Faculty Competency Systems: An Empirical Case Study in Business School Education

Jayanthi Ranjan, IMT Ghaziabad, India
Pooja Tripathi, IPEC College Ghaziabad, India

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Abstract
In this paper we identified the faculty competencies in business schools and proposed the faculty competency framework and model based on the theory of (Wrsesniewski and Dutton, 2001) and (Foyol, 2000). Another objective of this study was to examine the role of faculty competencies in business schools and extend the theory of (Wrsesniewski and Dutton, 2001) to business school faculty competencies.

We identified the factors that influence the faculty competencies in Indian Business Schools. We offered useful implications for educational policies, market researchers, and various other stakeholders in business school education.

Keywords: faculty competency, business schools, business school education, faculty, faculty research, India

1 Introduction

The academic rigor, culture, environment in any business school motivates innovative faculty members to be better researchers. Good research promotes introduction of new curriculum and new programs. To enable the business school faculty (BSF) perform consistently and effectively over the years the academic environment needs to be free from threats like faculty promotions, academic culture, too much administrative pressure, the accreditations hassle, strict competitions, appraisal policies, etc. However the faculty research outputs and efforts had been under criticism as of late with some business practitioners even arguing that such research is irrelevant (Bennis and Toole, 2005).

It is believed that the business schools are driven by its traditional role of teaching textbooks based on syllabus that is outdated (Shurman and Louis, 2010). The educational system must fulfill the nations' need to create lifelong learners geared to "add-value" in our knowledge-based economy (Bailie, 2011). In fact, worldwide, the business schools are struggling hard to maintain their faculty brand.

It is believed by the researchers today that research based business education is necessity condition for business practices. The roles of faculty increased from teaching to do research; from researchers to case writers; from consultants to mentors. Furthermore the faculty members actively participate in various administrative positions in business schools from time to time This raises an important argument of creating quality of competent faculty for any business school to maintain its brand value. The important factors like personality, ability, knowledge and skills play an active role in determining the competencies of the faculty. They are required to generate skills to sustain in the world of collaborative alliances between business schools and industry (Ranjan and Tripathi, 2010).

Our research makes three important contributions. First, we explored competence based management system for faculty in business schools. Second, we established the empirical framework and factors influencing faculty members. Third, we offered theoretical implications stake holders related to academic and cooperates. We believe our findings will be useful to educationist, researchers and faculty for utilizing the faculty for business school development and industry research.

2 Literature Review

The faculty members take enormous challenges, in terms of contents and web based technologies, to understand and implement research teaching into integrated educational practices (Mason, 2003; Hramiak, 2005; Bailie, 2011). They pursue scholarly academic research sometimes even in the absence of explicit financial returns, existing empirical evidence. This suggest that research and economic value creation for students are at least correlated (Friga et al., 2003; Mitra and Golder, 2008; Rindova et al., 2005). Although the correlation may seem to be spurious but in reality of any BSF research activity vis a vis student value creation does show an impact on the ranking and image of the business school. The teaching paradigm for faculty to help students in finding place and purpose becomes utmost important (Chambers and Tony, 2002). There is a need for creating the bridge for the future by preparing faculty to face new challenges (Austin and Ann, 2002).

(Chambers and Tony, 2002) analyzed the teaching paradigm for the development of faculty to help students in finding place and purpose. (Austin and Ann, 2002)

identified the need for creating the bridge to the future by preparing new faculty to face changing expectation in shifting. (Braskamp and Larry, 2000) studied a holistic approach to assess faculty. (Dragenidis,2006) implemented An ontology based application that can be used for the competence management. There were many related studies (Jayanthi Ranjan and Pooja Tripathi, 2007), (Jayanthi Ranjan and Pooja Tripathi, 2008), (Pooja Tripathi and Jayanthi Ranjan 2013), (Jayanthi Ranjan and Pooja Tripathi, 2011), (Jayanthi Ranjan and Pooja Tripathi, 2010) with respect to competency management studies in India with educational perspective.

