. Factor 1: Motivation, desires or certain needs

A13. Factor 3: Capability based on emotional intelligence

A13. Factor 2: Ability to cope with uncertainty as well as with learning & reflection

Q14. I build and nurture relationships with networks of people to reach business goals because of my

A14. Factor 1: Motivation, desires or certain needs

A14. Factor 3: Capability based on emotional intelligence

A14. Factor 2: Ability to cope with uncertainty as well as with learning & reflection

Q15. I hear accurately & understand unspoken or partly expressed thoughts & feelings of others because of my

A15. Factor 1: Motivation, desires or certain needs

A15. Factor 3: Capability based on emotional intelligence

A15. Factor 2: Ability to cope with uncertainty as well as with learning & reflection

MAKE SURE FOR EACH QUESTION THE TOTAL OF ALL THE THREE FACTORS ADD UP TO 100.

Survey 6

The objective of the survey is to use the input given by you in designing the robust Training and Development system for the better development of the individual and the Organization.

There are no tricky questions in the questionnaire. So, please feel free and give your genuine response to the questions.

There are 15 questions divided into two parts:

- 1) HRD Survey (Questions 1 to 1)
- 2) HRD Survey (Questions 11 to 15)

: Please read the Detailed Description Of The Factors given below:

Factor 1: Motivation, desires or certain needs

Description:

- > Innate ambition
- > Need for achievement
- > Expectations to acquire new skills and increase the potential
- > Need for power to control people & resources
- > Want for money
- > Need to be the best
- > Need to contribute significantly
- > Aspiration to prove superiority
- > Need for recognition by others
- > Willingness to change
- > Need for affiliation
- > Discover how and what to change for things to be different
- > Need to be different

Factor 2: Capability based on emotional intelligence

Description:

- > Self-awareness of my strengths, values and how to perform effectively
- > Adapt how individuals, organizational units, & cultures function and accordingly respond
- > Sense how others feel
- > Ability to read nonverbal cues and judges others and
- > Attune to and influence emotions of others

Factor 3: Ability to cope with uncertainty as well as with learning & reflection

Description:

- > Ability to think on my feet
- > Contextual and conceptual knowledge
- > Having the ability to scan the environment and understand its implications
- > Ability to understand, change, modify and reform the rules, regulations, job, work and department
- > Ability to create and conform to the norms of professional behavior
- > Sensibility to needs and values of others
- > Ability to make sound judgments based upon the work-related situations
- > Ability to act consistently with appropriate personal and professional values

Please assign weightages to the three factors for each statement.

The weightages for each statement must total up to 100.

In case you feel that any particular factor had no impact on your development, you can assign (zero) to that factor, but ensure that the total of all the three factors add up to 100.

Q1. My actions, thoughts and behavior are consistent with my integrity, belief & values because of my

A1. Factor 1: Motivation, desires or certain needs:

A1. Factor 2: Capability based on emotional intelligence:

A1. Factor 3: Ability to cope with uncertainty as well as with learning & reflection:

Q2. I coach others to foster their long-term learning or development because of my

A2. Factor 1: Motivation, desires or certain needs:

A2. Factor 2: Capability based on emotional intelligence:

A2. Factor 3: Ability to cope with uncertainty as well as with learning & reflection:

Q3. I take initiatives to identify and address current or future problems or opportunities because of my

A3. Factor 1: Motivation, desires or certain needs:

A3. Factor 2: Capability based on emotional intelligence:

A3. Factor 3: Ability to cope with uncertainty as well as with learning & reflection:

Q4. I drive results and surpass a standard of excellence by improving my performance because of my

A4. Factor 1: Motivation, desires or certain needs:

A4. Factor 2: Capability based on emotional intelligence:

A4. Factor 3: Ability to cope with uncertainty as well as with learning & reflection:

Q5. I take charge and hold people accountable to clear standard and agreed performance goals because of my

A5. Factor 1: Motivation, desires or certain needs:

A5. Factor 2: Capability based on emotional intelligence:

A5. Factor 3: Ability to cope with uncertainty as well as with learning & reflection:

Q6. Even in challenging circumstances I work confidently to accomplish any task because of my

A6. Factor 1: Motivation, desires or certain needs:

A6. Factor 2: Capability based on emotional intelligence:

A6. Factor 3: Ability to cope with uncertainty as well as with learning & reflection:

Q7. I think conceptually to identify key or underlying issues in complex situations because of my

A7. Factor 1: Motivation, desires or certain needs:

A7. Factor 2: Capability based on emotional intelligence:

A7. Factor 3: Ability to cope with uncertainty as well as with learning & reflection:

Q8. I focus my efforts on discovering and meeting the customers or clients needs because of my

A8. Factor 1: Motivation, desires or certain needs:

A8. Factor 2: Capability based on emotional intelligence:

A8. Factor 3: Ability to cope with uncertainty as well as with learning & reflection:

Q9. I understand my emotions and their impact on my performance & on the surroundings because of my

A9. Factor 1: Motivation, desires or certain needs:

A9. Factor 2: Capability based on emotional intelligence:

A9. Factor 3: Ability to cope with uncertainty as well as with learning & reflection:

Q10. For my team to work effectively, I adapt to collaborative style of working because of my

A10. Factor 1: Motivation, desires or certain needs:

A10. Factor 2: Capability based on emotional intelligence:

A10. Factor 3: Ability to cope with uncertainty as well as with learning & reflection:

Q11. I analyze a situation, issue or problem and proceed in a step by step way because of my

A11. Factor 1: Motivation, desires or certain needs

A11. Factor 2: Capability based on emotional intelligence

A11. Factor 3: Ability to cope with uncertainty as well as with learning & reflection

Q12. I persuade, convince, influence or impress others (individuals or groups) because of my

A12. Factor 1: Motivation, desires or certain needs

A12. Factor 2: Capability based on emotional intelligence
A12. Factor 3: Ability to cope with uncertainty as well as with learning & reflection

Q13. I have underlying curiosity and desire to get information about things, people or issues because of my

A13. Factor 1: Motivation, desires or certain needs
A13. Factor 2: Capability based on emotional intelligence
A13. Factor 3: Ability to cope with uncertainty as well as with learning & reflection

Q14. I build and nurture relationships with networks of people to reach business goals because of my

A14. Factor 1: Motivation, desires or certain needs
A14. Factor 2: Capability based on emotional intelligence
A14. Factor 3: Ability to cope with uncertainty as well as with learning & reflection

Q15. I hear accurately & understand unspoken or partly expressed thoughts & feelings of others because of my

A15. Factor 1: Motivation, desires or certain needs
A15. Factor 2: Capability based on emotional intelligence
A15. Factor 3: Ability to cope with uncertainty as well as with learning & reflection

MAKE SURE FOR EACH QUESTION THE TOTAL OF ALL THE THREE FACTORS ADD UP TO 100.

PERSONAL INTERVIEW QUESTIONNAIRE

BACKGROUND & INSTRUCTIONS

Dear Colleague,

First of all, I would like to thank you for your valuable response to the HRD Survey.

At this stage, we would like to share with you a few of the findings.

In general, there are certain desires and needs that dominate one's efforts during the initial years of one's personal and professional life. But, as soon as one starts moving up the hierarchy and advancing in age, the ability to cope with uncertainty through learning and reflection starts gaining importance in the development process. Throughout these stages emotional capability while remaining an important element never really shows up as a significantly predominant factor.

While analyzing the responses we felt the need to explore further to understand the development process. We believe this can best be done through an interaction with you on certain aspects of competency development and organizational systems to support it.

Your inputs on these aspects would be invaluable. In order to optimize on the time we are sending across a set of 16 questions in advance. On my behalf, Shri Rahul Pomal, a summer trainee with us, will meet with you over the next 10 days, at a date and time convenient to you and take your inputs for the questionnaire. During this meeting kindly do set aside time to allow for discussions/clarifications.

All the responses will be kept confidential and will be used for the purpose of analysis only.

