Meta Competency Analysis: A Conceptual Framework

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ABSTRACT

Competency as a behavioral process is differentially understood both by practitioners and researchers. A frequent tendency is to treat competency as an offshoot of behavioral process which is not entrenched in personality sourcing deeper tendencies. This tendency gives competency the stature of an unstable dimension as stated in the paper that tries to overcome some of the major limitations of the existing models of competency. The meta competency frame work suggested here attempts to understand the intricacies of managerial success from the underlying dimensions of personality process competency, motivational competency, emotional competency, behavioral competency, social competency and cognitive competency all of which are presumed to provide a stable groundwork of managerial success.

INTRODUCTION

Competency in general implies the state of being in possession of abilities, skills, aptitudes, talents and capabilities that are expressed in the organizational processes. General competency of a person can be in the general state of life where it has a wholistic significance with no specifically identifiable area of operation, whereas in specific situations of life, it refers to performance capability in a chosen area of operation, more appropriately, the managerial context. Unlike other behavioral processes, competency implies a mixture of intraindividual processes and an acquired or crystallized process which are in relation to person-situation interaction along the lines of an expected pattern of behaviors that are to maximize the productive outcomes.

Different approaches to disentangle the entangled competency process may be found in the literature (for example, Sanghi,2007). It may be noted that most of the approaches treat competency at the peripheral level of personality processes without sourcing the core tendencies that are to be established in the true competency processes. In this paper an attempt is made to understand the competency process from a more fundamental-intraindividual perspective that interprets competency as an internal construct giving rise to the pattern of successful managerial behavior. Moreover the intraindividual construct is related to situational facets of favorableness.

NATURE OF COMPETENCY: A GENERAL REVIEW

It is not surprising that there is less agreement among researchers and practitioners as to what constitutes competency (Langdon and Whiteside, 2004) considering the varied and multiple domains of the application of the terms competent or competency (Shippman, et al 2000). Some of the important definitions available in the literature are:

A pattern of underlying characteristics causally related to effective job performance (Boyatzis, 1982).

A varied combination of knowledge, skills, abilities, motivation, beliefs, values and interests (Fleshman, et al 1995).

Competency is an entanglement of motives, traits, self-concepts, attitudes or values, content knowledge or cognitive behavior skills that differentiate superior from average performance (Spencer, et al 1994).

Competencies are mobilized from internal resources relating to knowing how to act, knowing how to do or attitudes and it changes from situation to situation (Le Boterf, 1998).

Competency is an expression of ability in terms of behavior (Selby, et al, 2000).

In the competency framework, there exist a number of models all of which try to explain the same phenomena from different angles. Generic competency model is devised to explain the competency required for general situations of organizational processes and specific competency model is applicable in specific situations of organization like marketing, production or strategy formulation (Sanghi, 2007). Sanghi (2007) lists several models of competency measurements like job competency model (differentiation based on critical incidents), flexible job competency model (for effective performance under different conditions of organization), accelerated competency model (competencies that specifically support the production of output) and systems method of competency (what exemplary performers do now or what they will do in future).

In the Onion Ring model (Rajasekaran, 2001) competency stems from encircled drivers ranging from the most significant and determining to the observable facets of competency. The causal drivers conceptualized as motives, aptitudes and personal values occupy the core of the onion. Motives of a person are to do with the goal-directed behavior that seeks both intrinsic and extrinsic rewards. Motives further change and energize the person with the required drive to accomplish goals set and to obtain the rewards. In other words motives make a

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person a go-getter. Aptitudes represent the endowed capacities and the ease with which an act can be done.Apitiudes as a differential trait vary from   person to person and personal values like commitment, devotion to work and importance attached to goals further solidify the nature of the competency.

All the basic causal drivers drive to determine the attitudes, the prime driver of competencies, which encircles the next ring of the onion. Attitudes have three components-affective, behavioral and cognitive. These ABC's of attitudes can be used to differentiate between strong vs. weak and favorable vs. unfavorable attitudes. These components generate specific pattern of emotions, system of thoughts and beliefs and behavioral tendencies to goals, persons or issues. Thus the learned predisposed tendencies shape the overt and the covert behavior, changing the behavior of a person in a relatively stable and lasting way. Once the person has favorable attitude to skills and knowledge, the same may be acquired making him competent in a certain way. Both knowledge and skills are equally important in the development and manifestation of competency. Knowledge and skill, the key supporting drivers are placed in the next ring of the onion, making it the ring that forms the outer most ring of actions and behaviors. The drivers starting from the causal ones to prime drivers to key support drivers, all accentuate, determine and shape the observed competencies of managers.

It may be stated that the ripples generated at the causal drivers finally give way to the type of competency that a person has in his managerial capacity. This coil-shaped structure of competency is thus rooted in the core nature of the person.

In the Iceberg Competence Structure observable knowledge and skills constitute the first layer of the iceberg competence structure (Spencer and Spencer, 1993). These are peripheral, easily learned and not long lasting expressions of competency. Just as it is learned in a training programme for a specific situation with minimum amount of time and effort, it is easily replaced by other skills. These so-called rolling skills do not get imprinted in the learning history of a person.

The second layer implies a group of traits which are generated in nature and pertinent to jobs in the areas like decision-making skills, leadership skills, communication skills and problem solving skills.

The third layer of the iceberg competence structure consists of personal values, standards and morals of the person. This structure defines the ways and manner of accomplishing competency over and above the general commitment to competency in managerial activity.

