

THE COMPETENCE CLASSES: AN INTEGRATED APPROACH TO DEVELOP MANAGERS

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ABSTRACT

Competence classification framework has been under discussion extensively. Researchers are still striving to find out best approach to classify competencies. A well-designed classification framework can provide strong basis for designing training programs to develop managers. In current debate on classification framework a number of classification schemes has been initiated by researchers. This paper attempts to review thoroughly literature on competence classification and present classification scheme along with competencies in each class.

1 Introduction

The process of grouping different competencies together under a larger category based on some underlying theory, logic, or initial empirical analysis is called clustering, classification, or categorization of competencies (Boyatzis, Goleman, & Rhee, 2000; Draganidis, *et al.*, 2008). Perhaps, classification of competencies on the basis of some underlying theory is the most common approach. The classification and arrangement of similar competencies into meaningful way and structure under categories enhances theoretical understanding and practical significance (Boyatzis *et al.*, 2000; Marelli, Tondora, & Hoge, 2005; Viitala, 2005; Woodruffe, 1993).

According to Boyatzis *et al.* (2000) there are two main choices available for organizing or clustering the several competencies under a larger category. The first choice is based on organizing competencies according to similarity in characteristics either theoretically (prior framework) or empirically (based on statistical analysis). The second pattern is based on the idea of organizing competencies in the context of other competencies. In this sense there are four probable types of relationships between the competencies under a category may exist (Boyatzis *et al.*, 2000).

- 1) **Complimentary:** The use of different competencies together results in an effective performance and demonstration of desired behavior (for example analytical and creative thinking helps in effective decision making).
- 2) **Alternate manifestation:** The use of specific competency depends on setting or context under which it is used.
- 3) **Compensatory:** There is compensatory relation if using one of competency more may overcome the deficiency in other competency.
- 4) **Antagonism:** It means possessing or using specific type of competency inhibits use of another (for example, using analytical thinking to solve a problem may compromise the ability to view problem as a whole and in relation to other interrelated sets of components as propagated in system thinking approach).

As like relationship amongst competencies in a main class, there also exists a certain form of relationship between competence classes in over all competence model. Boyatzis *et al.* (2000) defines three possible types of relationship amongst clusters/classes in a competence model such as

- 1) **Complimentary** (competencies in different clusters are complimentary for completing certain task more effectively and if used co-jointly result in an effective or superior performance).
- 2) **Developmental** (demonstration of specific cluster requires having competency from the other cluster).
- 3) **Compensatory** (the use of competencies within one cluster may compensate deficiency in skills on other clusters/classes).

In literature, there is support for both prior theoretical classification based on conceptual and underlying

logic while empirical classification based on outcome of empirical data which is subjected to statistical analysis. The prior theoretical classification is relatively an easy way to categorize the associated competencies. It provides sound theoretical background to analyze empirical data on pre-defined categorizing scheme. Therefore, it is perhaps the best strategy to start with some basic pre-defined theoretical classification scheme for subsequent analysis of empirical data at later stage. The present paper for development of competence classes and competencies borrowed, adopted and consulted the theoretical concepts, classification model and competencies from classification scheme of competencies developed by Mühlbacher (2007). The theoretical classification scheme was developed based on iterative literature review. In development of the theoretical competence classes wide range of literature was consulted to establish features of each of competency. The different classification schemes appeared in literature is discussed briefly to set the theoretical and conceptual framework of classification pattern.

2 Literature Review

2.1 Classification Schemes of Competencies

In order to set the context of theoretically derived competence classes, first brief review is given regarding some of the classification patterns. In literature different patterns for classification of competencies are available. Most often researchers define categorization according to their own theory and purpose of the study (Chyung *et al.*, 2006; Mühlbacher *et al.*, 2009). The few evidences of classification of competencies appeared in literature are summarized in Table 1.

Table 1: Competency Classification Schemes

Author(s)	Jacobs (1989)	Boyatzis (1982)	Erondu and Sharland (2002)	Kochanski and Ruse (1996)	Robinson <i>et al.</i> (2007)
Feature	Differentiate between Hard (analytical, organizational controlling) Soft competencies	Differentiate between average and effective performers on the basis of competencies exhibited by successful performers	Differentiate on the basis of managerial/ hierarchical levels	Differentiate and categorized competencies based on value of driving strategic advantage	Differentiate and classify competencies based on fluctuation in value over a period of time
Class	<ul style="list-style-type: none"> • Hard competencies • Soft competencies 	<ul style="list-style-type: none"> • Threshold • Performance competencies 	<ul style="list-style-type: none"> • Strategic • Supervisory • Individual • Line Management 	<ul style="list-style-type: none"> • Strategic • Core • Requisite • Misfit 	<ul style="list-style-type: none"> • Emergent • Core • Maturing • Transitional • Obsolete

Soft and Hard Competencies

Jacobs (1989) classify competencies as “*soft and hard competencies*”. For example, analytical and organization competencies are considered hard competencies whereas sensitivity, creativity, interpersonal,

and behavioral skills are soft competencies. In short, soft competencies control and define disposition of hard competencies; therefore, soft and hard skills both are complimentary for effective performance on the job (Hodges & Burchell, 2003; Rainsbury, Hodges, Burchell, & Lay, 2002). This classification scheme is often criticized (Woodruffe, 2003, 1993). The criticism is based on the argument that classification as soft and hard competencies is difficult to identify and have very low explanatory power (Woodruffe, 2003, 1993). Despite this criticism, the scheme of classification as soft and hard competencies is still in practice for analyzing empirical data and considered to have an important implication for training and developments (see Rainsbury *et al.*, 2002).

Threshold and Performance Competencies

The other classification pattern as threshold and performance competencies was made by Boyatzis (1982). According to the author, ‘threshold competencies’ are basic or minimum requirements to do a specific job, but do not differentiate between average and superior performers. On the other hand ‘performance competencies’ do differentiate between levels of performance and distinguish between average and excellent performers. This distinction of competency as a threshold and performance was objected by Woodruffe (2003, 1993) stating that the numbers of competencies are both threshold and performance. The author argues that it is a matter of degree rather than of category because a competency will tend towards threshold or performance depends on their use contrary to falling at one extreme.

Classification Based on Hierarchical Levels

The other classification pattern which is widely in practice is based on the theory of classification of competencies with the requirements across managerial hierarchical position. In this scheme, focus is on isolating competencies needed by top or middle level managers in addition to drawing generic list of managerial competencies irrespective of hierarchical distribution. But this approach has both support and criticism in literature regarding its application and utility for practitioners and academia. In recent times, there is considerable interest of researcher in direction of drawing generic list of management competencies (Stuart & Lindsay, 1997; Thompson, Stuart, & Lindsay, 1997; Viitala, 2005). In this regard, Dulewicz (1989) earlier focused on finding generic middle management competencies which he called as ‘supra competencies’. He categorized these competencies under four clusters namely a) intellectual b) interpersonal c) adaptability d) result orientation.

Classification Based on Strategic Value and Time Frame

In theory, competencies are also classified based on strategic importance, frequency of use, and according to the importance for organization and individual. For example, Kochanski and Ruse (1996) clustered competencies as strategic, core, requisite, and misfits based on strategic value in achieving competitive advantage. The other classification is based on the concept of fluctuation in value over particular time frame. Woodruffe (1993) noted that competencies when viewed over time (present and future) have a life cycle. According to Robinson *et al.* (2007) those set of competencies which remain to be important in future are

referred as ‘core competencies’, those to increase in importance are emerging; those set of competencies to decrease in importance are maturing; those whose importance varies over period of time are said to be ‘transitional competencies’ (Robinson et al., 2007). But for ‘transitional competencies’, three specific time periods are required in study to compare its importance.

Prior and Empirical Classification

Akin to prior theoretical classification scheme, the other prevailing concept of classification is based on statistical results of empirical data. This can be understood in terms of ‘emergent coding’ concept where preliminary analysis form the basis of classification. In recent work, Robinson *et al.* (2007) classified competencies into core (remains equally important in future), maturing (judges to become less important in future), and emergent (judges to become more important in future), and obsolete (no more require in future) based on comparing variation in importance at two time scales (present and future) by applying statistical analysis. Boyatzis *et al.* (2000) noted that empirical classification somewhat presents different picture from theoretically derived competence classes. Regardless of competing benefits of these two broader classification schemes, perhaps, theoretical classification which is based on intent and purpose of research grounded on theory of researcher provides strong analytical framework for analysis of empirical data.

2.2 Theoretically Derived Competence Classes

As mentioned earlier, it is common approach to categorize competencies into classes based on some underlying theme. In literature researchers have classified competencies into two skills level (Cizel *et al.*, 2007; May, 1999; Rainsbury *et al.*, 2002), three levels (Bernthal *et al.*, 2004; Mumford *et al.*, 2000), four competency domains (Hogan & Warrenfeltz, 2003; Kaufeld, 2006) five competencies classes (Mühlbacher, 2007; Rifkin, Fineman, & Ruhnke., 1999), and six skills level (Mahmood, 2002; Rothwell *et al.*, 1999; Viitala, 2005). Further competencies are classified based on value to organization or categorized in view of importance over a period of time to managers across hierarchical levels. In fact, the classification of competencies offers better conceptual understanding and convenience to both developer and end user to understand its nature, applications, and context. At the same time, there is also strong criticism on classification of competencies based on the assertion that competencies in different domains are overlapping and interdependent on each other (Viitala, 2005).