3. Research Design and strategy

The research framework includes (1) obtaining competencies of faculty (2) understanding faculty roles and making a theoretical foundation (3) obtaining factors (6) validation and discussion.
The exploratory type of research has been conducted to understand the significance of faculty competency management system and its underlying factors. The approach carried during the first phase of research is shown through the various steps which resulted in formulation of factors (refer figure 1).

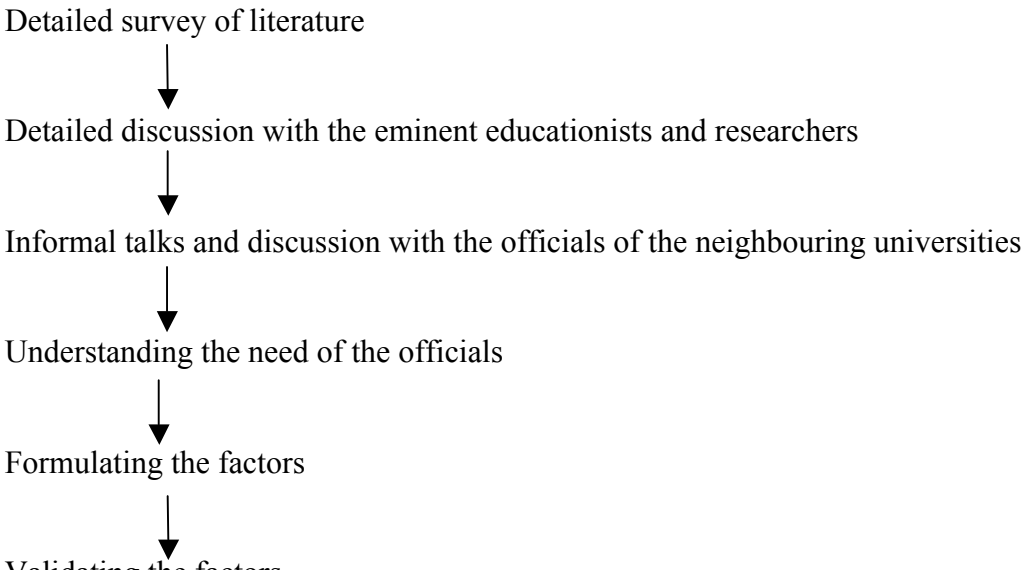

Figure 1: Steps carried during research

In order to identify prototypical faculty dimensions, we obtained a list of 16 variables that can influence a BSF. These elements were the basis for identifying Competency based Management (CBM) process and quality in higher education system. We integrated the feedback of many academicians, and various educational consultants, and various competence management consultants from different educational institutions and organizations to provide effective framework for the CBM, refer figure 2.

There are studies on the qualitative research method on business schools' content analysis techniques on higher education (O'Brien et al., 2010; Tian et al., 2005). First, we wanted to find factors that influence faculty members to do research. We proposed the faculty competency framework and model based on the theory of (Wrsesniewski Amy and Dutton Jane, 2001) on job crafting. Another objective of this study was to examine the role of

faculty competencies in business schools and extend the theory of (Wrsesniewski Amy and Dutton Jane, 2001) to business school faculty competencies (BSFC). A number of theories have been proposed and developed in the past with regards to competencies. Our work is based on the theory of Wrsesniewski and Dutton, 2001 and (Fayol, 2000).
We defined Business school faculty competency (BSFC) on the lines of (Wrsesniewski and Dutton, 2001) who defined job crafting, as the physical and cognitive changes individuals make in the task or relational boundaries of their work. Thus we studied in this work how, when, and why BSF are likely to craft their jobs and roles , and how this will have impact on their identities and work meanings. For this purpose we assumed the principles of (Fayol, 20000 and designed 16 roles for faculty.

A five-point likert scale questionnaire was prepared for BSF. The faculty members were asked to rate these 16 elements on a five point scale ranging from 'Least Important' to 'Most Important' and were used to study participants' assessments of individual attributes and values. Each questionnaire was provided individually to the faculty members through personal meetings and focus group interviews. A brief introduction about the research study was mentioned in the questionnaire which specified that the interest in their perceptions of what they think the competent faculty should have. The survey consisted of two parts: the first section gathered some simple demographic data like age, education, gender, teaching experience and other work responsibilities and so on, followed by the second section which consisted of a list of competency attributes to be evaluated by the participants. This section entailed attributes of the job itself as well as the environment and the physical location of the work place.

