A Study on Team Leaders’ People Competencies in Select IT Companies

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Abstract—This article proposes a solution to the concept of enhancement of productivity through competency identification and assessment in respect of team leaders in selected Information Technology companies. This study is based on primary data collected from various IT companies in and around Kolkata. The study reveals that the performance of team leaders is significantly influenced by certain people competencies. It was observed that these people competencies were desirable because of the highly competitive work environment in which the IT firms were operating.

Index Terms— Competency mapping, emotional intelligence, assessment centre, transformational leadership,

I. INTRODUCTION

A growing number of organizations see competence as the key to enduring performance. Competency enhancement is undertaken for business needs, aligning behaviors with business strategies and for integration of HR systems based on competencies. Managers of organizations face the globalization of business, rapid technological change, continual reorganizing and competence-based competition. These developments challenge the skills, competencies and capabilities of managers in organizations. In the light of these dynamic changes, managers’ competencies also need to be renewed on a regular basis. Human capital appreciates the more you develop it; hence the need for measuring and developing competencies. Competencies are now becoming a frequently used and written about vehicle for organizational applications such as:

- Defining the factors of success in jobs (i.e. work) and work roles within the organization
- Assessing the current performance and future development needs of persons holding jobs
- Mapping succession possibilities for employees within organizations
- Assigning compensation grades and levels to particular jobs and tasks
- Selecting applicants for open positions, using competency-based interviewing techniques

Competencies in organizations tend to fall into two broad categories:

- Personal Functioning Competencies – these competencies include broad success factors not tied to a specific work function or industry (often focusing on leadership or emotional intelligent behaviours).
- Functional/Technical Competencies – these competencies include specific success factors in a given work function or industry.

Organizations describe or map competencies using one or more of the following four strategies:

1. Organization-wide (core competencies)
2. Job Family or Business Unit Competency Sets
3. Position-Specific Competency Sets
4. Competency Sets Defined Relative to the Level of Employee Contribution (i.e. individual contributor, manager or organizational leader)

Besides the above specific competency sets emotional competencies are both linked to emotional intelligence and they are based on emotional intelligence. Emotional Intelligence indicates a person’s “potential” to learn basic practical skills. Emotional competencies indicate the degree of application of the potential. Emotional competencies indicate the level of individuals’ work performance. That is to say, even though they have similar IQ levels, individuals may have different work performance because of their Emotional Intelligence (Sevinc, 2001; Emmerling and Goleman, 2003). Emotional intelligence abilities may account for a large difference between effective top leaders’ and non effective leaders’ performance (Goleman, 1998), while working. These competencies are learned and they lead to higher performance at offices/working areas. High emotional intelligence does not guarantee the development of emotional competencies, it only shows that there is a potential to improve emotional competencies. Therefore, a certain level of emotional intelligence is necessary to learn the emotional competencies (Gowing, 2001).

II. OPERATIONALISING VARIABLES

The term “core competency” was first introduced by Selzwick (1957) who used distinctive competency to depict the corporate advantage through various value activities.

The concept of individual competence is widely used in human resource management (Boyatzis, 1982, Schroder, 1989,Burgoyne, 1993). Boyatzis (1982) describes competencies as underlying characteristics of an individual, which are, causally related to effective job performance.
Competencies refer to a set of skills that an individual must possess in order to be capable of satisfactorily performing a specified job.

Lyle M. Spencer (1986) says that “a competency is a reliably measurable, relatively enduring characteristic or combination of characteristics of a person, team or organization that causes and statistically predicts a criterion level of performance”. Spencer & Spencer (1993) defined competency as “an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation”. They proposed the iceberg theory that competency includes both implicit and explicit traits that are related to understanding prediction of work performance. Competency was further categorized into 5 groups: motive, trait, self-concept, knowledge and skill.

A useful view is to look at competence to mean a skill and the standard of performance, whilst competency refers to behaviour by which it is achieved (Rowe, 1995). That is, competence describes what people do and competency describes how people do it.

Dubois (1998) identified competencies as those characteristics – knowledge, skills, mindsets, thought patterns etc. when used singularly or in various combinations, results in successful performance.

According to Lucia and Lepsinger (1999) a competency model is a descriptive tool that identifies the knowledge, skills, abilities and behavior needed to perform effectively in an organization.