And the fourth layer represents personal characteristics of deeper significance that underlie the basic behavioral processes of a person. These deeper personality constructs programme the behavioral pattern of a person in the direction of competency outcomes. The interrelatedness of these constructs makes it inaccessible to direct measurement. However the interrelated pattern of traits that are expressed point to the deeper organization of the inner processes.

In the Cul-de-sac model competency is considered to be an outcome of multi-traits all of which partially or completely, when translated into behavior, becomes the manifest aspect of competency. The aggregation of traits takes different forms in different situations so as to be competent in various situations. In analyzing entrepreneurial competency, Chawala and Bultare (2005) dealt with components that constitute competency of an entrepreneur. Some of the components that have direct relevance to managers are initiative, persistence, information seeking, concern for high quality work, commitment to work contract, efficiency orientation, systematic planning, problem solving, self-confidence, assertiveness, persuasion and the use of influence strategies.

Behavioral indicators to achieve higher levels of performance as suggested by Anand and Yadav (2004) include personal drive, analytical power, strategic thinking, and creative thinking. Decisiveness, commercial judgment, interpersonal skills, ability to communicate, ability to adapt and cope with change and pressures and ability to plan and control projects.

These assorted patterns of traits determine the competency of a manger. Rather than proceeding in a graded manner or by degrees of depth, this collection of skills and/ or abilities acts randomly so as to make the manger appear to be competent.

In the Arena model, competencies are specified in different arenas of behavior. Related traits or processes in a specified arena make competency a composite structure. Some of the arenas differentiated include conceptual, behavioral (Shrivastava, 2005), affective competence, intellectual competence, and action –oriented competence (Kanungo and Menon, 2004) and motivational competency.

Mc Cleland (1973) identified five competencies critical for people to become successful managers: specialised knowledge, intellectual maturity, entrepreneurial maturity, interpersonal maturity and on-the- job maturity.

Boyatzsis (1982) identified twenty-one competencies that differentiate competent managers from non-competent managers. These twenty-one competencies are organized into six competency clusters: Goal and action management cluster(efficiency orientation, productivity, diagnostic use of concepts, concern with impact), Leadership cluster (Self-confidence, use of oral presentations, logical   thought, conceptualization), Human resource cluster(Use of socialized power, positive regard, managing group processes, accurate self-assessment) Directing subordinates cluster (developing others, use of unilateral power, spontaneity) Focus on customers cluster(self-control, perpetual objectivity, stamina and adaptability, concern with close relationships), Specialized knowledge cluster (Memory and specialized knowledge).

In the Lancaster model, (Burgoyne and Stuart, 1976) managerial success is dependent on basic knowledge and information (possession of basic facts and professional knowledge), skills and attributes (analytical, problem solving, decision-making skills, etc) and meta qualities (creativity, mental agility, etc.).

Kanungo and Misra (Kandula,2006) differentiated competencies from meta competencies, in which competencies encompass ability to(1) engage in overt behavioral sequences or systems, (2) handle routine and programmed tasks and established procedures, (3) cope with demands of the environment,(4)   perform specialized tasks and (5) engage in a behavior that is contextually efficient. Meta competencies are (1)engaging in activities that require functional intelligence, (2) engaging in non-routine and non-programmed tasks,(3) coping with complex and volatile aspects of environment,(4) thinking analytically and capacity to engage in generalized and variety of tasks and (5) being non-specific and the capacity to lead.

The models discussed so far show that research on managerial competency has been narrowly focused (Cheng,et al.2003) at the level of surface and source traits which force us to conclude that the existing models are the results of a heterogeneous approach and different conceptualizations of the same phenomena. The models of competency treat the competency processes in the aggregate form of traits that function at the peripheral and deeper levels and researchers and practitioners frequently interchange between   surface traits, and deeper traits for the explanation of the same phenomenon. It is a foregone conclusion that interpreting competency at the level of surface traits will lead us nowhere and clubbing the surface and source traits together in a competency model is against the objectivity considerations of deriving a model of competency, based on true and underlying dimensions that have both primary factor value and predictability considerations. It implies that the innermost - underlying processes of competency is to be sourced not among knowledge or attitudes but among the true forces that give rise to productive outcomes. It is towards this end that a meta analytic model of competency that interprets the dimensions of cognition, motivation, behavior, social processes, emotion and personality processes giving rise to a true model of competency that has explanatory, parsimonious and predictive value in theory and practice is suggested. The integrative framework of competency draws upon different competency models, that meta competency conceptualizations and the higher order processes make the meta analytic model of competency highly reliable and valid in the measurement of the competency processes.

COMPETENCY: A META ANALYTIC FRAMEWORK

Theoretical Assumptions

These diverse definitions, according to Draganidis and Mentzas (2006) bring to the point that competency can be understood in terms of (a) category, a clustering of homogeneous processes (b) competency, a descriptive name for a pattern of behavior, (c) definition, competency statements that bring out the nature of the competency, (d) demonstrated behavior, overt expression of this specific competency.