The data have been gathered from sample of 252 faculty members, consisting of Lecturers, Senior Lecturers, Assistant Professors, Associate Professors, Professors and Deans of business schools in Northern India.

In order to determine the minimum number of factors that would account for the maximum variance in the data collected, we used multivariate techniques – factor analysis. Factor analysis is a general name denoting a class of procedures used for data-reduction and summarizing. It is employed in our study for the purpose of analyzing the data. The Principal Component Method is considered appropriate and the data is analyzed by using SPSS, version – 17. For this reason the results of the factor analysis using Principal Component Method are found out. Results of three factors being extracted from the data collected. Only factors with Eigenvalue(s) greater than 1 were retained and others were ignored. By comparing the Varimax Rotated Factor Matrix with Un-rotated Factor Matrix (entitled as component matrix), rotation has provided simplicity and has enhanced interpretability. From the rotated factor matrix the factors have been extracted and listed.

4. Theoretical foundation

Motivation to craft a competency is more likely to spark crafting of competencies as faculty perceive that opportunities for competencies exist. Perceived opportunity to craft a competency refers to the sense of freedom or discretion faculty have in what they do in their competency and how they do it. Like other opportunity perceptions, opportunities to craft competency are psychologically positive, since

they imply a form of control, a sense of possible gain, and some sense of ability or means to act as described for employees and jobs by (Jackson & Dutton, 1988; Lazarus & Folkman, 1984). Thus, motivated faculty are likely to assess opportunities for all competency crafting at work before crafting their competencies.