Salovey and Mayer, who coined the term emotional intelligence in 1990, prefer the aptitude-oriented definition—“the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer & Salovey, 1997, p. 5). They described emotional intelligence as “a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and action. Goleman (1995, 1998), who views emotional intelligence from the trait perspective, popularized the concept and applied it to the workplace. He discussed the importance of emotional intelligence for success and claimed that the impact of emotional intelligence is even greater within top levels of leadership.

Bar-On (2000) defines emotional and social intelligence as a multi-factorial array of interrelated emotional, personal, and social abilities that influence our overall ability to actively and effectively cope with daily demands and pressures.

Another approach, moving beyond a rigid conceptualization of emotional intelligence, advocates distinguishing between emotional intelligence (as an ability) and emotional competencies (learned capabilities) (Goleman, 2001). Emotional competence refers to the personal and social skills that lead to superior performance. Goleman (1998, 2001) concluded that the major qualities differentiating successful from unsuccessful executives are the competencies underlying emotional intelligence.

The author stated that emotional competencies are learned capabilities, based on emotional intelligence, that result in outstanding performance at work (Goleman, 2001). Emotional intelligence provides the bedrock for competencies that are and helps performance to excel among employees.

Studies have shown that EI based competencies are better predictors of performance than IQ by itself (Cherniss, 2000; Feist and Barron, 1996; Snarey and Vaillant, 1985). Success depends on not only EI, but also EI based on competencies (Goleman, 2001a). Emotional competencies indicate the level of individuals’ work performance. That is to say, even though they have similar IQ levels, individuals may have different work performance because of their EI. (Sevinc, 2001; Emmerling and Goleman, 2003).

A certain level of emotional intelligence is necessary to learn the emotional competencies (Gowing, 2001). Emotional Intelligence indicates a person’s “potential” to learn basic practical skills. Emotional competencies indicate the degree of application of the potential while working. These competencies are learned and they lead to higher performance at offices/working areas.

According to Ashkanasy, Hartel and Daus, 2002, emotional intelligence can have important implications for the selection and performance management of employees in organizations. Researchers are seeking to conceptually distinguish, define and validate its relationship with important work attitudes and outcomes, while practitioners are seeking to maximize potential employee performance through identification, selection and training of critical competencies involving the emotional abilities of their employees (Goleman, 1998).

Emotional intelligence also influences leadership, team building etc. in the organization. Theories of leadership are based on the idea of transformational leadership (Bass & Avolio, 1994). Transformational leaders project a vision that their followers accept and believe in; inspire and motivate their followers; stimulate their followers intellectually and provide individual consideration and succor to their followers (Bass & Avolio, 1990). These components resemble key components of emotional intelligence. Leaders have to have clear emotional self-awareness; they must be sensitive to followers’ emotional needs; they also need to display empathy towards their followers; they also need to have the ability to inspire and arouse their followers emotionally.

According to George (2000) and Caruso, Mayer & Salovey (2001) emotional intelligence helps leaders to articulate team goals and objectives, instills enthusiasm in members, empathizes with members, establishes cooperation, trust and identity and encourages flexibility.

The question as to whether emotional intelligence contributes to more effective team functioning and performance was answered through the results of a study which was carried out by calculating ‘team emotional intelligence’ (Jordan, Ashkanasy, Hartel and Hooper). The results showed that low emotional intelligence teams performed worse than high emotional intelligent teams.
Cockerill’s (1995) definition holds good that, high performance competences are behaviours that are associated with individuals who perform their jobs at a superior level. Dubois (1998) has also identified competencies as those characteristics – knowledge, skills, mindsets, thought patterns etc. which when used singularly or in various combinations, results in successful performance. Young (2002) develops his definition linking competency and competence to performance and identifies competency as a personal characteristic (motives, traits, image/role and knowledge) and how the individual behaves. This leads to performance.

Hence the performance of an individual is dependent on competence in the job, his/her personal characteristics and his/her behavior. Young’s (2002) definition of competency elucidates all three aspects of competency and is the most suitable for my area of study.