It means that over and above these verbal classifications, overlapping approaches and low-level conceptualizations, competency like most of the behavioral processes has an innate and an acquired dimension which can be effectively utilized to understand the competency dynamics. That is competency as an effective and efficient behavioral segment of execution (that has both overt and covert components) is to be understood as an interactional construct. The Fig. 1 makes it clear. Competency as a behavioral construct
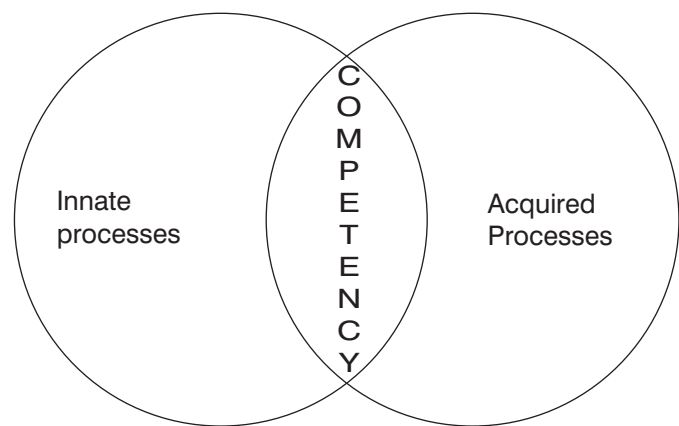

Fig.1. Competency Development

develops in the context of specific innate processes and acquired behavioral characteristics of learning. Here competency acquires the status of an independent behavioral construct that has many dimensions. Conceptualizing competency as an independent behavioral construct enables the researcher to overcome many problems confronted in the heterogeneous conceptualizations. However in the broad domain of the applications of competency, the contribution of innate processes and acquired characteristics vary.

In a meta analytic framework of competency different source layers of behavior are to be specified, in which each of the layers contributes to the emergence of the competency process. The underlying assumption behind the model is that competency is conceptualized as a system that is composed of different subsystems of interdependent and interacting nature which leads to assuming that competency is not an assorted group of independent traits acting in disconcerted manners. Related subsystems in specified arena make competency a composite structure. Some of the arenas differentiated include conceptual, behavioral (Shrivastava, 2005)affective, intellectual, action oriented

(Kanungo and Menon, 2004) and motivational competencies. In a meta analytic framework competency is not rolled into a disparate group of traits all of which presumably contribute to the emergence of competency. In a meta analytic framework competency is conceptualized and operationalised at the basic source psychological processes that give rise to the emergence of competency in different situations, that is competency emerge from an underlying composite structure.

Successful managerial enactment alias competency is differentially understood owing to the multiple conceptualizations of the same outcome that is the managerial effectiveness and efficiency in the accomplishment of organizational and individual goals. This diverse nature of the conceptualization of the efficient and effective enactment that stems from competency sources hinders the understanding of the phenomenon (Kanungo and Misra, 1992).The significant point is that skills cannot be equated with competency as the latter takes an independent ability process structure in that competency belongs to a higher dimension or spectrum of ability. Competency is to be considered in the way of pure, distinct processes and an evolved form of behavioral enactment in relation to situation. Kanungo and Misra (1992) suggest a framework that distinguishes between managerial skills and competencies. It may be stated that the present frame works of competency lack depth and comprehensiveness as long as it limits itself to the so-called overt behavioral expressions, ring modes of differentiation and the clubbing of assorted processes.

The differentiation made between competencies and meta competencies by Kanungo and Misra (Kandula, 2006) clearly identifies the drawbacks of existing models. Competencies are considered at the surface level at one end and at the other end it is considered at the level of source processes. If we rely on the existing models, competency either becomes a skill based processes or it becomes a purely inferred construct devoid of identifiable dimensions due to the absence of an inherent logical relation. It is this lacuna in the existing theory that draws us to a model that has integrative, theoretical, meta analytic and practical value.

In furthering this analysis, Brown (1994) differentiates between competence and metacompetence. Accordingly metacompetence implies higher order abilities that have to do with being able to learn, adapt, anticipate and create. In Brown's (1994) scheme of analysis competencies are skill and knowledge based and meta competencies, evolved from higher cognitive faculties, set the context and the content for different managerial talents like sharp judgments, intuition and acumen.

In this framework competency may be approached from observable and meta components that have a direct and interrelated structure. This integrative identification of true competency processes brings forward the exact construct and operational definitions of competency.

The construct definitions is centered on the underlying innate, stable, source and acquired dimensions of competency whereas the operational definition is centered on the measurable processes of competency, both of which are missing in the existing models in the integrative sense.

The construct definition used in the model draws upon the existing models of competency as well as suggesting new facets of underlying or source dimensions. Competency is thus subsumed in the (1) identification of fluid or functional intelligence and ability to think along non-programmed, analytical and innovative tasks all of which suggest a strong presence of cognitive resources, (2) a strong motivation to lead and accomplish individual and organizational goals, (3) a reasoned self-related and interpersonal affectivity,(4) and a transformative and relational processes of behavioral arena.

Managerial competency as managerial distinctiveness and managerial resourcefulness thus involves a higher order functioning which is not exactly skill-based and surface-based that have clear action components. It means that programmed, repetitive, divisive and peripheral processes do not come in the strict sense of competency. All the processes that are non-programmed, non-repetitive, unstructured, wholistic and system-oriented require higher analysis and complex mental processes that come under the definition of managerial competency or managerial resourcefulness. Kanungo and Misra (1992) rightly points out that competencies stemming from basic generic cognitive resources are to be managerial resourcefulness. Managerial resourcefulness is thus dependent on the utilization of underlying resources. Competency, which is otherwise interpreted as observable and peripheral patterns of behavior, can now be based on core psychological processes of cognition, motivation, affectivity, personality, social distinctiveness and behavior. According to Boyatzis(2008) emotional, social and cognitive-intelligence competencies predict effectiveness in professional, management and leadership roles.