It is argued that classification of competencies is more complex and confusing activity having little relevance in training and development (Viitala, 2005). On the other hand without classification it is even more problematic to understand what constitutes managers capabilities, what nature is and how different competencies are developed and applied. Therefore, it is always wiser approach to categorize competencies into classes to support the research theory. Le Deist & Winterton (2005) arguing in favor of competency typology state “*the development of appropriate typology of competence is important for integrating education and training, aligning both with the needs of the labor market and promoting mobility of individuals.*” (p. 28).

Apart from theoretical debate whether it pertains to classifications based on its value to individuals and organizations or across time and hierarchical levels. It is evident that classification of individual competencies as ‘*soft and hard*’ or *threshold or performance*’ is vulnerable to open criticism amid difficulties in establishing nature of competencies based on these theories. Therefore, in order to avoid the criticism and disadvantages of the above discussed scheme of categorizations, in literature there is also strong support for categorization based on knowledge, skills, capabilities, traits, and abilities (Bartlett & Ghoshal, 1997; Hoge *et al.*, 2005; Ley & Albert, 2003; Le Deist & Winterton, 2005; Mühlbacher *et al.*, 2009; Mühlbacher, 2007; Soderquist *et al.*, 2010; Winterton, Le-Deist, & Stringfellow, 2005). This perhaps seems to be more practical and widely used classification framework followed in competency theory and research. In recent empirical work on competence, Mühlbacher *et al.* (2009) and Mühlbacher (2007) presented five competency classes namely 1) Methodological competencies 2) Self dispositive competencies 3) Social competencies 4) Leadership competencies and 5) Personal competencies covering from individual to group level capabilities and skills (see, Kasper, Mühlbacher & von Rosenstiel, 2005; Mühlbacher, 2007). This scheme of classification follows the traditional approach of defining competency as a complimentary relationship of internal personality traits, problem solving skills, and abilities required at individual, group, and team level for effective performance. These variables are then demonstrated in the form of specific behavior or action. The feature of each of competency class is given below

- 1) **Methodological Competencies:** The abilities and skills of managers to solve the problem at hand and deal specifically with the technical and functional aspects of the job.
- 2) **Self Dispositive Competencies:** This cluster relates to efficient and effective use of self resources (for example: time, know how).
- 3) **Social Competencies:** Skills and abilities required to be effective in a group/team or maintaining effective social interaction.
- 4) **Leadership Competencies:** Including the full range of leadership skills and characteristics particularly focuses on supervisor and subordinate relationship excluding social competence.
- 5) **Personal Competencies:** These are deeply rooted personality traits that shape or define the actions or behavior of person in other classes.

Kaufeld (2006) follows similar classification pattern while assessing self directed team competencies by categorizing competencies into 1) Professional 2) Methodological 3) Social and 4) Self competence. The professional and methodological competencies having close proximity with each other therefore better fit to one category (Mühlbacher *et al.*, 2009). This conceptual schematic classification is indeed appeared in German vocational education system (Le Deist and Winterton, 2005). Le Deist and Winterton (2005) further explain that standard typology of categorization based on knowledge, skills and capabilities adopted in ‘action competence approach’ in German Education classify competence as 1) Domain and Subject (*Fachkompetenz*) 2) Personal Competence (*Personalkompetenz*) and 3) Social competence (*Sozialkompetenz*). These classifications can be understood in terms of combination of cognitive, functional, social and behavioral competencies.

Le Deist and Winterton (2005) elaborate that subject competence is willingness and ability to solve problem independently and carry out the tasks in more objective and goal oriented way. The proficiency in this cluster depends upon subject specific knowledge and skill for which cognitive skills is a prerequisite. It includes both cognitive and functional skills. The personal competence domain concerns with the willingness and ability to develop one's own skills by understanding and analyzing the opportunities in environment. It includes cognitive and social competence. The self competence (*Selbstkompetenz*) is distinguished from personal competence domain in a way that it focuses more on demonstration of moral and ethical behavior concerns with professional ethics and norms. While social competence is “*willingness and ability to develop interpersonal relationships in rational and conscious way which includes functional and social skill*” (p. 38). Cognitive competence theoretically speaking “includes methodological competencies consisting both subject specific knowledge and general vocational skills” (for detail see Le Deist & Winterton, 2005; Winterton, Le Deist, & Stringfellow, 2005). Le Deist and Winterton (2005) argued that this widely adopted categorization of competencies into knowledge, skills, and abilities is more holistic and comprehensive in nature answering to the need of developing professional competence in more rational and purposeful manner.

2.3 The Five Competence Classes

Building on the work of Mühlbacher (2007), for development of competence classification scheme, extensive literature on wide range of subjects was consulted to set features of each competency. Thus, the iterative classification process resulted into following five managerial competencies classes which features are described in table 2. The classification scheme was also presented by Janjua *et al.* (2012)

Table 2: Features of Competence Classes

Competence Class	Feature
Functional Competencies	Technical and functional skills including subject specific knowledge
Cognitive Skills	Problem solving skills including cognitive thinking abilities.
Generic Management Class	Abilities common for all managerial jobs required for performing routine managerial activities including leadership competencies.
Social Competence Class	Skills to be effective in dealing with people and maintaining effective social interactions/relationships.
Personal Competence Class	Personality traits shaped in early life and core part of the personality.

2.3.1 Functional Competence Class

These are the set of professional skills, technical knowledge, and capabilities which more specifically deal with the technical aspects of the job to solve specific functional or task related problems. These competencies can also be referred as functional, technical or task related competencies. Hence competencies in this domain focus on acquiring proficiency in functional knowledge which make managers more capable to work productively with the tools, methods, and machines. In this sense, these competencies are essential to dispense off with the functional responsibilities and handling process, method, content, and tasks related aspects of the job (Kaufeld, 2006; Mühlbacher, 2007; Nordhaug, 1998; Viitala, 2005).

In this category different subject specialized knowledge related to the professional skills and experiences are also included. For instance, functional knowledge and skill like supply chain management, change management, finance & accounting, strategic management, etc. fall in this category.

The functional & subject specific knowledge and vocational & technical skills are essential for the accomplishment of specific function and task related objectives of the job. These technical skills are often basis for the formal education, vocational, and apprenticeship (on the job training) programs. In short, these technical skills comprise of “methodological knowledge, know-how of processes, subject knowledge, and techniques designed to conduct specialized activity in addition to ability to use tools, machines, and operative equipments of accomplishment of different tasks” (Nordhaug, 1998, p. 10). In contrast to cognitive skills, occupational specific skills or subject related knowledge are main target of training and development programs and also learned through formal education and developed with the experience in particular occupational area (Hogan & Warrenfeltz, 2003). The application and scope of the competencies varies as per nature of task specificity which Nordhaug (1998) define as “*a degree to which competencies are related to execution of narrow or broader range of tasks having variation from high to low task specificity*”. For example: for individual working on managerial position in Finance department needs primarily proficiency in finance and accounting thus making it core competence, whereas other competencies like planning and project management skills are secondary or supplementary for his job.

To sum up the argument, the functional competence class primarily deals with the ability of managers to understand and execute the method, procedures and operations in particular occupational area. With this short description of functional competence class, each of competencies included in this class is described briefly.

Customer Relationship Management

In recent times, the customer awareness and expectation have risen to a considerable level amid preamble of information systems, ecommerce, and intense global competition. With the advent of internet technologies and expansion of media coverage, customers are now more informed and have several buying options in today’s competitive market base. This is putting pressure on organizations to attract and retain the existing customers through high quality products and better customer services. In essence in order to generate the

stream of revenue by capturing market share from competitors, customers have occupied the central position in business strategy and practices of the organization. Therefore, attracting the new customers and retaining the existing ones is a basic intervention strategy for sustaining competitive advantage (Homburg & Giering, 2001).

This increasing trend to satisfy the customer needs better than competitors and win the loyalty of the customer require wide spectrum of skills. The managers are in continuous pressure to retain or increase the existing customer base through effective customer relationship strategy. In this sense, identification of customer needs, responding to customer needs, handling and managing customer complaints & feedback, and integrating entire range of customer and supply chain activities form the core features of customer relationship management.

Change Management

Change management efforts revolve around the basic intention to make company more productive, innovative, and reformed in challenging business market (Kotter, 1995). In this sense, change management is purposeful and planned change in the organization apart from mere modifications in system, structure, and procedures (Mühlbacher, 2007). Kotter and Cohen (2002) note that change stems from performance gap analysis and successful management of change process requires specific set of skills. According to authors change is a sequential and multiphase phase process in which each phase is critical for implementation of change program successfully. Kotter and Cohen (2002) mention actions such as development of coalition, convincing and preparing people to change, and institutionalizing change through developing appropriate culture as crucial steps for successful change management.