III. STATEMENT OF THE PROBLEM

In order to succeed in the information technology sector it becomes imperative to know how and what are the performance indicators and how these are being affected. Performance indicators in the context of this study include the technical and people competencies which are required by the team leaders in the IT sector to perform their job and lead the team, keeping the specifications of the overseas clients in mind. The specific competencies deduced through this study include the following:
1. Business knowledge, project management and managing customers and the specific people competencies are.
2. Conflict management, flexibility, creative thinking, initiative, leadership, team-building, interpersonal skills, managing self and managing others.

IV. SIGNIFICANCE OF THE PROBLEM

Since a lot of work of the multinational companies situated outside India was being given to India as outsourced work, there had to be a clear understanding in perceptions and interpretation of events between the two entities. Misunderstandings in issues like project deadlines, giving and seeking feedback, managing interpersonal relationships may have an adverse impact on performance, productivity, profitability and business relationships. Therein lies the scope of identifying competencies which are necessary for IT professionals to circumvent this problem.

RATIONALE OF THE STUDY

The study envisions that there is a linkage between competencies related to the job one performs and the people/emotional competencies/skills which one is endowed with.

Competency enhancement is undertaken for business needs, aligning behaviors with business strategies and for integration of HR systems based on competencies. It helps in measuring human capital since in today’s competitive scenario the measurement of human capital is a necessity.

Organizations are increasingly finding the necessity of evaluating employees on competencies other than technical ones. Organizations now rely more on competencies while building up their human resources (HR) applications. It is important to identify these competencies, which must be possessed, for every position and job. These findings corroborate the rationale of this study.

V. OBJECTIVE OF THE STUDY

- To identify the average profiles of people competency of the team leaders in IT industry in the eastern part of India.
- To examine whether people competency can determine the performance level of the individual.

VI. BENEFITS OF THE STUDY

Findings of this study can help organizations identify the various technical and people competencies of IT professionals at the level of middle manager/ team leader and understand the correlation between various competencies of the team leaders and their performance in the organization. This study can also help to assess performance of individuals in their jobs as well as in their roles as team leaders. It can further be a means for businesses to communicate their performance expectations to their employees.

VII. APPROACHES TO COMPETENCY MAPPING

Three main approaches to competency have been identified by Iversen (2000): the behavioural approach; the standards approach and the situational approach. The behavioural approach is primarily based on outstanding performers. The standards approach defines minimum levels of accepted performance in a specific job or positions and focuses on actual job output. The situational approach explores factors that may influence the required competencies.

According to Rothwell and Kazanas (1993) methods to identify core competencies are - the borrowed approach, borrowed and tailored approach and the tailored approach. Each approach has its advantages and disadvantages and the most suitable one to use is crucially dependent on situational factors. Benchmarking approach is a quick and easy way to have the items of core competence by simply copying the practices of leading companies. (Mirabile, 1997). However this approach neglects possible variety among companies. Job analysis is an alternative approach that is internally oriented to explore the core competency needed by the companies (Spencer and Spencer, 1993). It can be conducted via job description that breaks down each task or job item. The core competency can be clearly defined with a careful watch on the key positions (Rothwell and Lindholm, 1999). Another approach of identifying core competency is through collecting opinions from experts. This approach is conducted through in-depth interview, focus group discussion or cross...
examination what is the requirement for each specific position or job. However, people are also the main problem for this approach in that outsiders might not have the domain knowledge and insiders might be trapped in self-dealing intent. Questionnaire survey approach is popular in collecting the related data and can be tailored to the competency model (Rothwell and Kazanas, 1993). One merit of this approach is that data can be massively collected. However, the major drawbacks are: whether the questionnaire can be comprehensively and structurally designed and whether the sample targets are representative of professional opinions.

VIII. MODELS TO IDENTIFY COMPETENCIES

A competency model is a list of competencies which are derived from observing satisfactory or exceptional employee performance for a specific occupation. The model can provide identification of the competencies employees need to develop in order to improve performance in their current job or to prepare for other jobs via promotion or transfer. The model can also be useful in a skill gap analysis. An individual development plan could be developed in order to eliminate the gap. Important variables to be considered during the development of a competency model are the use of skill dictionaries or creation of customized ones and the competency identification and verification methods – surveys, interviews, focus groups etc.

Competencies are the building blocks of competency models. Each competency in the model would be defined including behavioural descriptors. The development of a competency model consists of different steps, required for the creation and validation of the model. The validation process is a means of checking that the competencies predict successful job performance.