Competency can now be represented on a continuum Fig.2 that ranges from simple observable, surface expressions to underlying processes. Here competencies are observed at the surface level of behavior and it represents peripheral level of competency which in the negative sense implies incompetence and in the positive sense low level competency. Mixed model competencies contain generic and specific traces which lack integration in the understanding of competency. Differentiating generic and specific competencies confuse the nature of basic competency structure.

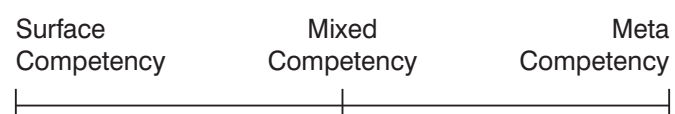| Surface | Mixed | Meta |
| Competency | Competency | Competency |

Fig.2.Competency Continuum

In this line of understanding competency can never be considered as an independent psychological process that leads to efficiency and effectiveness.Meta competency structure deals with the basic and underlying competency process that are relevant in a wide spectrum of situations. In this line of understanding, competency processes are rather pure processes, the growth and development of which is made possible in the environmental interaction. Competency can now be understood in the growth and development of pure processes of ability and related psychological functions.

These analyses are brought to viewing competency construct operationalised and conceptualized at different levels Fig.3. The consideration of meta competency solves much of the problems related with the heterogeneous conceptualizations of competency in multiple domains of applications. And that competency as an independent behavioral construct is rooted in stable underlying psychological processes that have innate and acquired status.

A Meta Competency Structure

Figure 4 explains the nature of the meta analytic framework of competency. Meta competency as an independent behavioral construct has a composite character and the underlying constituents are motivational competency, cognitive competency, emotional competency, behavioral competency, social competency and personality process competency. The confusion that prevails in the definitions, approaches and conceptualizations of competency can now be considered to be solved as the existing views fit in one of the levels depicted in the figure.
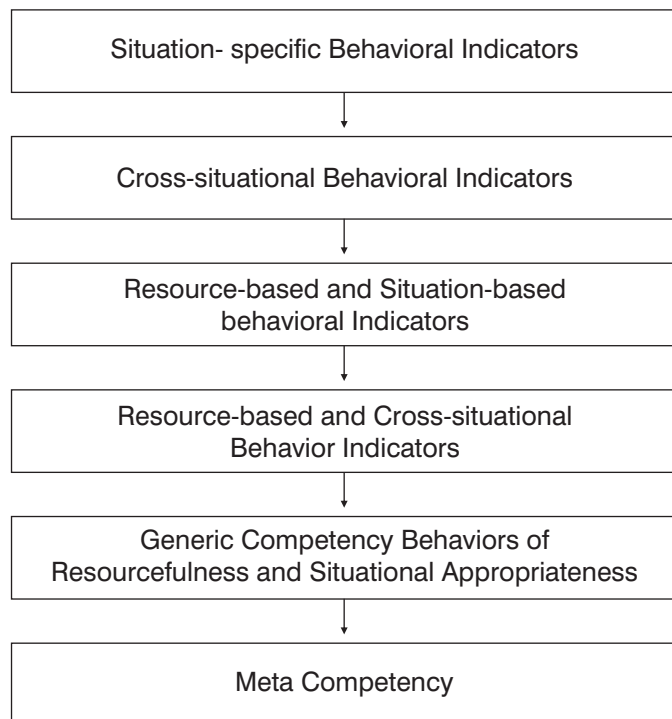
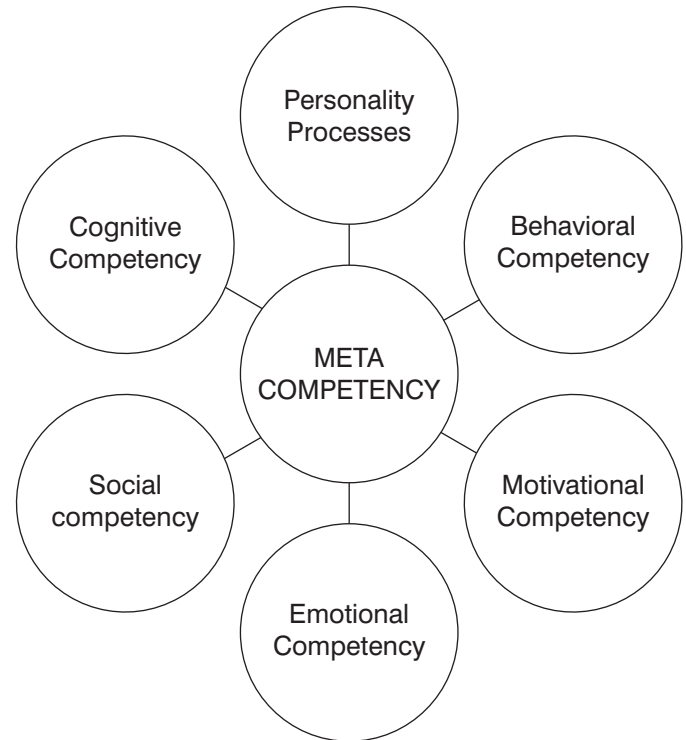| Situation- specific Behavioral Indicators |
| --- |
| Cross-situational Behavioral Indicators |
| Resource-based and Situation-based behavioral Indicators |
| Resource-based and Cross-situational Behavior Indicators |
| Generic Competency Behaviors of Resourcefulness and Situational Appropriateness |
| Meta Competency |

Fig.3 Competency Levels

Fig.4.Meta Competency Structure

Meta Components of Competency: Personality Process Competency

One of the most explicit utilization of the psychological processes in interpreting competency can be derived from personal characteristics of the person. The attributes of personality, apart from the specific subsystems identified here, largely determine the extent and depth of competency of a person as attributes emanate from deeper structures. The personality constructs giving rise to attributes are shaped in the long years of experience of confronting the managerial and non-managerial environment. These are clearly identifiable personality processes that differentiate a competent manager from a non-competent manager. The four personality constructs identified that have a pertinent relation to competency/resourcefulness are locus of control, self-efficacy, achievement motivation and proactive personality.