Thanks very much for your co-operation.

**S. MOHAN
ED (HRD)**

PERSONAL INTERVIEW QUESTIONNAIRE

1. Did training help? If yes, Which kind of training is more helpful? How?

- a. Classroom based
- b. Seminars
- c. On-the-job Tasks
- d. Workshop
- e. Task Force
- f. Others (if any)

2. Which competencies can be developed through training?

- a. Integrity
- b. Initiative
- c. Taking Charge
- d. Thinking Conceptually
- e. Tuning into Self
- f. Thinking Analytically
- g. Information Seeking
- h. Understanding Others
- i. Coaching
- j. Driving Results
- k. Self Confidence
- l. Focus on Customer
- m. Team Effectiveness and Collaborations
- n. Influencing Others
- o. Networking

2. Over the years, you might have worked in different positions in same/different SBUs/Entities of BPCL. Please mention, which positions have helped you to develop which competencies.

Posting	Competencies Developed

4. What dominates your decision-making process?

- d Ability to cope with uncertainty and learning through reflection
- e Capability based on emotional intelligence
- f Drive to achieve, control and gain acceptance of the team/others

5. Which people in your job environment make the most significant difference to you? How?

- a. Customers
- b. Colleagues
- c. Others (if any)
- d. Supervisor
- e. Subordinates

6. Which has played a greater role in your overall development?

- a. Family orientation
- b. College/Adulthood learning
- c. Schooling
- d. Company provided training and development programs

7. How will you know you have learned something?

- a When you perform something with efficiency
- b When you are capable to do the things
- c When you do it effectively
- d When someone else tells you about it
- e When you are consciously aware of it

8. What behaviors of your superiors/line managers are helpful in your development?

9. How do you develop yourself and learn new things at the time of adversity, difficulty and uncertainty? Describe with any recent incident.

10. What drives your emotions on the job? Narrate any experience or incident where you were driven by your emotions and achieved success or results?

11. How do you motivate yourself as well as others and then sustain high level of performance? Please give any example.

12. Please tick the most suitable and appropriate answer.

Competencies	Have helped you to grow till date	Will help you to grow in future
Integrity		
Driving Results		
Thinking Conceptually		
Team Effectiveness and Collaborations		
Information Seeking		
Coaching		
Taking Charge		
Focus on Customer		
Thinking Analytically		
Networking		
Initiative		
Self Confidence		
Tuning into Self		
Influencing Others		

APPENDIX I

AMITABHA SEN GUPTA

Address: Flat no. 12, BPCL Officers Quarters, Chembur, Mumbai.

Phone: 022 25548549, 9833057369

E-mail: SENGUPTAA@BHARATPETROLEUM.IN

Human Resources Professional, alumni of XLRI, with 33 years experience in of HR policy formulation, leading HR team, managing Industrial Relations and Collective bargaining, Training, Executive Coaching and Talent Management in Oil & Gas, Multinational FMCG and Iron & Steel Industries.

Educational and Professional Development

Training/ Workshop / Seminar

- Human Resource Management Programme at Corneil University.
- Internal Trainer Certification by Arthur Delittle.
- Performance Coaching Certification by John Whitmore.
- Emotional Intelligence Trainer Certification by Six Seconds Organization, USA.
- Master Trainer in NLP by NLP society, USA.
- Thomas Profiling Assessor Certification.
- Assessor training by Hay Group.
- Trained in formulation of Competency Models in conducting Behavior Event Interview and coding.
- Certified in EQ by Six Seconds Organization, USA

Papers Presented

1. Internal Coaching – BPCL experience at Oil Industry Personnel Chief Meet, 2007.
2. Developing Performance Measures for HR- BPCL experience.
3. Measuring and developing Employee engagement – Oil Industry Personnel Chief Meet, 2008.
4. Talent Management in BPCL at Institute for Petroleum studies seminar, 2008.

Scholastics

MA in History from Calcutta University 1971

LL.B from Calcutta University

Post Graduate Honours Diploma in Personnel Management from XLRI, Jamshedpur.