Competency Models benefit a wide array of users – as a standard set of skills that can be used for recruiting, profiling jobs, evaluating employees, designing academic and professional certification programs. They serve as a bridge between educators, businesses and other stakeholders who are invested in preparing students and workers for today’s workplace challenges. Competency Models can be used by employers as a useful selection and professional development tool. It can assist HR staff match specific skills and work requirements to different jobs at selection, promotion, career path development and while developing training programs for the organization. It can help to assess performance of individuals in their jobs as well as in their roles of managers, direct reports, customers and team members. It can also be a means for businesses to communicate their performance expectations to their employees.

IX. HYPOTHESIS

H<sub>1</sub>: People competencies can significantly predict the performance level of the individual.

Methodology

Participants

The participants in this study consisted of team leaders/Assistant Managers of various IT companies with employee strength of 200 to 250. Team leaders comprised of employees who were leading a group of junior employees for delivering a product or service. Data were collected from 100 participants. The participants’ age ranged from 21 years to 50 years and their experience in their current position ranged from less than 3 years to more than 10 years.

Measures

People Competency Scale – A self-developed five-point scale was used to measure people competencies in terms of conflict management, flexibility, creative thinking, initiative, leadership, team-building, interpersonal skills, managing self and managing others. The scale consisted of 36 items. Cronbach’s alpha was reported 0.705 (M= 102.2., SD= 15.9) which indicated that the scale was found quite reliable.

Performance – A self-developed 1 item scale of performance measurement where HR manager of the respective team leader responded on 5 = excellent, 4 = very good, 3 = good, 2 = average, and 1 = poor.

Procedure

For data generation three questionnaires were designed; the first questionnaire was designed for the team leader, the second questionnaire was designed for the subordinates of the team leader and the third questionnaire was designed for the Reporting Officer/HR Head of the team leader. The first questionnaire had questions which incorporated the people competencies of team leaders to be filled up by the team leaders themselves; the second questionnaire administered to subordinates, had questions on people competencies of team leaders and the third questionnaire had questions on people competencies as well as an overall assessment of the team leader based on the aforesaid competencies, to be completed by the Reporting Officer. The competencies of the team leaders were determined by asking them about their beliefs regarding the competencies that are necessary for them to perform their roles effectively (Hayes, 2000), apart from inputs from research in similar fields. This was done during the pilot study.

The companies which were approached were all IT firms such as Acclaris, Fitek, Databazaar, Atlas Healthcare, Data-Core, Tata Consultancy Services, LabVantage, OutsourceBiz, SkyTech Solutions, Adapt International etc. Initially the company’s Managing Director/Director was approached with a request to help in the process of data gathering. After permission sought was granted verbally, the HR Head of each company was advised to interact between the employees and the researcher. The questionnaire was explained to the HR head who in turn asked permission of the concerned team leaders/Assistant Managers regarding administration of the questionnaire to them. When the permission was given by the concerned employees then the same was administered by the HR Heads. In some organizations data was personally gathered from the employees after consent from the HR head was received. Data were collected based on the simple random sampling method. Data were tabulated and analysed using SPSS 19.0 version.
Tools used

The statistical tool used for the analysis of the data collected from the 100 participants was Multiple Discriminant Analysis.

X. HYPOTHESIS

Results

Descriptive statistics, given in Table 1, revealed the average profile of people competencies of the team leaders of IT industry based in the eastern part of India.

Table 1: Descriptive Statistics of People Competencies

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict Management</td>
<td>9.54</td>
<td>2.27</td>
</tr>
<tr>
<td>Flexibility</td>
<td>9.70</td>
<td>2.16</td>
</tr>
<tr>
<td>Creative thinking</td>
<td>12.05</td>
<td>2.22</td>
</tr>
<tr>
<td>Initiative</td>
<td>7.12</td>
<td>2.46</td>
</tr>
<tr>
<td>Leadership</td>
<td>16.61</td>
<td>4.72</td>
</tr>
<tr>
<td>Team building skills</td>
<td>13.94</td>
<td>4.28</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>9.34</td>
<td>2.91</td>
</tr>
<tr>
<td>Managing self</td>
<td>16.86</td>
<td>3.10</td>
</tr>
<tr>
<td>Managing others</td>
<td>15.23</td>
<td>3.59</td>
</tr>
</tbody>
</table>

It was observed that ‘managing self’ under people competency was the most desired competency for the position of team leader in the IT industry. Team leaders recognized that ‘initiative’ a people competency, was a less used competency for the said position. A graphical representation (Figure 1) depicted the people competency-profile of team leaders in IT industry.