Locus of control as a generalized expectancy involves the perception of causal relationships between behaviors and reinforcing experiences that get channelised into an external and internal orientation (Lefcourt, 2000). Persons with an external locus of control perceive events and experiences as controlled by the arrangement of external stimulus conditions. In the generalized expectancy of internal control, individuals believe that the events, outcomes and experiences reflect the efforts, personal characteristics and actions carried out by them. Individuals who believe that outcomes are dependent upon their actions and efforts make a competent manager. Managerial competency may be traced to this

construct of locus of control in that executives who believe in their efforts act decisively bringing in greater outcomes.

Achievement motivation is the persistent inclination on the part of the individual to accomplish some task-related outcomes that have personal significance and which meets a standard of excellence. Individuals with this need systematically plan and execute activities which are target-centered and time-bound. It is the use of cognitive resources and the effort-dominated behavior directed towards goals which are clear, realistic and rewarding that make a person achieving. Persons with activated need for achievement outperform and become competent in the activity.

Achievement-oriented individuals are differentiated by the readiness to face uncertainty, calculating risk, undertaking personal responsibility and solving problems (Saggie, 1999).Tolerance for ambiguity and the willingness to risk losses for greater returns are so characteristic of individuals with high need for achievement as against low need. Such individuals show greater willingness to assume responsibility for completing tasks that offer challenges and intrinsic satisfaction. Further perceived competence is shown to be a direct predictor of achievement goals (Cury, et al. 2006).

Self-efficacy is the individual's belief that by personal effort and exertion, a task or behavior can be enacted in a given condition. Bandura (1986) distinguishes between two components of self-efficacy that is related to competency: an efficacy expectation and an outcome expectatation. Efficacy expectation implies the conviction that the person himself can successfully enact a sequence of behavior that eventually leads to an outcome. An outcome expectation involves the belief in the contingent relation between the given behavior and the outcome. If the given behavior is believed to lead to an outcome, it is not necessary that the person must have the same belief in enacting the performance. The perceived self-efficacy of accomplishing goals set thus influences the managerial competency. In a study by Bandura and Locke (2003) it is shown that perceived self-efficacy enhances motivation and performance attaimanent.High self-efficacy contributes to managerial excellence whereas low self-efficacy results in low competency.

Motivational Competency

Motivation may be defined as the inner-energizing process that direct the individual to certain general/specified goals, which in a sense trigger the drive reduction behavior. Motivation as an inferred internal construct combines the physiological and psychological mechanisms leading to the initiation of a motivated behavior. The motivated behavior, according to Mitchell and Daniels (2003) stems from three general psychological processes: arousal, direction and intensity. Arousal caused by an extrinsic or intrinsic

source, that is sourced at a reward or internal need deprivation or generated expectation sets the setting of motivation that energizes the individual to action whereas the second related processes of directing provides the path or the roadmap and the final processes of intensity defines the strength of the motivational processes.

Mitchell and Daniels (2003) states that four processes are required from the person in terms of specific behaviors, which ultimately characterize the motivated processes. In the first of these processes motivation focuses and forces attention on people, issues or objects related to the arousal that has a directional nature, the specific effort produced from the motivational processes, the persistent behavior shown and lastly the formation of performance enactments leading to goal accomplishment sourced at the arousal processes.

Motivational processes that is the levels of arousal, intensity and direction, vary from person to person resulting in different motivational activation that leads to differential competency of successfulness and unsuccessfulness in managerial behavior. Motivational competency is thus defined as the inner arousal state that is sustained over a long period of time so as to accomplish the goals set.

The motivational competency model as suggested here implies the motivational mechanism that underlies the competency processes. The motivational processes involved in the person and the motivational context are of significant importance in arousal, direction and intensity components in that both contribute to the goal accomplishment.

The motivational context is derived from the physical, work and social environments. The environments are described motivational to the extent that it contains sources of stimuli that have intrinsic and extrinsic value as far as the motivational processes are concerned. Motivationally enriched environment is one that has forceful effects on the motivated mechanism leading to the formation of motivational competency structure.

Process theory explanations of motivation refer to the perceived reward-probability relationship and instrumentality of efforts resulting in outcomes. Accordingly motivation is a function of expectancy, instrumentality and valence. Expectancy is the belief that one's effort result in performance, instrumentality refers to the perceived relation that performance leads to outcomes and valence is the perceived value and the intrinsic worth of rewards. Motivation that stems from these cognitive processes in the context of arousal finally decides the nature of motivation.