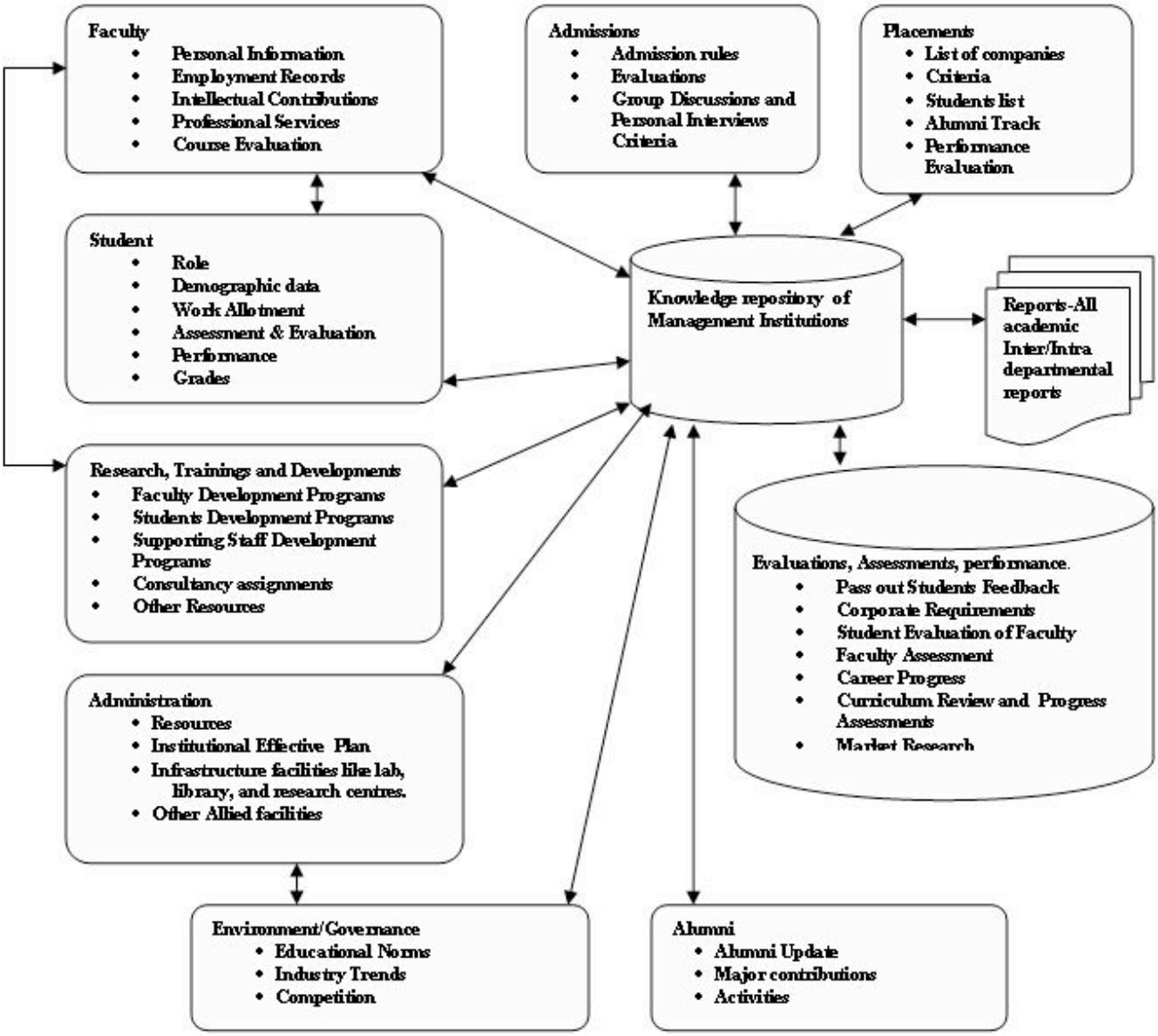

Figure 2: Competency based management framework adopted from (Ranjan Jayanthi and Tripathi Pooja, 2009).

Our CBM model that we defined in fig 2 sets forth the basic contribution to the type of competency roles that one business school faculty need to have, both of which are tied to the actual design of their work: (l) the level and form of task interdependence and (2) the level of discretion or freedom to competency craft implied by monitoring systems in the competency.

In any business schools, faculty work with more or less task interdependence built into their work. This faculty competency is similar to the task defined by that states the extent to which the items or elements upon which work is performed so that changes in the state of one element affect the state of the others. Faculty engaged in

competencies with higher degrees of interdependence are yoked more strongly to the timing and competencies of others, restricting the degree of possible task alterations, how the faculty perform using their competencies, and with whom they interact along the way. Thus, those with more task interdependence work under more constraints and have less freedom to alter task and relational boundaries as a result.

For example, a faculty who is bound to have institutional administration as competency cannot bring drastic changes and is constrained to work under limitations. Whereas a faculty whose competency is teaching, instructing or researching is free to experiment different methods of innovation.

In effect, the more task interdependence an faculty has, the more degrees of freedom he or she has to competency craft. Team work in business school is very crucial. In contrast, a faculty with higher competency that require little task interdependence with coworkers (e.g., collaborative teachers, joint consultants, joint authors) has more latitude to alter the task and relational boundaries of the competency. Thus, we expect more interdependence with their colleagues creates more freedom for crafting, enhancing the perceived opportunity to competency craft.

Also, closeness of monitoring or supervision by business school promoters may affect whether faculty perceive opportunities to their competencies. In teaching competency in which faculty closely control and limit everything as per time and schedules, this type of competency crafting is likely to be both high in visibility and less welcomed. When faculty have many competencies like ability to be a good teacher, very good researcher, brings consulting opportunities, communicates and well behave with their peers and colleagues and students such “super faculty” may perceive other competencies to be least important.

We argue that when faculty' competency are explicitly defined and controlled, faculty may see more opportunity for crafting activities. This contradicts the job crafting model defined by changing any one of the roles the BSF can alter the design of the job and the social environment in which he or she works. By BSFC we mean how individuals define themselves at school similar to "work identity" defined by (Wrsesniewski and Dutton, 2001) . As indicated by (Ashforth and Mael, 1989) while such identities cannot be changed at will, faculty claim high and low about them and why competency matters them in business school work place. Work identification, like business school identification, assumes correspondence between how individuals define themselves and how they define their work (Pratt, 1998).