Computer/ICT Literacy

This millennium is characterized by rapid technological advancements and inventions that have revolutionized the way of doing business altogether (Hodgetts *et al.*, 1999). Now every type of business has incorporated information and communication technology into their internal and external procedures to some extent for competing in this era of globalization. The increased use of information and computer technology in business operations is today's norms; henceforth knowledge of computer, information systems, and new communication technologies is successful competence in technological driven global business arena. According to Harison and Boonstra (2009) the information & computer literacy competencies can be divided into two main levels a) foundation (basic know-how and skill to take use of information technology tools, b) core (advance skills, knowledge and capability of information system/technologies and IT applications). In short use of internet, knowledge and understanding of computer systems and software, application of new electronic media, ability to operate electronic and communication devices for business purposes are key capabilities that make the managers more responsive, effective and organized in their jobs.

Knowledge Management

Since the last decade, field of knowledge management has attracted considerable interest from practitioners and researchers. It is considered to be one of the crucial and strategic resources in knowledge based society (Jukabik, 2007). In today's knowledge based economy, knowledge surely enjoys competitive edge over productivity (Caceres & Pagano, 2009) and the source of competitive advantage for both individuals and organizations (Jukabik, 2007). Knowledge management can be understood as a set of actions which focuses on knowledge identification, knowledge acquisition, knowledge creation, knowledge processing, knowledge sharing, knowledge utilization, and knowledge preservation (Anantatmula, 2008; Haas & Hansen, 2007; Zaidman & Brock, 2009). In knowledge management, spotlight predominantly remains on management of both tacit and explicit knowledge whether present inside or outside of the organization. In this manner KM is a systematic approach to follow best practices to explore, develop, and share knowledge within an organization (Anantatmula, 2008).

Management Controlling & Accounting

Financial accounting is a prototype of functional and subject related knowledge and expertise in interpreting the financial status of the company. Financial accounting information is a product of corporate accounting and external reporting system. It concerns with the understanding, analyzing, and reporting of quantitative data about the financial position and performance of the company (Bushman & Smith, 2001). It is a tool to evaluate and monitor direct and indirect information regarding financial well being of the company. In this way it provides corporate controlling mechanism for result oriented management of the company. As a controlling instrument it provides both internal controlling in form of overseeing managerial incentives & rewards, and external controlling in the form of debt holder and shareholder monitoring (Bushman & Smith, 2001).

Mergers and Acquisitions

M & A is very uncertain and high risk business activity that needs more than mere legal and accounting skills of acquisition process. According to Cartwright & Schoenberg (2006) mergers and acquisition process requires attention on strategic and behavioral aspects. In this regard, knowledge of merger and post merger consequences on business outlook and employees' behavior or expectation indeed essential for successful implementation of this synergy activity. From strategic point of view the focus is to consider and obtain synergies between strategic attributes and objectives of both acquirer and acquiring company for unique competence development and profit. From behavioral perspective attention is to anticipate and resolve corporate cultural problems arising from integration of two diversified culture (Cartwright & Schoenberg, 2006). In addition of these strategic and behavioral aspects, it requires insight to technicalities involved in acquisition process itself concerning operational and legal issues. In M & A process the real problem indeed is to understand and anticipate the emotional and behavioral response of the employees expected due to cultural misfit and lack of compatibility between two cultures. This is also cited as common reason for M & A failure (Cartwright & Schoenberg, 2006; Mühlbacher, 2007).

Process Management

The main focus of process management approach is to replace hierarchical based vertical perspective of business into horizontal coordinated structures through 90 degree shift. In contrast to divisional or functional management structure, in process management focus remains on brining improvement in product and service operations by distributing and coordinating activities around the process (Mühlbacher, 2007).

Project Management

In recent times, the emergence of professional societies and bodies has resulted into remarkable increased in interest and growth of the project management discipline. These professional bodies like *Project Management Institute* (PMI) and *International Project Management Association* (APMA) are actively developing professional project management knowledge and skills, certifications, qualifications, and industry standards in project management excellence (Cleland & Ireland, 2005).

Gareis (2005) defines project in these words, “*a project is a temporary organization of a project-oriented organization for the performance of a relatively unique, short to medium term, strategically important business process of medium or large complexity*” (p. 39). However, the formal and standard definition of project management is from *Project Management Institute* (PMI). According to the PMBOK® Guide, “*project management involves applying knowledge, skills, tools, and techniques during the course of the project to accomplish the project’s objective*” (quoted by Heldman, 2009).

The project management is a multi-disciplinary field and incorporates skills and intervention strategies from wide range of disciplines needed for managing and successful execution of the project (Brill, Bishop, & Walker, 2006; Cleland & Ireland, 2005). According to Brill *et al.* (2006) successful project managers needs repertoire of skills and knowledge across different domains including context and content knowledge, project administration expertise, project leadership skills, and expertise to monitor and execute the project successfully. Therefore, sometime it is described in a general classical management functions form introduced by Fayol (1949), for instance, Mango (2008) defines project management as “*leading projects to a successful conclusion by leading, planning, organizing, and controlling the project stakeholders, resources and the project environment*” (p. 1). In addition to repertoires of skills from wide array of disciplines, the project management activity requires specific set of project management skills and body of knowledge such as identification of project, goals, work break down structure, and project scheduling techniques (Brill *et al.*, 2006) for disposition of excellence in project management field.

Strategic Management

The debate on strategy started in late 70s with the innovative idea given by Michael Porter, in which he emphasized to consider five forces namely competitors, customers, potential entrants, suppliers, and substitute products while shaping company competitive strategy (Porter, 1979a, 1979b). According to Porter (2008) strategic priority is to minimize threats and exploit opportunity in the environment by capitalizing on

strength and overcoming weaknesses. Porter (2008) notes that strategist (a) understands and cope with competition in the industry (b) understand industry structure for effective strategy positioning (c) develops strategy accordingly to defend competition and shape them in company's favor (d) and influences potential forces and responds these forces in exploitative manner by choosing strategy which is optimum for new competitive landscape.

Total Quality Management

TQM philosophy is at the heart of continuous improvement in an organization gears to satisfy internal and external customer needs through up gradation and advancement in all systems and processes. The quality improvement encompasses effort across entire supply chain activities from supplier to manufacturer and from manufacturer to end customers. In essence, the TQM philosophy focuses on involving everyone from inside or outside of the organization with same purpose and sense of quality consciousness and to serve customer needs better than competitors through quality product and service (Ho, 1995, Deming, 1986). TQM definition ranges from narrow perspective of simple conformance to standards and requirements to wider perspective of satisfying total customer needs.

In recent industrial competition on global landscape, wide spread quality consciousness and increased pressure from end customers and restrictions from government and regulatory authorities have forced organizations to register and comply with such quality standards and specifications set by principle registering bodies. In this regard ISO 9000 setting guidelines and standard operating procedures often described in terms of quality specifications (Ho, 1995). In short, the final outcome of TQM efforts appeared in decreasing product and operation cost as a consequence of increased productivity and efficiency in operations and product process designs. The committing less errors and prevention of defects obviously save time and resources by avoiding replication and reworking on procedures and design (Deming, 1986; Madu, Kuei, & Lin, 2001). Therefore, TQM can be understood in the sense of Deming's chain reaction principle (1986) that speaks of itself in term of productivity through quality service and product with happy and satisfied end customers.

2.3.2 Cognitive Skills

The competencies in this domain comprise of the cognitive ability of managers required to handle both structured problem (with stated goals and procedure to solve the problem) and unstructured problem (without clear structure and lack of prior knowledge and information on problem at hand). In other words, problem solving skills and cognitive thinking skills like analytical thinking, systematic thinking, visionary thinking and creative thinking are main features of this category. In theoretical sense, management competencies in this class include employees' thinking ability to identify and solve work related problems based on cognitive skills. The problem solving skills revolve around person ability to solve job related problem in given situation. It includes "creativity, analytical capacity, systematic thinking, and ability to recognize the opportunities and problems" (Nordhaug, 1998) for which wide range of cognitive thinking

skills are essentials. As Skarzauskiene (2008) defines thinking process as “*a systematic manipulation of information, formation of concepts, and way of problem solving, searching for reasons*” (p. 105), therefore, these cognitive thinking skills set foreground to solve work related problems.

This combination of cognitive skills form an important attribute in disposition of problem solving skills and performing job related activities/tasks in specific business situation. In this sense, performance in this cluster or execution of cognitive competencies involve repertoire of cognitive thinking skills that are essential to solve work related problems in goal oriented way.

Analytical Thinking

In analytical thinking efforts to find out the appropriate solution of the problem begins with the splitting, dissecting or breaking the event/issue/problem into parts or components. The point of departure in analytical thinking is to focus on resolving the issue through analysis of each component in a sequential and linear way in order to give explanation to the whole problem (Haines, 2000). The basic idea is to understand and solve the complex problem in a simplistic form. In this sense, analytical thinking spotlights on finding out the single cause and effect relationship ignoring the interdependencies and interrelationship that exists among the environment (Flood, 1998; Haines, 2000; Senge, 1990; Skarzauskiene, 2008).