An important aspect in the competency model of motivation is the goal setting. Edwin Locke (1968) stated that goals trigger motivated behavior in individuals. The basic facet of the goal setting theory is that motivation can be strongly influenced by goals (Baron,2001).Goals are based upon the basic and peripheral processes of individuals, which means that values, evaluations,

emotions and desires give shape to goals (Luthans,1995). Goals are thus a product of individual processes and environmental determinants. The cognitive and affective properties of goals give it the nature of target specificity, attractiveness, realistic orientation and time boundedness. Goals set are most effective in boosting the goal –oriented behavior when goals are perceived as challenging, specific, attainable (Baron,2001). Intrinsic goals or goals which are intrinsically satisfying and which are self-generated improve learning, performance and persistence (Vansttnkiste,etal,2004).Goals provide clear direction and clarity to the individual besides enhancing performance through its energizing mechanism (Judge and Illies,2002).

Behavioral Competency

It is the competency observed in the interpersonal situations of work, making it productive and that moves in the direction of goal accomplishment. In the competency models discussed, behaviors are outer expressions of inner stable psychic tendencies. The consistency and systematic patterns of behavior is an indication of underlying stable dispositions and organizations of the psychological processes giving rise to behavioral acumen.

Behavioral competency is to be characterized by the pattern of distinct behavioral phenomena that reflects upon the strength and versatility of behavioral repertoire of the manager particularly with reference to the social interactions. The group centered effective behavior of the manger is to bring in new interpersonal mosaic of relations making the group and the organization vibrant always.

The repertoire of competent behaviors may be understood in the following dimensions of reactivity-proactivity, inhibition-flexibility, passivity-activity, simple-complex, withdrawal-enactment, non-controlled behaviors-self-regulated behaviors (Mathews, 2009).

The predominant part of the managerial competency/resourcefulness is constituted by the behavioral competency expressed in leadership behaviors. The apparent distinction between a leader and a manger is mainly based on the administrative vs. goal oriented approach. A manger stresses the procedural and administrative aspects while a leader through his influence processes accomplishes the objectives and goals set for the organization and the individual. Leadership processes and managerial functioning form an inextricable part of behavioral competency. Leading and managing are but two identifiable facets of the behavioral competency dimension (Luthans, 1995).

The critical components identified in the context of the available empirical and theoretical studies are the effective social exchanges executed, the leader's structural configuration, the blend of task orientation and relationship orientation and the transformational relationship orientation of the leader.

Effective social exchanges incorporate rewarding relationships in the group and the direct/indirect mutual influences developed in the leader-member exchange processes. In the structural configuration influences of leadership, the positional influence process of a leader implies the levels of structure where the authority is exercised. The leader-structure relationship has to be so configured that there is optimum centralization-decentralization, responsible delegation and empowerment of members. The bureaucratic structure is to be replaced by a delayered structure of member centeredness thereby the leader tends to be in a position of easy influence and exchange relationships.

The dichotomous leadership styles of task-orientation and relationship orientation, in fact differentiate, two patterns of leader behavior, which are the observable patterns of influence. This purely behaviorist approach to leadership has become redundant in the modern day approach to organizing, that rises above the traditional patterns of line influences (Mathews, 2006).The behavioristic approach to leadership is to be replaced by an approach where the leader combines the head and the heart that results in empowerment, transformational influence, futuristic exercises and the relational model of influence in which the leader exercises the influence horizontally and vertically cutting across the bureaucratic paths.

In the theoretical explanation of behavioral competency, the relational model of influence and the transformational model of leadership bring forward the underlying mechanisms of a competent/resourceful manager. The transformational-relational model is to be the underlying framework of a competent manger in which there is the maximum utilization of member resources and organizational resources resulting in productive outcomes. It may be noted that the traditional notions of competency refer to the transactional activities that are of short-term focused whereas the practice of transformational-relational model is empowerment and relational centered in both current and futuristic sense. In the combination of empowerment and relational activities, the members and the leader accomplish the organizational and individual goals. And in the practice of transformational leadership, there is the emergence of member identity that gets translated into the integration of organizational and individual pursuits.

Social Competency

As a component structure of meta competency social competency implies the ability to conduct social, group and organizational relations in an efficient and effective manner. This dimension of competency is manifested in three levels of relations-interpersonal, group and organizational levels. More than the levels of competency, what is important is the constituent elements of social competency in the formation of meta competency. Moreover competency is to be understood in relation to the social processes which are dynamic and

that may become unpredictable in certain times. The changing social processes that managers are to confront have the characteristics of conflicts, opposing forces, heterogeneous composition and collective strength. Conflicts and opposing forces are the perennial nature of group processes. A socially competent manager is to undertake the task of limiting conflicts and opposing forces in the organization. The development of conflicts and opposing forces being a natural tendency in the social functioning, the manager is to have the antidote to it.

Heterogeneous composition and collective strength pose a problem in terms of confronting diverse group of individuals in the execution of managerial tasks. Diversity in itself may become unmanageable and the collective strength of the members may weaken the managerial position if the manager fails to be socially competent. The important ways in which the manager is to exercise his social competency include the following.

The first constituent element of social competency is assertiveness. Managerial assertiveness is the ability to see through the fine tuned programmes of change, action and strategy in the face of opposition. Here assertiveness is to be seen in relation to the group processes that include confronting pressure groups, opposition and other negative reactions.

A second constituent of social competency is the ability to manage interpersonal, group and organizational conflict. Conflict that erupts in the event of incompatible and inadequate resources result in dysfunctional processes. Managing conflict is both an art and science that demands specific managerial behaviors involving the resolution of the conflict. The practice of conflict resolution strategies pertain to understanding the interpersonal and group dynamics of the participants involved in conflict besides the use of persuasion and influence techniques.