Personal Vitae

Date of Birth : 20.09.49

Languages : English, French, Hindi, Bengali.

RESUME : MS. SUJATA CHOGLA

Name : Ms. Sujata Chogle

Address : Flat no. 467, BPCL Staff Colony ,
Aziz Baug , Chembur,
Mumbai – 400 074.
Tel nos. 25996467 (R)
Cell. 9819000801

Date of Birth : 25.10.1960 Age 48 years

Family Status : Married

Education : B.A., MMS, LLB

Degree : MMS (Personnel), S. P. Jain Institute of Management
and Research, Bombay University.

B.A. Economics & Commerce, Wilson College,
Bombay University.

LLB, Government Law College, Bombay University.

Experience : Bharat Petroleum Corporation Ltd., since Dec. '1983
till date.

Current Assignment: **Dy Gen Manager HR Retail** Since June 2008
Handling a manpower of 1200 officers and 2000
unionised categories

- Competency Gap Assessment and anchoring
Individual Development plans.
- Performance Management with specific reference
to ensuring fit in Bell curve as well as crafting
KRAs supporting stretched business targets
- Manpower Planning - Manning positions based on
competencies.
- Discipline Handling .
- Initiating productivity improvement initiatives.

UMA NARENDRAN

E-Mail: umanarendran1@yahoo.com, **Tel:** 98334 02200 cell
022 25204815 res

Seeking Challenging HR Assignments

CAREER SNAPSHOT

A result oriented professional with over **3 decades** of rich and varied experience in *Human Resource Management & Organisation Development*. **21 years with Bharat Petroleum Corporation Ltd.** Also as **Vice President HR in Ispat industries Limited. Presently working as Vice President Vinergy International.** In depth Knowledge of Organisational Development and Training/Learning , Change Management, Performance Management , Competency Assessment, Psychological Testing, Balanced Scorecard, Coaching & Mentoring. Adept at handling recruitments . A keen strategist with the flair for designing and implementing innovative strategies and HR Interventions for accelerated growth of organisation. An effective communicator with exceptional interpersonal & Team building Skills.
An accredited Executive & Business Coach.

CAREER DEVELOPMENT

Dec 07-Aug 08	Vice President HR Ispat industries Limited
Oct 86 – Dec 07	Bharat petroleum corporation Ltd Dy General Manager HR
Aug '76 – Oct '86	Dy Manager HR Rashtriya Chemicals and Fertilizers Ltd, Mumbai
Oct '75 – Aug '76	National Productivity Council, New Delhi, Management Trainee HR

MEMBERSHIPS OF PROFESSIONAL BODIES

- National HRD Network-Life Member
- Indian Society of Training & Development –Life Member
- Coaching Foundation of India (CFI) - Professional Member

ACADEMIC CREDENTIALS

- **Accredited Business and Executive Coach** ('08) from Coaching Foundation of India, Chennai with live experience of coaching middle level Corporate executives.

- One Year **PG Diploma in Personnel Management & Industrial Relations** from Tata Institute of Social Sciences Bombay in 1984. 1st Division

- Qualified in the written examination for Diploma in **Training & Development** from Indian Society of Training & Development (ISTD), Delhi. (Project work pending)

- M.A in Psychology (**Specialisation in Industrial&Organisational Psychology/ Personnel Management/ organisational Behaviour**), Delhi University in 1974. 1st Division

- B.A (Psychology, Economics, Mathematics) from Indraprastha College, Delhi University in 1972.

PERSONAL DETAILS

Date of Birth : 4th March 1952

Address: A 1101 Vanamali Towers, Near Dukes Factory , WT Patil Marg, Chembur, Mumbai 400071

TAPAN DATTA

Phone: +91-22-22713656 Mobile: +91 98670 09660 E-Mail: dattat@bharatpetroleum.in

Expertise in developing, building and, revitalizing company's organizational performance, Products, Processes, and Sales/Marketing Strategies to optimize results

Proven management professional in retailing of Petroleum products, Marketing Lubricants and Engineering Products, Technical Services, Materials Management; as Regional Profit Centre Head spearheading business growth, growth in profits and market share, new product introductions and launches, operations and logistics, manpower placements and training etc. Proficient in developing new business through identified and evaluated potential revenue opportunities. Developed and executed sales and marketing strategies that significantly increased brand visibility and market share. Developed interactive business relationships with professional-level decision makers. Earned excellent reputation through Hard Work, Product Knowledge, Diligence, and Dependability.