Creative Thinking

Creativity offers solution to unusual situation or problem which cannot be solved on drawing upon previous experience or established routines (Sternberg, 2006). According to Simonton (2009) there are two conditions that must be met for any idea to be creative i) idea should be novel & unique ii) it must have value and practical application. In short, creative thinking requires crossing the boundaries of conventional thinking demands outside of the box in order to see problems in a new and creative way. According to Sternberg (2006) creativity is a product of individual intellectual abilities, knowledge, and styles of thinking. Sternberg (2006) believe that having requisite synthetic, analytical, and practical skill does not ensure demonstration of creativity rather decision or intent to use these potential resources and curiosity to see problem in a different way determine the creativity of the person. Further, creativity thinking can be nurtured stating that “*creativity is a function of innate personal thinking abilities but it can be developed at any time if being creative is perceived to be rewarded or encouraged in given circumstances*” (Sternberg, 2006).

Entrepreneur Thinking

Entrepreneur thinking or entrepreneurship refers to the orientation towards looking at different probable potentials in order to anticipate and create developmental opportunities. This entrepreneur thinking ability also requires materializing these opportunities by taking initiative which often results into creation of new venture, new product or services (Krueger, 2003). In this sense, entrepreneur in line with Bartlett and Ghoshal (1997) argument is the person who dares to create and exploit new opportunities and acquires or gathers resources to achieve ambitious targets for business growth with having “*orientation to do more with*

less." Without any doubt entrepreneur ability of an individual entails him to think more intuitively & progressively in order to recognize and tap these potential opportunities.

Innovativeness

Innovation is a prototype of problem solving capabilities, for which tacit knowledge and ability to assimilate & exploit prior knowledge essential for disposition of innovativeness (Cohen & Levinthal, 1990; Rotharmel & Hess, 2007). According to Janssen, Vliert, & West (2004) ability to generate new ideas in face of work related problems in a given situation is critical for innovativeness and define it as a process of “*intentional generation, promotion and realization of new ideas*” (p. 130). The link between individual innovation and organizational performance is somewhere established (Janssen et al., 2004; Rotharmel & Hess, 2007) emphasized the need to invest in this intellectual human capital to nurture innovativeness in employees for organizational innovation. In essence, the organizational innovation to become adaptable to changing circumstances largely depends upon individual innovativeness (Rotharmel & Hess, 2007). In order to become more innovative, individuals need focus and thinking in more progressive manner to generate new and innovative ideas or products.

Planning

Planning is an integral part of managerial tasks requiring conceptual skills to see the developmental opportunities in the environment. Certo and Certo (2009) define it as “a systematic development of action plans and road map for organization to bridge the gap between where the organization is and where it wants to go”. The basic purpose of the planning is to minimize the uncertainties by anticipating the unforeseen opportunities in future. The effective planning assists to channelize and coordinate the activities and resources of the organization in best possible manner essential to reach its desired objectives and goals (Certo & Certo, 2009).

Reflexive Thinking

Reflexive thinking challenges the traditional way of habitual thinking through questioning the underlying assumptions and beliefs describing realities and actions in practice (Cunliffe & Jun, 2005). The reflexive thinking offers diversified and opposing perspectives for the ongoing practices, routines, and actions in the organization, thus provides self and organizational developmental opportunities by creating the possibilities of improvements in current business practices (Cunliffe & Jun, 2005). In this manner, reflexive thinking normally precludes accepting disharmony in work environment and engaging in routine works. In short reflexive thinking prepares individual to think in a progressive and transformational way by challenging some basic accepted ideologies and presuppositions about work believes and practices.

System Thinking

Unlike analytical thinking, the point of argument in systematic thinking is based on idea of relationship and connectivity between system and environment, in simple words ‘*everything in the world is connected to everything else.*’ (Senge, 1990). Any human activity like open system influenced by its environment and elements of system affect each other and in turn whole system (Midgley, 2008; Senge, 1990; Skarzauskiene, 2008). System thinking enables the managers to think strategically in a systematic way in order to see the big picture in which whole organization is operating to deal with the complexity (Senge, 1990). The focus is on solving problem as a whole rather than addressing problem independently out of its context & environment. Therefore, essence of system thinking is to approach problem as a whole considering complex interrelations between elements and its environment.

Hind, Wilson, and Lenssen (2009) defines system thinking ‘as the ability of manager to understand the diverse networks and interdependency of the system in order to interpret the complex interrelationship of component of systems between the business and its environment’. In this manner it is the conceptual framework and body of knowledge which enables to see the meaningful pattern of the networks of the whole system to recognize the pattern and change them effectively in more meaningful way (Haines, 2000; Mühlbacher, 2007; Senge, 1990). In short, systematic thinking enables individual to view the reality in consequences of their actions by understanding the interdependencies and relatedness to the world in a dynamic way to nourishes personal vision and broaden understanding of whole problem (Haines, 2000; Senge, 1990).

Visionary Thinking

Visionary thinking aims at foreseeing probable future scenarios and providing long term vision, mission, and objectives to the organization and people therein for organizational and personal development. The visionary perspective focuses on establishing long term goals and strategy to institutionalize the organizational resources in a more appropriate way in probable unforeseen circumstances (Fischer, 2007). Hitherto, visionary thinking is very successful competence in dynamic business environment which assists in aligning business strategy to exploit the probable future opportunities and prepares manager to tackle upcoming challenges.

2.3.3 Generic Management Competence Class

The third class is “generic management competencies” includes competencies which are more common to management related jobs and require across all managerial jobs regardless of the nature of business, industry, hierarchy, and function of job (Hogan & Warrenfeltz, 2003; May, 1999; Viitala, 2005). This class also includes skills and abilities that focus on utilizing and employing self resources in an appropriate way to enhance personal productivity in given situation in addition to leadership competencies. This can be understood as ‘non firm specific’, ‘non industry’ and ‘non functional specific’ competencies that include generic management knowledge and desired behaviors essentials for all managers irrespective of their nature

of job or firm in which they work (Nordhaug, 1998). This competence domain forms the core requirement of management related jobs covering repertoire of behaviors, and intervention strategies that makes managers more effective in dealing with routine managerial activities and utilizing individual resources. This makes managers more self organized and capable to handle and use individual resources in an efficient manner (Mühlbacher, 2007).

In essence, these competencies are generic in nature and equally important for managers from all hierarchical levels. The competencies in this class make managers capable to deal with managerial issues more appropriately in given business context. The competencies in generic management class are different from functional and cognitive skills in respect that it is least concerned with the ability of managers in handling tools & machine, method, process, and technical aspects of job. While different from personal competence class in respect that it does not represent the core personality attributes rather demonstrated behaviors required in management related jobs.

In short, these competencies make managers capable to utilize the available resources such as time and personal resources to better adapt to certain situations. Thus by using self resources and ability to regulate and control behavior in an appropriate way increases the productivity of the managers in a given context. At the same time basic understanding and knowledge of business functions and market forces is indeed essential for managerial performance. These leadership behaviors and business management knowledge is often main target for learning and development in business degree programs like MBA and Executive Education Programs. The competencies in this class can be learned through training and development programs or ability to perform better in this domain increases with the passage of time along with management experience (Hogan & Warrenfeltz, 2003).

The other main feature of generic management competence class is leadership competencies. Despite functional responsibilities the main duty of manager is to supervise, assess, and motivate his/her subordinates. Perhaps, the leadership skills, behaviors, and traits are the most extensive research areas than any other subjects in organizational science literature (Dulewicz, 2007; Mumford *et al.*, 2000; Young & Dulewicz, 2009; Young & Dulewicz, 2008). The Leadership is defined as “*the ability to inspire confidence and support among the people who are needed to achieve organizational goals*” (Dubrin, 2009, Pp. 2-3). The leadership role requires attributes to set direction, aligns workforce around common purpose, giving vision to whole organization, and motivating people to strive for achieving common vision through self development (Young & Dulweciz, 2009; Young & Dulweciz, 2008). In this sense, leadership cluster primarily deals with the skills and characteristics required in leading and developing people based on formal, authoritative and motivational relationship between leaders and followers.

The leadership competence class overlaps with social competence class but it mainly focuses on supervisory and subordinate relationship. It is in fact social interaction phenomenon based on relationship between leader and followers ‘*leadership is an interaction among people which need followers with particular traits*

& skills and leader who knows how to use them' (Prentice, 2004, p. 108). The competencies in leadership domain primarily deals with leading people through influencing their behavior towards attaining common goals & objectives along with channelizing necessary support and directions for which insight into understanding people, their behavior and motives is critical (Scholtes, 1999). In short, leadership capabilities also require from managers to attract talented people, motivate them to work with dedication and commitment, giving directions to their efforts, developing employees, managing teamwork along with ability to exercise authority to achieve the end objectives (Hogan & Warrenfeltz, 2003; Mühlbacher, 2007; Scholtes, 1999). As leadership qualities require motivating and developing people in a way that they strive for common purpose with commitment following the footsteps of vision of leader, hence, it includes features from both social and intrapersonal domains.

Decision Making

Decision making is a prime and most important element of management related jobs. However its nature and complexity involved in decision making process varies along the line of hierarchy (Pavic, 2008). There is direct connection between quality of decision and organizational performance (Pavic, 2008). In this perspective, there is ongoing curiosity on investigation of decision making behaviors and approaches applied in decision making process by managers (Pavic, 2008). In simple terms decision making process is defined as a rational choice of selecting the best alternative amongst the available possible options in pursuit of solving specific problem. The decision making ability indeed is most important management competency across management hierarchy.

