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## DESCRIPTION OF MANAGEMENT COMPETENCE CRITERIA IN LEARNING ORGANIZATION (THE PROPOSED MODELS)

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### Abstract

Major generic managerial competency models located in the literature consist of business skills, interpersonal skills, Intra-personal skills, and leadership skills as important qualifications for effective performance. However, while these competencies are necessary for effective managerial performance, the models do not focus on career and mentoring skills as important managerial competencies, although conceptual and empirical evidences show that they have a great role in managerial effectiveness. In recent decades, different companies have tried to develop their managers effectively by outlying competency patterns. In designing such a pattern, a variety of environmental and intra-organizational patterns are considered to identify the best competencies and to take right decision in HR management based on such competencies. In recent decades, different organizations have attempted to develop their managers effectively by designing competency pattern.

**Keywords:** Learning Organizations, Managerial Competency, Leadership, Communication.

### Introduction

Key generic managerial competency models presented in the literature capture business skills, intra-personal skills; interpersonal skills; as well as leadership skills as important qualifications affecting on effective managerial performance. While these competencies are necessary for effective managerial performance, however, the models do not emphasize career and mentoring skills as crucial managerial competencies. However, a critical review of the managerial competency literature shows that career and mentoring skills have great role in effective managerial performance. Although there are a lot of theoretical knowledge and concepts, to introduce a competency approach is not a simple process at all. It means at first a change, with the aim of improving performance across the organization.

And these facts require a change for every employee. Likewise, competency could be defined as unique personal capabilities which creates high value in the organization and distinguishes the organization from its rivals (Stewart & Brown, 2009). Bartram et al define competency as a set of behaviors and tools to introduce desired outcomes and results (Ammons-Stephens et al, 2009). Experiences however show that managerial competence development still concentrates on an individual approach based essentially on some training and courses which bring some difficulties to firms in order to make personal abilities become organizational competence. This is basically because of the lack of a comprehensive approach, continuous development as well as the best practices at work. Competencies are associated to behaviors. Some qualities including tendencies are skills or personality features obtained overtime. Others consist of individual motivations, reactions and problem solutions (Ballantyne, 2006). National Park Service Employs Institute defines competency as a set of knowledge, skills and capabilities in a given job that helps an individual to accomplish his/her tasks (Parhizkar, 2010).

### **Literature review**

Competencies can be understood as those characteristics that are intrinsic for successful performance or behavior at work (Slivinski et al., 1996). Therefore, PCMS offerings aim to upgrade companies' position and application of knowledge, special talents and capabilities into overall competencies of individuals, groups and organizations. Only some practices, abilities and knowledge can be conducted into generic and professional competencies, which provide the unique competencies of a person and also turn him/her professionally into a key player.

Competency frameworks refer to a complete set of skills and behaviors obtained by people to do their job (Boyatzis, 1982). They express both the expected outcomes of an individual's efforts, and the way in which these activities are carried out. The idea of competency frameworks came out in the 1980's as a response to organizational changes as well as wider developments in society. In 1982, Boyatzis wrote "The competent manager: a model for effective performance', which had a huge influence on the HR profession. Over the following two decades, competency frameworks became an increasingly accepted part of modern human resource management practice. The latest available competency benchmarking survey, conducted by IRS (Rankin, 2004), found that 76 of the 100 organizations who included into the research were current users of competencies or were about to employ them. It was assumed that competencies 'are now a component of the standard toolkit of HR professionals' (Rankin, 2004). Competency frameworks are frequently used to guide human resources interventions, especially for training and development, selection and assessment, and performance management/appraisal (Rankin, 2004):

Conducted studies in recent 30 years show that superior managers, specialists and people in key positions require three behavioral habits and their competencies.

There are three kinds of competencies which separate top employees in many countries (Baray et al, 1974; Boytzis, 1982; Kutter, 1982; Lutans et al, 1988; Howard and Baray, 1988; Campbell et al, 1970; Spencer, 1993; Goleman, 1998; Goleman, 2002). These three categories include:

- (1) Cognitive competency such as systemic thinking and paradigm recognition.
- (2) Emotional intelligence competency including self-aware and self – management.
- (3) Social intelligence competency including social awareness and relations management

Competencies include a behavioral method on cognitive, social and emotional intelligences.