While faculty interact, what role do they play and which role is more effective is important. For example if a faculty is changed from one role to another, say from alumni chairperson to research chairperson then the meaning of the job and the identity and role change as well. We believe changing roles have huge effect on the faculty competencies but we have not measured it the effectiveness of each change in each role in this paper. We identified the necessary roles for a faculty which drives the value of their competency.

The defined competencies for BSF if utilized effectively would lead to enhanced meaning in the work and BSF in fact would feel responsible. These competencies should be the prime parameter for faculty appraisals and promotions. We assert

autonomy in the competency leads to perceived opportunities for BSF and encourages faculty to alter the task and relational boundaries of their competencies. This argument suggests that there are contradictory forces at play in the modern workplace that might affect competency crafting patterns. In Table 1 we present 16 roles of BSF competencies.

Managerial implications

Our model competency identification for BSF offers significant contribution on how business school think about and study their BSF. With our model of CBM, we contribute to theories of BSF design by offering a new perspective on how competencies are constituted. We have specified the motivations, job, and individual features that create situations making CBM for BSF possible. The process we propose opens up different pathways for understanding how people channel their competencies and effectively shows that BSF can be competent designers of their work. This means BSF are more argentic than typically depicted in theories of job design. Rather than paint BSF as passive recipients of job tasks or of social information about job tasks, our CBM model indicates that BSF need to define their CBM roles for their jobs and use the feedback from these definitions to further motivate their CBM.

BSF competency and the roles are neither inherently good nor bad for business schools. The degree to which BSF competency contribute to school branding , performance and it depends on the kinds of changes BSF make and on their roles We had in this paper suggested that BSF competency and their roles are one route by which BSF alter the meaning of work and forge new identities.

If these meanings and identity constructions motivated behaviors that aligned individual work patterns of BSF, then BSF ‘s CBM could be a net positive for any business school. However, if BSF competency altered connections to others or task boundaries in ways that were at odds with school objectives, then BSF competency might harm rather than enhance school effectiveness. BSF competency effects on schools that are also dependent on the systems in which individuals work.

There are important managerial implications of BSF competency crafting. These implications are both empowering and disempowering for BSF wishing to affect BSF competency.

To produce global leader, the mission of BSF is to provide students with the right mental and technical skills that are needed for their lifetime careers in business administration. Here BSF plays a very important role. In India, every business school generates information about students, courses, faculty and staff that includes managerial systems, organizational personnel, lecture details, quality research and so on. This useful information, which serves as a strategic input, is very useful in improving the quality of the teaching of the faculty member and thus the quality educational process. BSF competency should be envisaged to be a special breed. A qualified BSF understands business situations and can correctly incorporate them into the learning process.
Without an effective way to brand the business school information collected information about BSF often go under-utilized. Parts of a collection can remain

untapped for years, and the larger it grows, the more difficult its management becomes. Unfortunately, improving this usually comes at a cost – at a time when budget cuts have forced most of the faculty either quit or develop in-house research without exploring industry requirements. Each time the senior management and leadership change, it would have an adverse impact on faculty performance and roles. Lifelong learning as per (Aspin & Chapman 2001) is s concerned with promoting skills and competences necessary for developing general capabilities and specific performance in work situations. This suits rightly for faculty skills and competences as lifelong learning are vital for faculty performance in their tackling of precise job responsibilities and how well they can adapt their general and particular knowledge and competences to new tasks (Aspin & Chapman 2001).
In India, around 3500 business schools generate information about students, courses, faculty and staff that includes managerial systems, organizational personnel, lecture details, quality research and so on. The BSF's CBM unfortunately are not focused. The authors emphasize that the developed framework would only serve as a reference or self-checking mechanism and would not bring a 'miraculous change or transformation' in business schools. By setting up faculty competency parameters and awarding and rewarding faculty would not lead to faculty research outcomes. It needs clear documentation, consistent performance, should be aligned with mission and vision of the institute.

5. Competence Management for BSF

The competency of BSF can be accessed through knowledge behavior, administrative skills, institutional development activities and research contributions. We defined the roles of BSF in table 1 based on these roles we evaluate the faculty competencies. One may fulfill the knowledge criteria by satisfying the relevant subject knowledge and getting a great feedback received from students; but the faculty may lack in other competencies such as research, consultancy, institutional development activities etc. Table 1 defines the roles and responsibilities of the faculty members developed by the authors.