Emotional Competence

According to Boyatzis (2006) emotional competence is “*an ability to recognize, understand, and use of emotional information about oneself or others that lead to or causes effective or superior performance*” (p. 125). The alternate term for emotional competence is 'emotional intelligence' (Giardini & Frese, 2006). Emotional competence shown to be significantly related to individual performance and group performance (Boyatzis, 2006; Goleman, 2004; Goleman, 2000; Koman & Wolff, 2008) and important predictor of performance for all jobs differentiating between average and higher performers (Boyatzis, 2006; Goleman, 2000).

The theory of emotional competence put forward by Boyatzis and Goleman focuses on individual (self) and social/group (others) level emotional competence (Boyatzis, 2006; Goleman, 2000). In terms of theory advanced by Boyatzis and Goleman, emotional competence is related to managing emotions of self and others, therefore, essential for effective performance at personal or group level. Hitherto, emotional competence is a valuable competence in pursuit of meeting high job demands coupled with limited resources at individual and group level because it serves to mitigate the negative effect of time pressure on emotional dissonance.

Flexibility

Mintzberg (1971, 1990) work on managers based on ethnographic study, characterized the managerial job as an array of diversified tasks. This diverse and fast paced multiple activities underpin the importance of flexible behavior on part of managers to perform managerial activities more efficiently and effectively. In face of unprecedented changes in internal and external environment, flexibility is a tool for manager to adapt themselves to changing circumstances in more efficient manner (Kaiser, Lindberg, & Craig, 2007). According to Kaiser *et al.* (2007) flexibility is the manager's willingness and capability to adjust his behavior and approach in varying circumstances in order to handle or fit to the given situation as "*flexibility involves correctly identifying when to use what behavioral approach and corresponding skills at enacting those responses.*" (Kaiser *et al.*, 2007, p. 52). The manager having flexible behavior is more successful in multicultural and dynamic business environment.

Knowledge of Business and Organization

Manager is part of a wide range of organizational decisions from development of appropriate strategy, forming organizational structure, setting and integrating personal and unit level objectives to corporate level objectives. In this sense, manager is an architect, coordinator, and contributor to the organizational resources, productivity, and performance (Ulrich, Brockbank, Yeung, & Lake, 1995). As managers have to articulate the diverse skills and resources, develop strategy, and assign tasks and resources, therefore, it is essential for the managers to equip themselves with sound understanding and knowledge of organization, its business, functions, structure, purpose, and culture (Ulrich *et al.*, 1995). The acquaintance with business function, purpose, and way of working enables manager to better conceptualize their role and work.

Further, to execute the managerial tasks more effectively it is also essential to have basic knowledge of administrative and legal issues concerning procedural, structural, and employment matters. In this regard, basic knowledge of organization rules & regulations, norms, culture and values in addition to understand organization purpose, function, and objective is crucial for the managers to make effective decisions and evaluate the influence of their decisions on organization performance (Kirkpatrick & Locke, 1991; Ulrich *et al.*, 1995). In this perspective, the spotlight is not in performing all business functions with excellence rather possessing of sound business understanding and knowledge are main characteristics of managerial job (Ulrich *et al.*, 1995)

Knowledge of Market and Industry

'Market orientation' or having knowledge of market and industry in which organization is operating is believed to be a factor of improving manager's performance. Market and industrial knowledge enhances the manager's capability to envisage dynamics of market forces and competition enables them to make effective marketing strategy and decision based on real time information and up-to-date knowledge of prevalent market conditions (Otteson & Gronhaug, 2002). As today's organizations are operating in dynamic business environment like open system where other forces in market and industry directly or indirectly impact

company actions, decisions, and strategies. Therefore, at the forefront of these challenges it is critical for the managers to possess contextual knowledge in which organization is embedded. To understand and anticipate the competitors move, analyze industry dynamics, assess and interpret market size, consider growth prospective, and follow trend & developments in the market (Kirkpatrick & Locke, 1991). In short, the empirical evidences show that managers having long term experience in particular industry and high understanding of market and industry dynamics proved to be successful in their profession (Kirkpatrick & Locke, 1991). In such market based economy, this important competency is believed to be equally essential for managers from all three hierarchical levels.

Motivation

According to Nicholson (2003) and Prentice (2004), there are different and unique set of motivational drives, values, and interests that galvanize person to work with dedication and commitment. In this context the central role of leader is to understand underlying motives, intents, goals, needs, and desires that motivate employee along with insight to different motivational techniques to motivate different kind of people at work (Prentice, 2004). Therefore, the prime concern of leader is to select appropriate combination of intrinsic motivation (relating to work characteristics and content design of the job) and extrinsic motivation (external incentives such as social incentives related to success. e.g. rewards and reorganization) techniques in order to influence the behavior of the employees. In short, the focus of these motivational strategies is to inculcate the sense of commitment and interest amongst them towards work and business objectives (Castelli, 2008; Mühlbacher, 2007; Nicholson, 2003; Prentice, 2004). However, it is believed that in different cultures basic motivational factors are alike thus general rule of motivations are applicable in different situations. But motivating different kinds of employees requires range of skills from personal and social level aspects to satisfy their varied needs and motives or interest (Prentice, 2004).

Organizing

Like planning, organizing is also one of the main functions as per classical management perspective (Fayol, 1949). In organizing the spotlight is on orderly and appropriate allocation of organizational resources in management structure (Certo & Certo, 2009). Organizing efforts ensure maximum utilization of resources and save precious time and efforts on replicating activities. In short the central theme is to understand and assign responsibilities and tasks structure of individuals along with creating meaningful relationship among all resources. The basic theme is to provide the structural framework to initiate and materialize the organizational plans and objectives (Certo & Certo, 2009).

Personnel Assessment

It is essential for every manager irrespective of their functional and hierarchical belonging to understand and assess competence requirement and performance of others who fall in their work domains (Sparks & Gentry, 2008) hence important management competency. As managers have to interact with others and owe responsibility for the work of their subordinates. So managers are not only concerned with establishing or

achieving their own work goals rather responsible for integrating diversified objectives (Carroll & Gillen, 1987) for better team and organizational performance. In this sense, it is critical for manager to understand and assess their own and others competencies (colleagues, subordinates) falling under their work domain for better work performance. In essence, understanding the role, task and skills requirement for self, the jobs of peers, and subordinates as a mean to assess and appraise performance based on some specific criteria forms main features of generic management activities. This competency is placed in management class because it predominantly focuses on assessment and evaluation of competencies for their own job and others to broaden the understanding of the context in which job is carried out that is responsibility of every manager.

Personnel Selection

Apart from leading, the other important role of leader is to identify, attract, and place the talent in a way that fits to the corporate strategy and objectives (Bartlett & Ghoshal, 2003). Through the use of appropriate recruitment, selection, and promoting methods it is ensured that strong pool of diversified yet interdependent skills are available to the organization. In the process of recruiting, selecting, and placing personnel from within or outside of organization, the responsibility of the leader is to carefully identify and select the right candidate for the right job who has potential for developing skills and contribute to the organization in a promising way (Bartlett & Ghoshal, 2003; Mühlbacher, 2007). The right personnel selection needs sound knowledge and expertise in internal (posting, promotions etc.) and external (references, recruitment agencies, job advertisement etc.) recruitment & selection sources.

Personnel Development

The critical component of leadership role is to take active interest in long term long terms growth and development of their employees (Bartlett & Ghoshal, 2003). In this development process, leader takes interest in enhancing the professional skill base by providing them with necessary emotional, technical, and psychological support along with facilitating learning and development process. There are certain ways through which leader can develop personal skills such as by giving them freedom in doing their work, leveraging learning through mistakes, providing career development opportunities, and assisting in setting personal agenda that fits to wider enterprise goals for the sense of achievement. In addition to providing growth opportunity continuous feedback and teaching support towards improving their personal and professional skills base are main features of leadership behavior (Akin, 1987; Bartlett & Ghoshal, 2003; Prentice, 2004). However, for active and purposeful learning of subordinates, it is crucial for leader to understand how people learn, what motivates them to learn, and application of appropriate learning models to foster personal growth and development (Akin, 1987).

Presentation

Presentation is an ability of a person to present and convey facts, ideas, and information, in a more organized and purposeful way to the target audience in given time frame (Raybould & Sheedy, 2005). Indeed presentation is most important competence of managers that have very high marketable and employability value in today's business world (Raybould & Sheedy, 2005). The presentation requires abilities to organize the message content into logical format with the aid of written and visual expressions in order to convey the material to the targeted audience more impressively. In sum, three basic elements that form main features of effective presentation skills are content, design, and delivery which require well thought preparation along with writing skills, ability to articulate diverse ideas, and presentation style or strategy (Rotondo & Rotondo, 2002). This competence however relies on communication skills but is different from simple communication in respect of its broader focus on presentation of idea or information in a systematic, structured, and planned manner in given time frame which requires additional skills of organizing and presenting ideas in written format as well (Tonc, 2002).