Figure 1: People Competency-Profile of Team Leaders in IT industry

Findings revealed that amongst the nine people competencies, only ‘initiative’ (F=58.882, β = .433, df₁ = 2, df₂ = 97, p<.05) had significant discriminatory power on the performance level of the individual. Table 4 stated the group differences (based on performance level) in terms of people competencies.

Table 4: Group Difference on People Competencies

<table>
<thead>
<tr>
<th>Performance level</th>
<th>People competency</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Conflict mgmt</td>
<td>8.09</td>
<td>1.88</td>
</tr>
<tr>
<td></td>
<td>Flexibility</td>
<td>8.06</td>
<td>2.31</td>
</tr>
<tr>
<td></td>
<td>Creative thinking</td>
<td>11.17</td>
<td>2.05</td>
</tr>
<tr>
<td></td>
<td>Initiative</td>
<td>4.80</td>
<td>2.08</td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td>12.66</td>
<td>4.23</td>
</tr>
<tr>
<td></td>
<td>Teambuilding</td>
<td>10.51</td>
<td>4.18</td>
</tr>
<tr>
<td></td>
<td>Interpersonal skills</td>
<td>7.91</td>
<td>3.24</td>
</tr>
<tr>
<td></td>
<td>Self mgmt</td>
<td>16.71</td>
<td>3.21</td>
</tr>
<tr>
<td></td>
<td>Managing others</td>
<td>15.43</td>
<td>3.59</td>
</tr>
<tr>
<td>Very Good</td>
<td>Conflict mgmt</td>
<td>10.43</td>
<td>2.16</td>
</tr>
<tr>
<td></td>
<td>Flexibility</td>
<td>10.29</td>
<td>1.38</td>
</tr>
<tr>
<td></td>
<td>Creative thinking</td>
<td>12.21</td>
<td>1.98</td>
</tr>
<tr>
<td></td>
<td>Initiative</td>
<td>7.89</td>
<td>1.56</td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td>17.91</td>
<td>3.39</td>
</tr>
<tr>
<td></td>
<td>Teambuilding</td>
<td>15.19</td>
<td>3.13</td>
</tr>
<tr>
<td></td>
<td>Interpersonal skills</td>
<td>9.55</td>
<td>2.14</td>
</tr>
<tr>
<td></td>
<td>Self mgmt</td>
<td>16.72</td>
<td>2.82</td>
</tr>
<tr>
<td></td>
<td>Managing others</td>
<td>15.19</td>
<td>3.71</td>
</tr>
<tr>
<td>Excellent</td>
<td>Conflict mgmt</td>
<td>10.06</td>
<td>1.83</td>
</tr>
<tr>
<td></td>
<td>Flexibility</td>
<td>11.33</td>
<td>1.41</td>
</tr>
<tr>
<td></td>
<td>Creative thinking</td>
<td>13.33</td>
<td>2.49</td>
</tr>
<tr>
<td></td>
<td>Initiative</td>
<td>9.61</td>
<td>.78</td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td>20.89</td>
<td>2.49</td>
</tr>
<tr>
<td></td>
<td>Teambuilding</td>
<td>17.33</td>
<td>2.19</td>
</tr>
<tr>
<td></td>
<td>Interpersonal skills</td>
<td>11.56</td>
<td>2.55</td>
</tr>
<tr>
<td></td>
<td>Self mgmt</td>
<td>17.50</td>
<td>3.67</td>
</tr>
<tr>
<td></td>
<td>Managing others</td>
<td>14.94</td>
<td>3.47</td>
</tr>
</tbody>
</table>

H₁: People competencies can significantly predict the performance level of the individual.