Nowadays, competency is highly paid attention by job owners and connoisseurs and may be the only difference between connoisseurs is on the types of needed competency for a manager. For example, one can refer to such competencies as time management, prioritization, planning, listening, organizing, recognizing, problem solution, decision making, risk taking, coaching (Chong, 2008), creativity, self – awareness, realism, commercial knowledge, political conception (Tet et al, 2000), communicational and interpersonal skills (Hobgood et al, 2002), communicational skills, responsibility (Beller, 1999), as well as critical thinking and penetration (Muller and Turner, 2010). It does not need to mention that despite of distinguishing different and varied types of competency in paramount studies, they relate to each other since today hyper competition world, those organizations are winning that have managers with many competencies. In this regard, competency evaluation is conducted in the pattern of competencies namely a set of competencies (Burnt and Dutch, 2006).

A notable point on the significance of competences is the usefulness of tools measuring them (Lions, Sanchez and DeCourt, 2004; Marcus, Cooper – Thomas and Alpres, 2005). One of the ways in developed countries (Turnton and Gibbons, 2000) is a set of competencies which include capabilities, knowledge and other traits which cause predicted efficiency as competency (Drangadis and Mentzas, 2006).

Studying and determining managerial competencies in UK Royal Navy by providing four super competencies in an integrated framework under such titles as conceiving competencies, consistency competencies, interactive competencies and entrepreneurship success competencies (Yong, 2009) and studying managerial competencies in Europe was conducted to show the importance of competency by senior and middle managers throughout Europe and in different organizational and environments. To this 45 features and competencies were rated (Iverson, 2000). In

another article on designing HR managers' competencies model in Iranian public sector, Hajikarimi et al (2011) pointed out that although management competency is emerged and manifested in private sectors and seen less in public sector, some connoisseurs believe it as lever for organizational organizations to concert their internal bureaucracies into efficient and flexible units. Therefore, it is unavoidable to show the needed competencies by managers commensurate to new conditions and local/cultural requirements and designing a competency model for these managers. In their article titled devising managers' needed competencies for a successor building plan, Yazdani et al (2012) identifies current leadership competencies. In management perspective, an effective way to promote employees' capabilities is to improve their managerial capabilities (Weng, 2013).

In another article on studying the impact by emotional, cognitive and social intelligence on HR managers' competencies, Hajikarimi et al (2011) assert that intelligent competencies yield into HR value generation through the impacts of management competencies. Therefore, during studying the competencies of job applicants in HR management positions, it is necessary to respect this important point. It is finally recommended to consider the minimum managerial competencies of people due to important effects by HR managers' competencies and then to test HR managers' special competencies after confirming their general competencies and capabilities.

The main finding by Comey (2004) was that leadership competencies are not unique in each organization. Therefore, leadership competency development process should not be ignored. This study also showed that top management team's commitment is necessary and planning should be equal to organizational strategic plan.

Motaghifar and Bhehstifar (2009) found that although executing successor building process is different in organizations, most organizations use a similar method in nature. Drawing capability model, 360° evaluation, performance management system, optimizing talents and building talent stockpiles are, inter alia, components seen in most successor building models. The main aim of successor building planning is to create a hierarchy of talents in the organization to keep the power of survival and to maintain/improve performance during leadership change. The basis of successor building planning is focused on organization's need to have strong stockpiles of candidates ready to fill leadership vacancies (Kasper, 2008).

### **Generic Competency Models:**

Generic competency models are concerned with general competencies required for managerial success whereas, core competencies are concerned with the capabilities required for effective performance in specific organizations (Lucia & Lepsinger, 1999).