Responsibility

In broad spectrum, job responsibility can be categorized in two ways, one as basic responsibilities those are part of the job duties, and other extra responsibilities which are resulting from specific work situation or role demand. Apart from responsibilities come with job assignment and description, additional responsibilities arise or required to take may come through empowerment or as a result of job enlargement or job enrichment process. In this regard, when employees are delegated authority to take decisions independently and flexibility to execute their job it also increases sphere of responsibility and accountability of individual (Ongori, 2009). According to Ongori (2009) the matter of handling and dealing with increased responsibility is a function of person's state of mind in accepting these responsibilities representing psychological aspects of one's personality and subject of moral values he holds. Mühlbacher (2007) noted that in process of handling or accepting the responsibility following attitudes or behavior can be observed or expected from an individual

- Accepting responsibility actively or voluntarily/willingly
- Accepting responsibility passively or involuntarily/unwillingly
- Delegating responsibility to others or sharing or avoiding extra responsibility

Stress Management

Stress can be understood as a individual perception, reaction and response to uncertainty in work environment (Yu, 2009). According to Yu (2009) the most common stress factors on the job are excessive work demands to deliver more than expected in limited time and resources, and individual perception to uncertainties in internal and external environment relating to his work. Stress is often identified as cause of poor performance and job turnover affecting mental and physical state of health of the employee's (Yu, 2009). Yu (2009) observed that stress represents state of physical and emotional reactions of an individual towards work who confronts with excessive external physical demands. In this sense, stress tolerance is an ability of a manager to cope with excessive physical demands and problems by applying stress management strategies, techniques, and principles. Hence it is most important competence in face of today's most challenging and turbulent business environment.

Symbolic Management

At the top of hierarchy, the role of leader is to build positive image of the company in order to gather support and resources essential for releasing strategic objectives (Berg, 1986). In this sense, symbolic management asks for actions, strategies, and charismatic characteristics on part of leader to behave in a transformational way. The charismatic personality of leader is an instrumental in creating positive symbolic signals conveying the sense of direction, intent, and strategic direction with in internal workforce and positive perception amongst external corporate stakeholders (Berg, 1986; Kim, Bach, & Clelland, 2007). However, in building symbolic management efforts for positive image impression and reputation, at forefront of this task, the leadership behavior should be unusual, unconventional, exceptional, and exemplified. While the charismatic power is matter of perception between charismatic leader and follower as Klein & House stated "*charisma resides not in leader, nor in a follower, but in the relationship between a leader who has charismatic qualities and a follower who is open to charisma, and willing to follow commands of leader without any doubt and question, with in a charisma conducive environment*" (Klein & House, 1995, p. 183, *italicize in original*). The perceived value of a charismatic leader as a role model in fact influence behavior of the subordinates to deliver more than expected through following the path of leader who sets the example by his actions (Conger & Kanungo; 1987; Kirkpatrick & Locke, 1991; Klein & House, 1995; Shamir, House, & Arthur, 1993).

Teamwork Management

When manager is a part of team, he owes and shares responsibilities of team performance and outcomes by taking active participation in teamwork. The responsibility of the managers increased manifold when he is entrusted with confidence to coordinate and facilitate team activities (Huusko, 2006). The team leader as a member of team, sets work structure of team, establishes communication channel and norms, and gives whole team direction and vision to the team by performing functions ranging from management to tasks related activities (Huusko, 2006; Mühlbacher, 2007). Addition to this, team leader represents team members and their efforts to the outside stakeholders in addition to manage team members and tasks.

Time Management

In industrial economy, economic value of time is well recognized as a most valuable and even scarce resource. Thus, in today's economic world, pressure on managers to do more in less time is enormous (Bartlett & Ghoshal, 1997) making it most critical competence for management jobs. This increased time pressure on business managers demand to organize and utilize their given time slot more efficiently in a more purposeful way. Fink & Meierewert (2004) note that this time pressure mainly stems from two main dimensions, such as time needed to perform a given task 'time requirement' and to utilize time in economically efficient way 'use of given time'.

Indeed the best strategy to cope with time constraints work environment is to understand and categorize the work priorities and tasks according to their importance and need. This pragmatic way of time management strategy assists in deciding what to do now and what to put off for next time that increases the productivity in a given time frame and situation by focusing on most immediate and important tasks. In this sense, time management can be understood as strategies and techniques that focus on setting goals, prioritizing work, scheduling & monitoring tasks for utilization of given time in more effective and efficient manner. (Hamm, 2006).

Work Life Balance

There are various dimensions to define work-life balance such as 'satisfaction and effective functioning at work and family', 'even distribution of time, energy and resources to be satisfied in both domains work and home', and 'equally satisfied and engaged in work and family role' (Aziz & Cunningham, 2008). The one common point in all dimensions is balance, satisfaction, and productivity in both work and family life. But at broader spectrum work life balance means satisfaction and effective performance in both work and family activities including positive and satisfied feelings towards work and family life (Aziz & Cunningham, 2008; Fatima, Ibrahim, Nasir, & Anuar, 2009). In this sense, this is indeed important competency that is also essential for physical and emotional health of individual that leads to greater work productivity and efficiency.

In recent times there is increasing trend to incorporate work-life balance policies and programs in HR agenda in order to increase the productivity of the employees in progressive business organizations (Fatima *et al.*, 2009). There is vice versa relationship of work and family contextual factors on each other in determining performance on the job (Fatima *et al.*, 2009). Realizing the value of work-family balanced approach in enhancing the human performance on work, Fatima *et al.* (2009) suggested considering the family matters while devising HR policy. The authors believed that work related issues can be resolved by addressing family level issues; therefore, work life balance policies should be incorporated in overall business agenda.

2.3.4 Social Competencies

The social or interpersonal competence category covers the wide range of skills and behaviors making managers competent to work effectively with people at group level in a given social context. Indeed social competencies make managers more productive in maintaining and developing healthy business relationships with employees and different stakeholders (Hogan & Warrenfeltz, 2003; Mühlbacher, 2007). This competence class is more closely associated or overlapping with leadership cluster but its focuses mainly on people to people contact at individual and group level based on cooperation and mutual non authoritative and non supervisory relationship. The competencies in this class include understanding people behavior and expectations (Viitala, 2005) and social judgment skills (Mumford *et al.*, 2000). According to Hogan and Warrenfeltz (2003) social or interpersonal competencies consist of four components 1) placing oneself to another place 2) anticipating others expectations and response 3) incorporating the information about the other person's expectation into one's subsequent behavior and 4) focused and attentive to other person's expectations. The conceptualization and mastery of these four interpersonal components place managers in a better position to form and develop business relationship that yield profitability. The individuals more oriented towards social competencies are good communicator, effective team player, able to get work done through networking, capable of lobbying to get advantage for organization, and maintaining fruitful relationship with different business stakeholders.

Communication

In earlier work on nature of managerial jobs, Mintzberg (1971, 1990) uncovered the aspect of communication as the most vital element occupying the major proportion of time slot of managers. Communication can be understood as capability of manager to communicate the idea or transfer goal oriented information effectively through the use of verbal and non verbal mode of transmissions (Barrett, 2006; Mühlbacher, 2007). It is social interaction phenomena involving at least two or many people in process. Hitherto, communication is one of the widely accepted social skills that make managers more competent in interacting with people at individual, group and organization level. Further, allows a manager to communicate goal oriented arguments and information more vividly to the audience, hence also an effective persuasive tool for them.

Conflict Management

Conflict resolution perhaps essential competence in pursuit of achieving self and organizational goals while balancing diversified interests of parties involved (Gross & Guerrero, 2000; Weiss & Hughes, 2005). Conflict can be understood as the state of disagreement, divergent interests or point of differences between two or more parties on a particular issue. In this sense conflict management is a process of managing disagreements and conflicts aiming towards reaching consensus on issue and integrating divergent interests by making tradeoff among parties (Brett, Friedman, & Behfar, 2009; Mühlbacher, 2007; Weiss & Hughes, 2005). If conflict is dealt with positive attitude then it could result into constructive and positive outcome

perhaps leading to best solution towards mutual benefits and consensus (Weiss & Hughes, 2005). There are five strategies mentioned by Gross and Guerrero (2000) that could be employed to manage conflicts such as avoiding (low concern for other and self), compromising (moderate level of concern for self and others), dominating (high concern for self and low concern for others), integrating (high concern for self and high concern for others) and obliging (high concern for others and low concern for self).

Cooperation & Teamwork

Team is a collection of people or groups with diversified yet complimentary skills who work together for common goal or purpose in a collaborative and cooperative manner. Gareis define it as “ *teams are characterized by the participation of more than two people who, over a longer period of time interact in direct form to work for common goal and build up a specific norm and role structure*” (Gareis, 2005, p. 111, *italicize in original*). Therefore, in teamwork, team members work together to achieve team objectives rather than competing for their own personal objectives. The focus is on mutual working relationship by taking responsibility of team performance instead of pursuing personal agenda (Gareis, 2005; Huusko, 2006). For effective team performance or productive teamwork, excellent collaboration amongst team members and effective interaction of the team members with parties from outside is an instrumental (Gratton, 2007).