Proficient in New Retail Set up, Marketing, New Business Growth and Profit Centre Operation.

Effectively manage Multiple Departments, Personnel and Product Lines. Extensive Sales Management and Training experience.

Core Management Expertise;

- Marketing/ Business Development Development
- Revenue / Market Growth & Profit Improvement Optimization
- Personnel Training & Development
- Retail Operations
- Strategic Business Planning &
- Product, Performance & Market
- New Set ups/ Launches
- Team Management/ Training
- Competency assessment and development

Career Scan

Since Jun' 1986 with Bharat Petroleum Corporation Ltd. Presently designated as Dy General Manager, Corporate Vigilance, Mumbai.

Past Employments

June' 1977- Jun' 1978 Engineer	Jyoti Ltd, Baroda	Project	Sales
June' 1978- May' 1986 Executive	Godrej & Boyce Mfg Co Pvt Ltd.	Sr	Sales
June' 1986 onwards	Bharat Petroleum Corporation Ltd.		

Scholastic

1986 MBA School of Business Management, Gujarat University, Ahmedabad.
1977 B.E (Mechanical) Faculty of Technology & Engineering, M.S. University, Baroda.

Name : **K.Padmakar**

14th December 1961

Date of birth:

02.07.1984

Date of joining

BPCL :

B.Sc (Agriculture), From Andhra Pradesh Agricultural University (1978-1982)

Education :

M.A in Personnel Management & Industrial Relations, from Tata Institute of Social Sciences, Mumbai (1982-1984)

Other Skills : Certification in HR consultancy in SAP R/3 (version 4.0 B) by SAP-AG, Germany in August/September 1999

Facilitator in Human Processes / Process Work

PROFESSIONAL EXPERIENCE

At present working as **Deputy General Manager (Corporate HRS)** at Corporate Office, his current responsibilities are –

- (a) Strategy formulation & Policy framework for all HR issues in BPCL spanning Manpower engagement models, Capability building and employee development, Compensation & Benefits Strategies
- (b) Review & revamp of HR Systems and processes, supported by ERP & other Applications,
- (c) Anchoring and guidance to the HR teams of the four Regions, as Internal Consultant on all HR issues including Mumbai & Kochi Refineries
- (d) Employee Relations policies and approaches, Discipline Management, Litigation Management, Legal compliances,
- (e) Sports Development involving 85 players in eight disciplines
- (f) Networking with fellow HR professionals of industry

BUSINESS PAPERS

“Orchestrating Organizational Change-the ERP Conundrum”, based on experiential learnings – submitted to T.I.S.S HR Seminar in August 2004. Published in the HR journal of Indian Institute of Planning & Management, Delhi, in 2005.

Rafiha Khan,
Flat no. 407, Building no 38,
BPCL Colony, Aziz Baug,
Chembur Mumbai- 74.
Tel: 022 – 25996407(R) / 09820081001
e-mail- rafiha@gmail.com

Snap-Shot: HR professional with wide ranging experience in India's IInd Largest Oil Company in various facets of HR such as : Training and Development, Manpower Planning & Development ,Performance Management, Benefit Administration. My special areas of interest is Coaching and Training,

Academics:

- MBA – specialization in HR – University of Poona - 1993
- BA – Ferguson College, University of Poona University

Approach : Hands on with Team based working, with an objective to develop self & subordinates through learning and growth.

Work Experience

**Since May 07
to date :**

Working as Deputy Manager (Training &Development) in Bharat Petroleum Corporation Ltd., at its Corporate Learning Center, Mumbai.