### **Behavioural Models:**

The behavioural models of managerial competence (Boyatzis, 1982, 2008; McClelland, 1998), emphasise that job related behaviours are fundamental for effective performance. According to the behaviour models, a number of behaviours that are better predictors of performance capability/ managerial success/outstanding performance are : achievement orientation; analytical thinking; conceptual / inductive thinking; developing others; flexibility; impact and influence; information seeking; initiative; interpersonal understanding; organizational awareness; self-confidence; and team leadership. The behavioral model of competencies can be considered as a valuable approach to the prediction and assessment of managerial performance, compared to the hitherto scholastic intelligence models which advocated scholastic intelligence tests. Behavioral model has the potential to be used across organizations in terms of its generalizability, but it overemphasizes behaviors as the predominant predictor of success and competence. This approach ignores other potential factors such as knowledge, skills, abilities, attitudes, personal characteristics, and managerial functions (Mathis & Jackson, 1997).

### **Holistic Model:**

The Holistic Model of managerial competency (Cheetham & Chivers, 1996, 1998) is an improvement upon the behavioural, functional and the job competency models. It integrates the key dimensions emphasised by the behavioural, functional and job competency models, and introduces other skills in addition.

### **The Functional Model:**

Functional competence models (Knasel & Meed, 1994) emphasise the ability to demonstrate performance to the standard required in a particular job. Thus, it attests primarily to competence in a person's current post.

### **The Job Competence Model:**

In the job competence model (Mansfield & Mathews, 1985), competence is seen as comprising three basic components: tasks; task management; and the role/job environment. Tasks consist of skills needed in a routine way to achieve specific outcomes. Task management involves the use of skills that may be needed when two or more tasks need to be performed together. Role/job environment is concerned with skills that are needed to cope with a particular work environment or a critical situation. The model attempts to show how these components interact with each other.

### **Procedure for establishing competency model:**

When creating competency models work we can simplify this procedure:

1. Set the precise objectives of the project

Before the company proceeds to create competency model, you must make clear goal that follows the creation of competency model. The reasons for the application of competency models can be more.

2. Defining the scope of the project and the target group as soon as we find a key motive for the application of the competency model of organization is not difficult to identify which groups of workers will be affected. Good competency model includes specific behaviors, illustrating a good level of development of each competency. It is necessary that such descriptions exist for each group. That is why the model can become very large, and especially difficult to create.

### **3. Choose an approach**

The simplest is to use the baseline situation of existing competency model. Much more difficult is the process of modifying or creating a completely new model. Next steps will involve creating a new competency model.

### **4. Assemble project team**

In project team in creating a competency model should not miss the key managers of the department to which the model will be directly affected. The main task of the project team is to determine the detailed parameters of output and how to implement with measurable success criteria. Indispensable tool in the work of the project team's action plan for the project, which helps to estimate the demand for team members to create a budget assumptions for successful implementation.

### **5. Identify the different levels of performance at a given position**

It is necessary to define the criteria for effective performance. Only by being able to identify workers who make above average, average or below average performance.

### **6. Collect and analyze data:**

This phase is the creation of the model itself. The result is a preliminary competency model.

### **7. Verify competency model**

Upon completion of the competence model is correct, so that we verified. Thus, virtually by checking whether a behavior model described which makes managers deliver outstanding results. This phase is extremely important and can also be very difficult.

### **8. Prepare a competency model for use**

Implementation of the competency model is usually easier if future users were included in the project team.