Empathy

In congruence with Goleman (2000) theory, empathy is a social level skill that focuses on understanding and appreciating the concerns and perspectives of others into mind. It is not merely sensing and feeling the emotions of others rather taking active interest to address their concerns and assist them. This empathetic behavior towards others indeed has motivational influence that drives others to work hard with commitment. Empathic attitude encourage employees to take risks, put extra efforts, and freedom to innovate, hence important intervention strategy for building up flexible behavior and easing tension in work place (Goleman, 2000). Resultantly, emphatic behavior enhances individual performance and raises the level of trust between employees.

Interpersonal Skills

It is the second most important competency in social competence class that is fundamental for effective and competent manager. In earlier research on competence, Boyatzis (1982) also emphasized the need to build up the ‘people oriented skills’ such as interpersonal competencies for development of competent managers. Riggio and Lee (2007) believes that in practice, the problem associated with interpersonal and communication skills antecedent for beginning of training programs in academic and professional sphere. In this perspective, the management development programs mostly focus on developing interpersonal competencies aimed to improve interpersonal relationship among employees.

This important competency spotlights on developing positive and healthy relationship based on trust and collaboration with colleagues such as supervisors, peers, team members and subordinates (Riggio & Lee, 2007). Interpersonal competence differs from relationship management competence in the sense that it spotlights on building effective informal interpersonal relationship to work well with others inside the organization such as supervisors, subordinates, and peers. While relationship management mainly focuses on building and maintaining long term and formal business relationships with different business stakeholders that may be outside of the work domain and organization. It overlaps with cooperation and team work competence but different in respect of its broader focus on ability to work well others in informal manner even out of formal structure or setting in professional environment. In short, it is ability of the manager to deal with different kinds of people requiring repertoire of skills ranging from social and personal spheres. This competency is merged with relationship management in coding process as they overlap with each other.

Intercultural Competence

In global business environment, the managers have to interact with people belonging from different cultures, societies, and ethnic groups. In multicultural business environment people come from different cultural background bringing their own values, norms, behaviors, and world view perception to the work environment. This represent quite diversified and culturally complex situation in the organization. Thus to deal with the people from other cultures in such multicultural environment necessitates strong need of intercultural competence. In this regard, intercultural competence can be understood as an ability of individual to understand, analyze, tolerate, accept, and evaluate the values, beliefs, and behaviors of others. Besides having knowledge of others culture it is critical to have knowledge and believe in their own cultural values that form the important reference point in building intercultural competence behaviors (Byram, Nichols, & Stevens, 2001; Mühlbacher, 2007). In this sense, intercultural competence demands not only having mastery in one foreign language to communicate effectively with people from other nationalities speaking different languages but it entails collection of skills, cultural knowledge, and personality orientation towards their own and others culture. The intercultural competence thus prepares managers to accept the pluralism of values in workplace and behave empathetically towards others cultural values while relating to their own cultural values and norms (Byram *et al.*, 2001; Matveev & Milter, 2004; Mühlbacher, 2007).

Lobbying

Lobbying is a collection of activities for making opinion in public through influencing the policy makers and political decision makers for or against any specific cause or legislation/policy. In this sense, lobbying is an instrumental activity in getting favor through formulating legislations that fit to the corporate interest (Anastasiadis, 2006). To influence the public opinion and interest, lobbyist relies on different media campaigns and public relation strategies for which they require political or diplomatic skills to make good

ties with decision makers and media personnel. In short, for effective lobbying, lobbyist involved in PR activities to establish communication channel with key stakeholders such as politicians, media personnel, government representatives, technocrats, and bureaucrats. They manipulate their influence in corporate favor that demands strong diplomatic, political, and networking skills (Anastasiadis, 2006).

Moderation

In mediation, mediator role is to initiate and facilitate the process of mediation by encouraging communication between the conflicting parties with the aim to find appropriate solution acceptable to parties involved. In this process mediator puts group interest ahead and actively involves in listening & helping parties to converse each other to reach the solution without influencing or imposing his personal ideas and favoring one party over others (Noll, 2009; Poitras, 2009). In short, mediator establishes support and helps parties in maintaining procedural norms of the conversation process, provides assistance in making decision, and acts as a receiver and conveyer of the information (Noll, 2009). If the appropriate solution is achieved for the dispute then task of mediator is completed and then implementation of decision is rest on group members.

Negotiation

Negotiation is an interactive process in which two or more parties deal their differences to reach to the consensus resulting into some sort of contract, agreement or deal (Luecke, 2003). According to Luecke (2003) there are two types of negotiation termed as distributive and integrative. In former type of negotiation, parties involved compete for conflicting interests and each side tries to maximize its own share (*win-lose situation*). In integrative strategy, both parties come together in cooperative manner to integrate their common interests to create value for parties involved to create *win-win situation*. In this sense, negotiation can be understood as a process of bargaining deals for diplomatic balancing of interest among two or more interested parties by creating value and claiming it in order to realize the underlying value from individual, group or organization perspective. Negotiation demands repertoire of skills from social aspects yet understanding cultural differences that determine how people interact and respond to certain situations can be instrumental in making good deal or negotiation successful (Sebenius, 2002).

Relationship Management

This concept can be understood as an intentional efforts or activities between two or more parties to establish network at individual and organizational level. The relationship building efforts usually invested for wider economic and business value with long term perspective in mind. These relationships ranging from formal and informal relationship in networks within a company or outside of it along the entire value chain (Ford & Hakansson, 2006; Gummesson, 2002; Mouzas & Ford, 2006). Thus relationship management activities operate at different levels such as organization to organization, organization to individual, and individual to individual including business to societal domains (Pryke & Smyth, 2006). This collection of ties with in the organization boundary and outside layer which is grounded on mutual economic value in fact differentiates it from lobbying (Mühlbacher, 2007).

2.3.5 Personal Competence Class

The last competence class can be understood as an underlying personality traits and attributes of managers which are subject of interest for psychoanalysis (Hogan & Warrenfeltz, 2003). It can be differentiated from self management and other classes in the sense that these are the core values, traits, self image, motives, and intents of managers. The personality characteristics as underlying dispositional motives of individuals that also influence or affect the human behavior rather guide human being to behave or respond in given circumstances (Boyatzis, 1982). Therefore, it is one of the important variant in determination of human behavior or actions in practice (Buss, 1989). These attributes are indeed hard to observe accurately (Bird, 2003), therefore, difficult to develop or mastered with ease (Hogan & Warrenfeltz, 2003).

These motivational personal characteristics for example include achievement orientation, willingness to learn, self confidence, ambition, integrity & honesty along with patience and assertiveness. These personal attributes explain how manager behaves or acts in a certain way in given situations? how he uses his capabilities and skills to achieve the desired objectives? how he approaches problem and finds out solution to the problem?. Therefore, these personality variables have important implications to be focused upon when managers' behavior is under investigation or in question (Hofstede, 1980, 1983; Hofstede & Hofstede, 2005). There are two basic assumptions over personality traits, i) these are relatively stable personal attributes, however variation exists depending on given situation and circumstances but the core remains the same and ii) secondly it is believed that these personality traits control or influence the human behavior or action (Matthews, Deary, & Whiteman, 2003). In short, these are the stable part of one's personality and fundamental competencies contributing to job success and derive or influence the behavior or capabilities of manager in other classes as well.

As competencies in this class are well developed personality characteristics nurtured in early part of one's life, therefore, also form the basis of 'person's career development choices' and disposition of behavior in adulthood (Hogan & Warrenfeltz, 2003; Rifkin *et al.*, 1999). The competencies in this domain represent stable part of one's personality that cannot be easily changed or developed through formal learning and development programs. To some extent, personal life experiences and proper mentoring can assists in bringing positive and developmental changes in these personality traits, therefore, researchers underline the value of these traits while making recruitment and placement decisions (Hogan & Warrenfeltz, 2003; Rifkin *et al.*, 1999).

Achievement Orientation

Achievement orientation is a socially driven motivational characteristic which is shaped in early life hood of a person and mostly determined by the factors such as parental influence, training, and socialization the person received (Kunnanatt, 2008). David McClelland, Harvard University Professor is credited with the invention of this construct in early 60s which he found to be linked with personal life success, managerial performance in work place, and in wider perspective to economic development. Achievement orientation is

also recognized with the alternative term achievement motivation and need for achievement. The achievement oriented people have strong desire to progress in career and rise to the top of the organization by performing difficult tasks and achieving challenging targets (Kirkpatrick & Locke, 1991; Kunnanatt, 2008). Hence achievement oriented people feel greater sense of satisfaction and acquire high level of energy through accomplishment of end objectives as Kirkpatrick & Locke mention '*high achievers obtain satisfaction from successfully completing challenging tasks, attaining standard of excellence and developing better ways of doing things in their way up to the top of organization*' (p.49, italics in original). The achievement oriented people focus more on perfection, efficiency, and excellence to achieve the end results.

Assertiveness

According to Matthews *et al.*, (2003), assertiveness can be considered as a sub dimension of large and broader category called extraversion that is one of the components of 'Big Five Model' (Matthews *et al.*, 2003). Matthews *et al.* (2003) noted that assertive people have clear ideas and mind and able to share their ideas and voice in convincing and forceful manner to the others. They are loud in their voice and persuasive in disposition of their views and opinions dispersing useful information more efficiently and effectively to others. In short, assertiveness is positive and active trait for which expressing honest feelings and opinions without fear and anxiety, standing for one's own right without denying the right of other, receiving and advancing useful information with strong conviction forms main features (Richins, 1983).