A third social competency constituent is that of the use of negotiation in different organizational situations. Not only in conflict situations but also in dealing with external agencies, negotiation comes into the picture. Negotiation involves knowledge or expertise, persuasive communication, persistence and will power to sail through the stiff opposition presented by the members.

The fourth facet of social competency is group decisionmaking.The key aspect of successful group decision-making is that of ensuring the consensus of all the members. Compared to individual decision-making, group decision-making demands greater social participation and involvement of the members that in turn leads to the possibility of ineffective decisions.Making effective decisions is the difficult task that the manager is to execute in his social competency expression. It has been found that successful managers exploit key relationships to the advantage of the firm(Maitlis,2004) and that participative style improves functioning (Somech, 2006).

Emotional Competency

The emotional competency model suggested is based on the twin foundations of emotional intelligence as envisaged in the Mayer-Salovey-Caruso ability model and the interpersonal model of emotional intelligence propounded by Goleman (1995). In the ability-based model of emotional intelligence(Daus and Ashkanasy, 2005), the four different branches identified, perceiving and identifying emotions, assimilating and using emotions, understanding emotions and managing emotions, point to how EI as a construct is developed. The construct/ability is constituted by emotion as a perceived entity in self and others, emotion enhanced thought patterns, comprehension of the emotional processes and regulating and managing self-related and other related emotions. The use of cognitive resources in emotional dynamics changes the very nature of felt and expressed emotions giving rise to what is known as emotional competency in organsational situations. The use of cognitive resources imparts reason and clarity to emotions thereby the cognitive resources enhances the quality of emotions in better ways of work relations. The ability model thus goes a long way in making the managers intelligent in the emotional competency framework.

The interpersonal emotions or the mixed model of emotional intelligence as conceived by Goleman (1995) is an elaborate framework that explains excellent performances in work situation. In this framework, the five dimensions of emotional intelligence, knowing one's emotions(self-awareness), managing emotions(self-regulation), motivating oneself, recognizing emotions in others(empathy), handling relationships(social skills) (Goleman,1995;1998) are translated into twenty-five emotional competencies. The model is called a mixed or interpersonal because it largely encompasses processes that lie outside the pure ability definition of emotional intelligence. The inclusion of non-cognitive, personality and social processes in the domain of emotional intelligence makes it a model that consists of mixed traits of interpersonal nature. The twenty-five emotional competencies in relation to interpersonal processes outlined by Goleman (1998) offer an exhaustive list of work-related management of emotional dynamics.

Emotional competency is thus conceived in two streams of ability model and interpersonal or mixed model. The ability model banks upon the dimensions more akin to pure and endowed facets of personal functioning, a stable construct rooted in the person's own core functionings.The interpersonal model draws upon a variety of social and interpersonal processes and skills expressed in a wide variety of situations that include influencing the emotions of other workers to achieve individual and organizational goals. As against the individualistic orientation emphasized by the ability model, in the interpersonal model, it is the management of emotions in collective settings that make it more related

to organizational competency. Emotional competencies thus spring from reasoning with individual emotions and reasoning with group emotions.

Cognitive Competency

It is known that cognition leads to action (Thomas, etal.1993) and better cognition leads to better managerial functioning. It implies that effective and efficient managerial action is derived from a subsystem of processes which are interrelated so as to constitute the meta analytic structure of competency. Cognitive competency means the strategic use of cognitive resources in the execution of work. Cognitive competency implies the strategic application of cognitive resources to understand relationships among objects, ideas and processes and the use of knowledge in relevant situations besides ability to classify patterns, ability to modify behavior adaptively. Ability to reason deductively, and inductively, ability to develop and use conceptual models and ability to understand (Nickerson, et al.1985) leading to effectiveness and efficiency in organizations. In the triarchic approach to intelligence, Sternberg et al. (1995) identified three types of intellectual functioning. Componential or analytic intelligence implies the ability to engage in analytical and critical functions of cognition. Experiential or creative intelligence involves the ability to formulate new ideas, models or solutions to problems of unique type. The third process of intelligence, contextual or practical intelligence refers to adapting the intellectual functioning to practical and day-today problems of organization and management.

Overriding the classification of intelligence into distinct types, a three factor interactive model may be suggested in the managerial context of general functioning: Contents, Operations and Products, Table 1. The three factors of the model are based on the Guilford's model (1967) that has given 120 factors of intelligence. In this three factor model, three facets of Operation Products and Contents explain how managerial competency is derived from cognitive (intellectual) resources in which Contents refer to the nature of the cognitive competency expressed in response to the organizational activities of written, oral and behavioral nature. The Contents that the manager uses are with reference to the inputs received and further it is contingent upon the situation. Regardless of the type of the input processed, what is important is the situational appropriateness of content received and to be effective and efficient, the manger is to have suitable contents. The situational factors that govern the suitability of contents include the level of employment, education, experience, etc. Cattell's, (1987) fluid intelligence is expressed in reasoning, memory and information processing capabilities, which is thus devoid of bias and negative thinking leading the person in the unfolding of true and genuine intellectual processes, marking off the deployment of cognitive resources in different tasks. Managerial competencies more particularly, the cognitive competencies are represented by fluid and crystallized

intelligence. The latter is the form of intelligence people acquire over different forms of work experiences.