Table 1: Faculty Roles and their description

S. No.	Faculty Roles	Brief description of Faculty roles
1	Administrator /leader	understanding the various administrative tasks that are associated with the implementation of education, training and development activities. Need to provide the role of director, dean, chairperson, leadership, guidance for projects, alliances, partnerships, act as a chairperson to any academic domain. For example, chairperson of international relations, alumni committee, students affair council, research etc
2	Consultant	Faculty role as a consultant pulls more opportunity for industry institution interaction. It promotes more research opportunities. Faculty role as a consultant brings more value to the classroom. All faculty need to display academic excellence in classes. He/she has to undertake consultancy assignments and work towards bringing/engaging students using standard industry practices to IT companies, area specific companies.
3	Problem Solver	Seeing organizations as dynamic, political, economic and social systems which have multiple goals, using this larger perspective as a framework for understanding and influencing events and change. Faculty effectively organizing workshops, seminars and conclaves and educating issues.
4	Teacher	A faculty constantly needs to update himself/herself by attending various advanced educational programs like post doctoral, training programs, keeping abreast of new information and hence sharing the same with students. With primary objective of knowledge dissemination and knowledge sharing.

5	Executor	All business school faculty need to display leadership skills in the sense while taking class, organizing events, in bringing training programs to institutions, in discussions and debates , one has to display enormous amount of leadership skills. All administrators may not be leaders. But all leaders have to display administrative skills. All administrators can be leaders if they hold a particular positions and need to maintain a high degree of professional leadership qualities.
6	Mentor	The role of business school faculty will not be complete he he/she does not mentor students in nurturing and shaping in good direction.
7	Editor/ Reviewer	For any business school faculty becoming a editorial member, editor or associated as reviewers to any good refereed journals in the world is a proud moment, it not only yields heavy networking contacts, it promoted up to date knowledge of processes, both industry and institutional developments in the world. Faculty roles in editing, reviewing journals adds value to the development of action based research , this exposes to world's different views of papers on the various issues of management.
8	Researcher	selecting, developing and using methodologies, statistical and data collection techniques for a formal inquiry. This promoted action based research outcome for both industry and institute
9	Team player	knowing what factors inhibits team effectiveness and what can be done to promote teamwork. In business schools all processes usually are done with teams from different teams. One has to be a good team player to imbibe the vision and mission of each team's objective.
10	Executor	Each tasks provided by a business school to faculty are mostly tasks oriented, the faculty has to perfectly execute. Here the faculty need to display strong common sense and more timely inputs. He / She has to be a good executor
11	Planner	The faculty need to plan almost every operation he or she associated with. She has to plan the course, teaching methods, training programs etc. Here all the planning methods that a faculty prepares need to be innovative, industry based action research oriented, more creative and she needs to deliver the same after planning. Else planning does not have any meaning if it does not delivered or executed.
12	Evaluator	The faculty need to be a true evaluator of all processes like research outcomes, project outcomes, internship methods, alumni relational outcomes, placement processes, corporate linkages, student project evaluations, etc.
13	Examiner	The faculty role as examiner is very crucial in the sense he/she needs to invigilate in exams, assess the performance, examiner the quality of student performance wise as well as behavior wise. She/he has to examiner several proposals (for example related to alliances and partnerships, training and development)
14	Facilitator	planning and coordinating logistics in an efficient and cost effective manner. His facilitations as tutor, evaluator and as such all the roles mentioned, he /she must do that immaturely.
15	Instructor	The business school faculty's primary role is an instructor. Teaching and research originate from this. When the faculty starts teaching research ideas develop. The instruction methods that he/she uses
16	Communicator	The faculty need to bridge the gap between teaching and learning for this he needs to be an effective communicator. For complex educational problems, the faculty has to inspire

Each role of BSF is composed of various behavioral indicators which correspond to five proficiency levels. While B-schools are proliferating towards brand building, there is a growing demand for developing an effective global BSF. The framework proposed, as we believe will be useful for faculty in managing their various roles as described; B-schools should nurture in shaping the holistic behaviour and personality of faculty by investing in research opportunities, management development programmes, training and other pervasive, but less tangible activities, such as the spread and advocacy of new values and ideas. New tools and techniques are

continually being introduced to improve the efficiency, productivity and profitability of any B-school. The key is the ability to integrate BSF data efficiently, and produce world class research and teaching standards that assist the B-schools in achieving its goals and ranks. This is important and essential for showing various government domains, accrediting bodies and other stakeholders who require periodic reports on the overall progress of their schools.