**Table-1: Proposed Model.**

| Competency                      | Positive examples of Manager Behavior   | Negative examples of Manager Behavior   |
|---------------------------------|---|---|
| Managing Conflict               | Listening objectively to both sides of the conflict<br>Dealing with conflict head on  | Not addressing bullying<br>Taking sides<br>Not taking employee complaints seriously   |
| Friendly Style                  | Socializes with team<br><br>Brings in food and drinks for team  | Criticizes people in front of colleagues<br>Uses harsh tone of voice when asking for things                                     |
| Development                     | Provides mentoring and coaching<br>Regularly reviews development<br>Encourages staff to go on training courses                                    | Refuses requests for training<br>Not providing upward mobility in the job<br>Not allowing employees to use their new training   |
| Dealing with work problems      | Developing action plans<br>Dealing rationally with problems<br>Breaking problems down into manageable parts                                       | Listening but not resolving problems<br>Being indecisive about a decisions<br>Assuming problems with sort themselves ou         |
| Managing workload and resources | Bringing in additional resource to handle workload<br>Monitoring team workload<br>Refusing to take on additional work when team is under pressure | Creating unrealistic deadlines<br>Asking for tasks without checking workload first<br>Delegating work unequally across the team |
| Communication                   | Keeps team informed what is happening in the organization<br>Explains exactly what is required  | Holds meetings ‘behind closed doors<br>Keeps people in the dark   |
| Managing workload and resources | Bringing in additional resource to handle workload<br>Monitoring team workload<br>Refusing to take on additional work when team is under pressure | Creating unrealistic deadlines<br>Delegating work unequally across the team<br>Asking for tasks without checking workload first |
| Feedback                        | Acknowledging employees efforts<br>Operating a no blame culture<br>Praising good work   | Giving feedback employees are wrong<br>Seeing feedback as only ‘one way<br>Not giving credit for hitting deadlines              |

| Result – oriented  | Leadership   | Interacti on   | Communication   | Personal   | Rational  |
|--|--|--|---|--|---|
| Risk taking<br>Decisiveness<br>Commercial feeling<br>Potency<br>Respecting the bests<br>Strength<br>Creativity<br>Customer orientation | Organizing<br>Empowerment<br>Evaluation<br>Motivating others<br>Other’s growth and development<br>Leadership | Collisio n<br>Penetrati on<br>Sensitivi ty<br>Superior ity<br>Negotiat ion | Reading<br>Written communication<br>Listening<br>Verbal expression<br>Verbal presentation | Adaptability<br>Independence<br>Authenticity<br>Pressure endurance<br>Compatibility<br>Awareness of details<br>Self – management<br>Change orientation | Data gathering<br>Problem analysis<br>Numerical description<br>Judgment<br>Criticism power<br>Creativity<br>Planning<br>Foresight<br>Awareness<br>External awareness<br>Internal awareness<br>Training orientation<br>Practitioners |

**Table-2: Proposed Model.**

| Competency                     | Sample Competencies / Behavioral indicators   | Assessment   |
|--------------------------------|---|--|
| Technical/Business /Management | Business acumen, quality decision making, intellectual capability, analytic thinking, problem solving, functional/technical skills, planning, organizing ability, priority setting, performance enhancing, managing human resources, managing information and material resources, innovation, administration, developing effective business strategy, Delegating. | Self –evaluation, Evaluated by others- superiors, colleagues. 360-degree feedback/multi-system- multi-rater assessment |
| Intra-personal                 | Emotional stability, self control, core self-esteem, self-efficacy, self-awareness, courage, willingness to take a stand, career ambition, hardworking, achievement orientation, perseverance, resilience, integrity, trustworthiness, patience, Creativity, adaptability.  | Self and others subordinates, colleagues, superiors.   |
| Interpersonal                  | Building relationships, empathy communication skills, team building, networking, feedback seeking, sensitive to employees’ concerns, listens to and understands others ideas and interests, modest, Warm / friendly, sympathetic. Conflict management.  | Subordinates, peers and superiors  |

**Conclusion**

The result of the identification of managerial competencies is to create a competency model. A competency model is a collection of competencies that together define successful performance in a particular work setting. The existence of competency models to facilitate the work of recruiting in the design of training and development activities. It becomes the basis for the evaluation of job performance and direction in career planning. This list of managerial competencies in a competency model for management of the company suddenly become a big surprise.

Several published studies which have addressed growth and progress more than one competency indicate 10% promotion and growth in emotional intelligence in next three to eighteen months of training. Equally the very fact of identifying people as high flyers or high potential through ratings or test scores early in their career may itself give them much greater chances of promotion. Competences is understand as the ongoing and articulated process of Construction and development of knowledge, skills and attitudes, in which individuals Are responsible for building and strengthening their competences (self-development), Based on interaction with other people at work, within family and/or social groups (broadened scope), in the light of the improvement of his qualification, thus being able to add value to the activities of the organization, of society and his own (self-actualization).

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