To test the hypothesis, multiple discriminant analysis (MDA) was computed considering 9 dimensions of people competency, namely, conflict management, flexibility, creative thinking, initiative, leadership, teambuilding, interpersonal skills, managing self and managing others as predictors and performance level which was a categorical variable having 5 levels (5 = excellent, 4 = very good, 3 = good, 2 = average, and 1 = poor), as criterion variable. It was observed from the data that the performance levels of the present sample were distributed only in the three categories, viz., 5 = excellent, 4 = very good, and 3 = good. Rest two categories (2 = average, and 1 = poor) did not have any respondent. Thus in MDA, three levels were taken for criterion variable and the number of discriminant functions was found.
One among the two discriminant functions was found significant (Wilks’ Lambda=.312, df=18, p<.05). From canonical correlation value, it was observed that 65.12% of the variation in the grouping variable, i.e., the performance level was explained by the model. Table 4 revealed the details of the discriminant functions.

<table>
<thead>
<tr>
<th>Function</th>
<th>Eigenvalue</th>
<th>Wilks’ Lambda</th>
<th>Chi-square</th>
<th>df</th>
<th>Canonical correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1*</td>
<td>1.865</td>
<td>.312</td>
<td>108.20</td>
<td>1</td>
<td>.807</td>
</tr>
<tr>
<td>2</td>
<td>.117</td>
<td>.895</td>
<td>10.317</td>
<td>8</td>
<td>.324</td>
</tr>
</tbody>
</table>

Table 4b: Standardised Discriminant Function Coefficients

<table>
<thead>
<tr>
<th>People competencies</th>
<th>Function 1</th>
<th>Function 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict management</td>
<td>.192</td>
<td>.981</td>
</tr>
<tr>
<td>Flexibility</td>
<td>.336</td>
<td>-.378</td>
</tr>
<tr>
<td>Creative thinking</td>
<td>.018</td>
<td>.095</td>
</tr>
<tr>
<td>Initiative</td>
<td>.723</td>
<td>-.118</td>
</tr>
<tr>
<td>Leadership</td>
<td>.113</td>
<td>-.059</td>
</tr>
<tr>
<td>Teambuilding</td>
<td>.056</td>
<td>.297</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>-.039</td>
<td>-.500</td>
</tr>
<tr>
<td>Self management</td>
<td>.030</td>
<td>-.573</td>
</tr>
<tr>
<td>Managing others</td>
<td>.802</td>
<td>.465</td>
</tr>
</tbody>
</table>

XI. DISCUSSION

Under people competency ‘managing self’ has been found to be the most desired competency among IT professionals and ‘initiative’ the least desirable. Since a true leader will lead from the front putting forth the organization’s vision and mission before the employees, being aware of one’s own positives and negatives will lead to a balanced temperament while dealing with superiors and subordinates. Here taking initiatives is part of the job and does not qualify for separate identification. Hence it was stated to be the least desirable competency by the respondents. Self management competencies include taking full responsibility for one’s own work responsibilities, and assuming of appropriate action without being directed to do so, assessing one’s own strengths and weaknesses, using feedback to assess one’s own improvement, persevering in the face of performance obstacles, constantly choosing ethical course of action, maintaining effective membership in work groups, constantly demonstrating a bias to follow through on completion of work objectives to a successful conclusion, independent thinking and successfully reducing work stress. For a team leader being aware of the details of handling a project, analyzing his subordinates, coordinating with them, handing them the right type of job requires the two important competencies of project management and managing self, as chosen by the respondents.

Findings of the Multiple Discriminant Analysis have revealed that it has been found that ‘initiative’ under people competency is the significant predictor of the performance of team leaders which is also in the same direction as the findings of technical competency. Customer satisfaction is the focal point of the IT sector like any other service industry. The individual who is able to take initiative and unearth customer desires and wants and has the ability to understand the customer requirements before its competitors will perform better. Thus, ‘initiative’ significantly predicts the performance level of the individual.

XII. CONCLUSION

Limitations:

Larger sample size could have produced better result.

Future Scope of the Study:

1. Competencies may change over a period of time as the environment in the IT sector goes through various changes. Hence there remains a lot of scope to unearth newer competencies.
2. Competencies may differ with workforce diversity. IT companies in the Tier II and Tier III towns as well as in rural areas may require a different set of competencies. Therein lies the scope to further delve into newer sets of competencies which are in an evolving state.
3. Virtual organizations in the IT sector are a reality and for them team leaders require different competencies. Thus lies further scope of study.

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