6 Result Analysis and Findings

6.1. *Demographic profile of the BSF*

The results of the demographic profile of the BSF are presented in table 1. The respondents (252) represented an array of age groups and had maximum age between 31-35 years. Around 60.9 per cent of the respondents were female. The majority of the respondents was having a teaching experience of less than 5 years, followed by 6-10years. Most of the respondents have done PhD as their highest education (table 1).

Table 1: Demographic characteristic of the respondents

Gender	%	Age group (years)	%	Teaching Experience	%
Male	39.1	25-30	21.9	Less than 5 years	45.6
Female	60.9	31-35	34.3	6-10 years	29
		36-40	26.4	11-15 years	22.2
		41-45	5.7	16-20 years	3.2
		46-50	4.9	More than 21years	0
		51-55	1.1		
		55-60	0.8		

The content analysis technique was used to conduct focused group interview with the BSF members. The content analysis and the Fayol's Principles (2000) helped to develop a list of 16 attributes of competency for the educational domain. In order to find the most important factors that influence the faculty competency management system of the BSF member's, we have used factor analysis test. Cronbach alpha indicated that the scale was reliable (a = .945). Factor analysis is a statistical method used to describe variability among observed variables in terms of fewer unobserved variables called factors. The information gained about the interdependencies can be used later to reduce the set of variables in a dataset. The respondents result for factor analysis (table 3) was extracted by the Principal component method. The total of 100% of variations has been explained by the model. After looking at the rotated component method we reduce the number of variables and group them into three prominent factors. We name the three factors as below:

Factor 1 - Industry Institute Interactions
Factor 2 - Academic and Research forum
Factor 3 - Teaching and Problem solver

Table 3: Factor analysis

Total Variance Explained			
Initial Eigen values			
Total	% of Variance	Cumulative %	
7.875	49.220	49.220	
3.262	20.385	69.606	
1.808	11.297	80.903	
Rotated Component Matrix			
	1	2	3
Active_Listener	-.014	**.696**	.077

Admindstrator	**.697**	.399	.299
Planner_Executor	**.148**	.104	-.736
Trainer_Counselor	**.702**	.527	-.208
Examiner_Evaluator	**.866**	.016	.005
Editor_Reviewer	.283	**.742**	-.485
ITKNowledge	**.827**	.433	.098
Negoti_Facuilita	**.793**	.337	-.266
TeamPlayer_Builder	**.753**	-.002	.422
Consultant	.577	**.685**	.314
Leader_Thinker	.302	**.875**	.128
MotivatorMentor	.345	**.853**	.088
Communicator	-.428	**.252**	-.812
ProbSolv	.110	.389	**.852**
Researcher	**.646**	.570	.422
Educator_trainer	.143	.402	**.866**

7. Study Limitations and Future Research

The study was conducted only for 252 respondents. BSFC a huge area and hence the number of respondents is fewer; further research lies in measuring the roles and cross verifying the satisfaction levels. Another research lies in testing the output of BSF if change of roles are done on rotational basis. We believe with increase in the number of respondents approximately to 1000 or more, can help to generate more reliable and clearer picture of faculty competencies and hence knowledge-based economy. We feel that if such systems are employed in the assessment process of faculty in business schools, it will bring remarkable changes in the overall development and the growth in BSF. The model can be used for predicting the competencies required in future use but has not been verified in the current study. Wherever the data was insufficient we have tried to provide logical interpretations.

8. Conclusion and Findings

We summarized prior findings, knowledge flow in business schools and competence based faculty assessment. We described the research methodology and the analysis carried for the study. We explained the theoretical implicates then, reported the findings. We offered important practical and methodological for various stakeholders using competency management system.

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