January'06- April 07: Worked as Assistant Manager (Training &Development) in Bharat Petroleum Corporation Ltd., at its Corporate Learning Center, Mumbai. The learning center caters to the training and development needs of Senior and Middle level Management.

Dec'03- Jan' 06 : Worked as Team Member in the HR Team at the ERP Competency Center, in BPCL. Representing HR function in customizing and implementing SAP version 4.7 across the organization.

Feb 1998- Dec' 03: Worked as Sr. HRD Officer- Corporate HRD in BPCL. The assignment comprised of activities such as Manpower planning, Performance Management system, Training need identification, work associated with major organizational restructuring etc., organization climate surveys .

Oct'93 to Feb' 98: Worked as Personnel Officer in BPCL, in one of the Regions. Activities involved administration of Benefits for a workforce of 800 unionized employees, statutory compliances and establishment of Model standing orders, Training – design and delivery for staff in the union to lower middle level. Interface with the collectives. Hiring as per the Manpower plans.

Name : Ranjit Nair

Employment History

March 09 – till date

Company: **RailCorp, Australia**

Present Position : **Manager – Attraction & Retention**

Responsibilities

- Manage a team of 6 members
- Implement Workforce Acceleration Strategy comprising a High Schools Program, University Re-engagement and a talent management program
- Manage the Graduate/Intern program at RailCorp

December 2007 – March 09

Company: **RailCorp, Australia**

Position : **Manager – Workforce Planning**

Responsibilities:

- Manage a team of 3 staff to provide Workforce Planning services to RailCorp
- Monitor 12 workforce models across RailCorp and provide Executive Team with periodic reports
- Introduce streamlined Workforce Planning methodology in line with customer expectation

December 2006 – December 2007

Company: **RailCorp** – a public sector entity responsible for safe operation, crewing and maintenance of passenger trains and stations in New South Wales
Position – **Project Officer (Workforce Planning, Policy & Delivery)**

Responsibilities

- Preparing the Engineering Cadetship Project – Examined the feasibility of re-introducing a Engineering Cadetship Program at RailCorp.
- Creating Briefing notes / Policy approval papers – Preparing briefing notes on complaints on various HR matters received through the office of the Minister or the CEO
- Coordinate the 40 year service awards ceremony – To ensure that all the activities relating to the 40 years service awards are carried out as per procedure
- Creating the Employer of Choice booklet for Engineers at RailCorp which was a collection of stories on Engineers and their achievements.

May 1999 – September 2006

Company: **Bharat Petroleum Corporation Ltd. (BPCL)**, a Fortune 500 oil and gas company with annual revenues of USD 17 billion based in India.

May 2006 – September 2006 – Team Member (Project Destiny)

Responsibility : To identify, assess and develop potential leaders in BPCL in a project along with Mckinsey-India

February 2004 to May 2006 – Assistant Manager (HRD)

Responsibilities:

- Undertake recruitment activities for Engineering & management professionals
- Design and Organise Development Centres to assess competencies

February 2002 to February 2004 – Senior Officer (Operations/HR)

Responsibilities:

- HR administration activities for all the staff at the location including staff canteen, administration, cash management, security etc.
- To ensure that all inputs for payroll like leave records, absenteeism records, etc are input into the online system.
- Coordinate delivery of products to customers as per requirements

May 1999 to February 2002 – Officer (Employee Relations)

Responsibilities:

- Coordinate learning programs for nearly 2000 staff in 5 different states
- Coordinate the activities for the SAP training module
- Act as management representative in Industrial relations forums

Education

- Tertiary qualifications in Management (Specialising in Human Resources). I have passed with a First Class.
- Bachelors Degree in Engineering (Mechanical). Passed with First Class distinction and honours.

List of Publications

S.M. Spencer, T. Rajah, S.A. Narayan, **S. Mohan** and G. Lahiri, "The Indian CEO A Portrait of Excellence", Response Books, New Delhi; 2007.