Ambition

This motivational characteristic advances individual to get ahead in both personal life and professional career by setting ambitious and high standard goals. In this backdrop for achieving high career status for social and acceptance and reorganization, he works with dedication and commitment (Kirkpatrick & Locke, 1991; Mühlbacher, 2007). In short, ambitious people are self motivated and determined in their work and career plans, strive to achieve ambitious goals through extra hard work (Kirkpatrick & Locke, 1991).

Honesty and Integrity

It is highly valuable attribute and virtue for all individuals appreciated in every society. In particular, it has more relevance and significance for managers who indeed are responsible for organizational resources. Honesty and Integrity have positive connotation that makes manager able to win the trust and respect of their subordinates or superiors. Integrity is congruence and consistency in words and actions means what manager says he will act on it whereas honesty refers to the truthfulness in feelings and not to be devious or skeptical in their actions and dealings (Kirkpatrick & Locke, 1991). The managers with ethical values, principle stand, and moral character earn moral and social support, and receive appreciation and accreditation of their decisions and action from employees.

Patience

Patience is a psychological construct that is attributed with positive connotation and considered as a virtue for all individuals in different cultural and social teachings (Dudely, 2003). However, patience being of highly subjective and qualitative constructs facing theoretical and operational definitional deficiency (Dudely, 2003). According to Dudley, the degree of level that is good or acceptable is also controversial and subjective. Patience can be described as a personal quality or trait of individuals to expect, understand, and evaluate the hurdles and hardships on their way to desired objective. In addition to this, tolerate them with positive attitudes while sticking to certain policy and programs with persistence and consistency. This requires repertoire of cognitive, emotional, and behavioral responses to face odd situation, and unusual delays with self control and self regulations (Dudely, 2003). In this sense, it is degree of will or commitment towards organizations programs, strategies, and actions that are taking usually longer time to get benefit (Kirkpatrick & Locke, 1991).

Personality

Personality here is described in the sense of personify for instance physical appearance and outlook. In which the outer look and physical attraction for instance, dressing, style, height, body shape, and way of talking etc. indeed set important factors in development of personality. The physical appearance, attractiveness, way of talking, and dressing in essence exhibits overall personality of individual and mostly dependent on genetics, family brought up, life events, ethnic and religious affiliation. It perhaps important determinant and motivational affect on individuals performance and success on the job.

Self Confidence

Self confident managers with their self believe and conviction initiates and pursues challenging tasks and ambitious goals (Benabou & Tirole, 2002; Kirkpatrick & Locke, 1991). They are considered to be more stable emotionally and psychologically in times of crises. Hitherto this is most important competency without which managers cannot take tough decisions, stand on their decisions, and cope with hard times particularly in times of great uncertainties and turbulence, *“a person riddled with self doubt would never be able to take the necessary actions nor command the respect of others.”* (Kirkpatrick & Locke, 1991, p. 54). Indeed, self confidence is successful competency for personal success and have motivational effect on professional endeavors as well (Benabou & Tirole, 2002). The self confident managers having strong faith in their abilities approach work related tasks in a more aggressive and optimistic way hence prove to be more successful in their career.

Willingness to Learn

Willingness to learn or learning quest is most important personal characteristic that can be understood as enthusiasm and determination of individual to learn new things, enhance knowledge and skills base by using different learning and development approaches or themes (Akin, 1987; Raybould & Sheedy, 2005). Learning is continuous process that influences and changes individual behavior as a result of personal

development and growth. Through continuous learning and development individual can better address upcoming challenges. The capability and potential of learning is considered to be gift that motivates individual to learn new things to keep pace with changing work place requirements through professional and personal development for which attention and curiosity are fundamental antecedents (Mühlbacher, 2007). Similarly, Akin (1987) viewed two preconditions for individual to involve in learning process is need or motivation to know (learning thrust) and second is perception of gap between what he knows and what he should know to achieve his career goals or responsibilities (learning gap).

3 Practical Implication of Competence Classes

The categorization of competencies is for better theoretical understanding and to provide sound footings for empirical analysis. According to Rifkin *et al.* (1999) it enhances understanding regarding developmental relationship between competencies in classes. The classification of competencies also makes empirical analysis more easy and meaningful. Hence competence classes should not be seen in isolation rather there is always some sort of direct or indirect associations between these classes. The theoretical & practical application can only be achieved if competencies in different classes are viewed together in relation to competencies in other classes. These competence classes have close association with each other. By looking competencies from classification angles can certainly help to compensate or overcome weakness in each class by designing the appropriate training program considering the strength and developmental sequence at next level (Rifkin *et al.*, 1999; Viitala, 2005). In this way, managerial performance problem can be overcome by looking competency model from class perspective (Rifkin *et al.*, 1999).

The present competence classification scheme covers wide range of competencies from task to people oriented and from people oriented to personal oriented competencies. In this sense, these competencies are essential to deal with task and people related issues respectively. For instance competencies from personal class represent more stable personal characteristics and intentions underlie personality of individual. These competencies are relatively difficult to develop, therefore, should be given due attention while making recruitment and selection decision (Garavan & McGuire, 2001; Hogan & Warrenfeltz, 2003). While competencies from functional class are required to deal with task and functional related aspects of job that are most often central agenda for formal education and training programs (Hogan & Warrenfeltz, 2003).

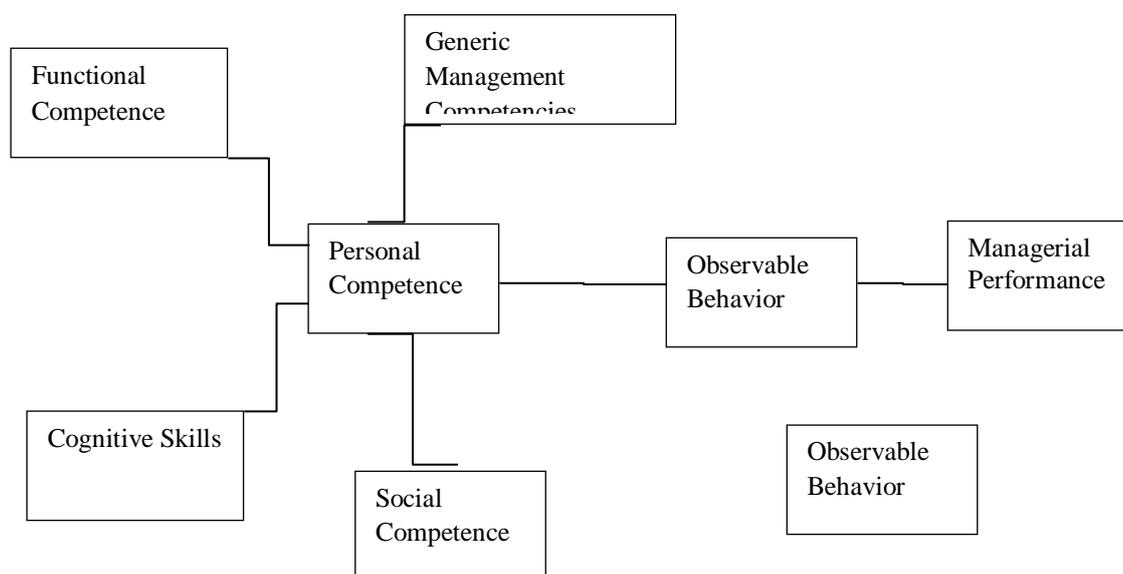
The possession of competence from one class strengthens or enhances the disposition of behavioral competence in other classes. For example: possession of 'self confidence' and 'achievement orientation' at personal competence class has positive and influential effect on disposition of competencies in leadership domain. Similarly, competencies in social cluster have positive & developmental relationship with competencies in leadership cluster. The 'interpersonal' and 'communication' competencies have strong association with leadership cluster and having these competencies significantly affects the performance and disposition of leadership competencies and makes one's more effective at leadership role. Same as, possessing competency 'conflict management' and 'negotiation skill' that are components of social

competence class enhances the ability of manager to be effective in some generic management level competencies. There is vice versa developmental relationship amongst competence classes as well. For instance, competencies from social class compliment performance at leadership cluster. At the same time requisite competencies from leadership class influence the performance at team and group level and help to maintain the effective social relationships with stockholders that are the feature of social competence class.

4 Conclusion

Summarizing the discussion on theoretical competence classes, it is essential to put these classes into elaborative model to represent dynamic interrelationship between these classes.

Figure 1: Competence Classes Model



The model depicted in Fig 1 underlines four important aspects. 1) each competence class has specific set of competencies 2) bidirectional link (depicts the vice versa and reversible relationship between these classes, for example all five classes in over all model influence competencies in other classes 3) personal competence class is placed at the center of the model showing precedence of these personality traits in determining the behavior and dispositions of skills in other classes. As competencies in this class represent stable personality characteristics that represent core part of the personality 4) finally, all factors influence the occupational behavior resultantly the managerial performance in combination with each other or at its own. The five theoretically derived competence classes cover wide range of competencies that are indeed essential to perform management jobs more effectively.

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