Table.1.Three Facets of Cognitive Competency

CONTENTS	OPERATIONS	PRODUCTS
Oral Written Behavioral	Planning, Coordinating, Leading, Organising, Controlling, Motivating, Decision-making, Communicating	Planning-made, Decision-taken, Structural arrangements, Controls, Motivation Strategies, Controls, Communication

Even though the managerial Operations/functions are too well known, it requires elaboration at the cognitive platform since the specific content of cognitive resources being effectively used for cognitive competency processes differs when considered against the general nature of the managerial context. The managerial Operations/functions are planning, organizing, controlling, coordinating, leading, motivating, and decision-making and communicating (Weihrich and Koontz, 1994).

Planning as an 'intellectually demanding process' involves bridging the gap between the present insufficient state and the future sufficient state that is attained through a series of considerations of rational steps and sequential activities. As a wholly rational activity, the cognitive resources of reasoning, creative and innovative thinking accompanies every stage of planning in which the sequential activities take precedence over random activity.

Organizing as a process of managerial Operation identifies and orders the activities so that it is classified under a category named and assigned to a particular individual of the organizational hierarchy.Organising is based on the principle of similarity of tasks and the combination of task and the combination of tasks leads to functional departmentation. Rational and sensible organization of tasks forms the basis of strategic and effective utilization of human resources so as to exploit the facility conditions of the organization.

Controlling as an intellectual process involves predicting the deviations from the established standards of performance, accuracy and quality dimensions so that effective and corrective measures may be taken. Simulation and modeling are the ways of preventing deviations from the predicted path of operations in a firm.

Leading as an intellectual operation implies working out a leader-member strategy that leads to organizational productivity and member satisfaction. Motivating encompasses setting the perceived conditions of obtaining intrinsic and extrinsic rewards in the goal-directed behavior. Decision making involves a series of intelligent activities that draw upon the resources of reasoning, analysis, evaluation and judgment. Communication as a process involves encoding the message, transmitting the message and decoding the message, all of which are characterized by the cognitive operations of comprehension and transferring of the same to understandable messages.

The Products are the cognitive outcomes following the intensive operations carried out on the informational stimuli received by the manager in the competency context. Products chiefly include the decisions taken in different areas of management, the goals set, the recruitments made, the compensation allotted, the marketing strategy formulated, the budgeting of available resources, growth and expansion plans,etc. Products being the end-results of cognitive competency, it becomes the final criteria of evaluating the cognitive competency of a manger.

Cognitive competency can thus become the vision, the mission, goals and the corporate strategy at the higher level of the organization, at the middle level it becomes the procedures and activities executed and at the lower level it represents the operational efficiency decisions. In the collective sense, cognitive competency is enveloped in the entire spectrum of managerial thinking and understanding, which means the effective and efficient use of cognitive resources.

OTHER DERIVATIONS OF THE MODEL

The meta competency process model is to be interpreted not only with reference to the basic competency structure but also in the context of specific work/organizational processes (Sandberg, 2000). The general nature of the competency outlined in the model sources competency at stable and theoretically sound constructs of behavioral, motivational, affective, social and cognitive processes of the (competent) manager or person. The outlined core processes of competency in a sense constitute the five pillars of competency, without which competency can never be analyzed or understood.

In this model, a useful distinction may be made between meta competency and the situational competency Fig.5. The structural-functional facets of the meta competency refer to the five forces of competency that lead to the conceptualization of the model. The structural-functional facets are the underlying or core mechanisms of meta competency whereas the situational competency refers to the competency manifested in response to specific situations of production, marketing, financial or human resources arena as the figure depicts. The core structural-functional processes activate the competency processes

with reference to a situation of organization, which means that competency encompasses generic and specific organizational processes. In other words the structural-functional competency contributes to ninety percent of competency outcomes and ten percent is contributed by
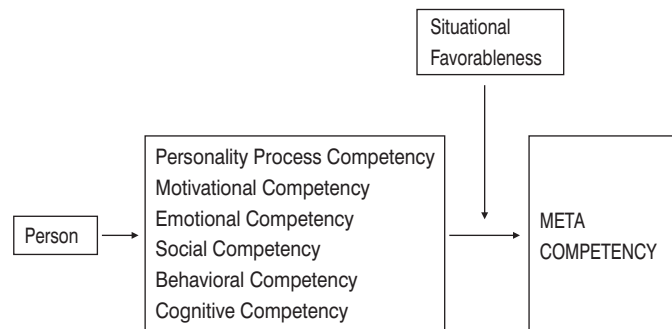

Fig.5.Situational Competency

situational processes that are the favorableness of the situation.

The meta competency model may be described in terms of comprehensiveness, explanatory and predictive values. Overriding other current models that treat competency at the peripheral or surface level of understanding, this model delves into the depths of competency so that no stone is left unturned in the explication of competency. This conceptualization may not be the last answer in competency theory and research as it still suffers from certain limitations from other angles.

CONCLUSIONS

The metacompetency model of competency process is postulated to provide a strong foundation for understanding the intricate dynamics that make a competent manager in the face of conflicting or less conflicting environmental challenges. It is shown that competency cannot be easily explained away by considering certain pattern of observable behaviors that stand out in comparison to normal process of behavior. The depth and the complexity of the process can only be brought out by probing and conceptualizing the entire arena of or the framework that contribute to competency. Competency is thus determined by a complex dynamic of processes of meta competency dimensions. The competency is thus derived from forces of cognition, motivation, affectivity, personality, social processes and behavioral processes. These underlying dimensions of competency are thus firmly entrenched in the innate and acquired tendencies leading to the emergence of meta competency.

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