S. Mohan and R. Ganguly, "Bharat Petroleum : Building Capabilities through Competency Modelling". In T.V. Rao and N. Chawla (Eds.), "360° feedback and Assessment & Development Centres", Vol.3, Excel Books, New Delhi; 2005.

Biography of Supervisor

Name : Dr. M.L Monga
Date of Birth : 2 April, 1949
Present Position : Promoter and Executive Director, Institute of Business studies and Research (IBSAR)
Navi Mumbai- 400614
Tel : (022) 27867538, 27560531/ 32/ 33
Cell No. 9321532047
Email: info@ibsar.ac.in
Website: www.ibsar.ac.in

Academic Qualifications

- Master program in Business Administration 1975
University of Udaipur (Gold Medalist)
- Doctor of Philosophy (Ph. D) 1982
Punjab University in Business Administration
- Fellow, Asian Productivity organization, Tokyo Japan,
- LDP(leadership Development Program I& II)
Centre for Creative Leadership, Greensburo
North Carolina, USA, 1996

Research and teaching Experience

- Faculty at XLRI, SPJIMR, ITM
- Over 27 years of teaching experience at PG level
- 6 years of industry experience at senior level of Management in Europe and Africa
- Published 32 research papers in journals of national/ international repute.
- Two Books published during 1982 and 1983
- Guided M. Phil, Ph.D candidates and Ph. D examinees of DAVV Indore, Vikram University, Ujjain, Kurukshetra University, and many other Universities.
- Recently appointed Ph. D Director by Tilak Maharashtra Vidyapeeth (DU) at Pune

Consulting Experience

- Worked as Trainer/ Senior Trainer
- Consulting assignments with L&T, ACC, PNB, IIM, Godrej Soaps, Godrej Boyce and many other corporate houses.
- Presently Guiding Research Ph. D Scholars working for their Ph. D

Biography of Candidate

NAME : S.Mohan
Date of Birth : 2nd Oct. 1951
ADDRESS : FLAT NO. 36, BPC TOWER, 1-A, ALTAMOUNT ROAD, MUMBAI
PHONE : (RES) +22 23515634 (OFF.) +22 2271 3620 FAX : +22 2271 3621
MOBILE : +91 98201 94906
E-MAIL : smohan.100@gmail.com
seetharamanm@bharatpetroleum.in

EDUCATION

<u>Degree</u>	<u>Institution</u>	<u>Dates</u>	
Bachelor of Engineering (Mechanical) ⁽¹⁾	Birla Institute of Technology & Science, Pilani(Rajasthan)India.	July 1968	June 1973
Master of Business Administration ⁽²⁾	Indian Institute of Management, Bangalore, India.	August 1975	July 1977

⁽¹⁾ 5th rank in Mechanical Engineering

⁽²⁾ Award for Best Performance in Finance stream

PROFESSIONAL EXPERIENCE

Mr. S. Mohan is Director (Human Resources) on the Board of Bharat Petroleum Corp. Ltd, which is a Global Fortune 500 Company.

He graduated in Mechanical Engineering from the Birla Institute of Technology & Science, Pilani, in 1973 and completed his MBA from the Indian Institute of Management, Bangalore in 1977. He worked in Tata Engineering & Locomotive Co. (TELCO) and Bharat Heavy Electricals Ltd., (BHEL) before joining Bharat Petroleum Corporation Limited in 1983.

During his career of 25 years in Bharat Petroleum, he has held key positions in the Engineering and Projects function, was Personnel Manager of the Eastern Region, General Manager of the Southern Region, Business Head of LPG, Executive Director (Human Resources Development), till his appointment to the Board.

Mr. Mohan was trained at Stanford in 'Change Management', has attended the Executive Development Programme at Kellogg, and the programme on 'Leading Corporate Transformation – at Robert H. Smith School of Business, Washington. He has spoken at several international conferences in Europe, USA and Asia.

He is the President of the Executive Committee of Bombay Management Association for 2008-09. He has co-authored a book 'The Indian CEO – A Portrait of Excellence' which was released by the Hon. Prime Minister, Dr. Manmohan Singh at a function on 18th July, 2007 at Delhi.