

## **Developing Managerial Competency Model**

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*Abstract:*

Competency models help us to understand, discuss and apply competencies. This study describes the process of creating a generic managerial competency model. Information from advertisements offering managerial jobs was used for analysis. Generic managerial competency model is developed, which we use for the purpose of research into leadership effectiveness. Results shown in this study are applicable to Czech managerial reality.

### **Overview of the main concepts**

A competency is a measurable human capability that is required for effective performance and may be comprised of knowledge, a single skill or ability, a personal characteristic, or a cluster of two or more of these attributes.

Individual competencies are organized into competency models. Competency models usually encompass the total of what people can do and in some cases also what they know. Competency model is a framework that lists competencies required for effective performance in a specific job, job family (group of related jobs) organization, function or process. This helps us to understand, discuss and apply competencies [8].

Individual competency models include various abilities, skills, knowledge, personality features and other characteristics suitable or necessary for a position, for which a particular model has been created. Agut, Grau, & Peiró [1] develop competency model for managers of hotels and restaurants, Çizel, Anafarta, & Sarvan [3] also work with models developed for middle-level managers in the tourism sector. Harison and

Boonstra [5] develop a set of IT and non-IT related competencies essential for project managers in charge of technologically driven projects of organizational changes. Patanakul and Milosevic [9] develop model that includes unique multiple-project management competencies.

Other models, so called generic models are transferable between individual work positions and organizations. In the 80s of the last century, as well as nowadays, there has been a prevalence of generic models, which, apart from better adaptability, bring along further advantages [1], [6]. Hamlin [4] reports results of studies into the criteria of managerial effectiveness supporting the view that “universalistic” models are more consistent with the facts.

### **1. The process of developing a competency model**

Morelli et al. [8] describes competency modelling process as complex and consisting of several interrelated steps.

#### Step 1: Defining the objectives

Defining the objectives is achieved through answering several important questions:

Why is the competency model developed?

What is the unit of analysis?

What is the relevant timeframe?

How will the competency model be applied?

#### Step 2: Planning the methodology

This involves selecting the sample of individuals who will contribute data for the project, as well as the methods to be used for obtaining the data. Validity and reliability issues need to be addressed at this stage.

#### Step 3: Identifying the competencies and creating the competency model

In this step, the content of the job is broadly defined. This information is then used to identify specific skills, knowledge and attributes that constitute competencies. The draft list should be reviewed by subject matter experts and revised based on their feedback. At last, competencies are identified and organized into a framework that constitutes a competency model. To complete the competency model, behavioral examples should be developed for each competency at one or more levels of proficiency.

### **2. Implementing the process of developing the competency model**

### *Step 1: Defining the objectives*

Research is the main purpose behind developing this competency model. The competency model is used to measure learning effectiveness of managerial simulation game Manahra [10]. The second area of use for this competency model includes research into relationship between managerial skills and leader effectiveness.

As we focus our research on the relationship between managerial skills and effectiveness, we are looking for generally defined managerial abilities and skills, expertise and specific skills in a particular field and personality characteristics. The final model should be generic competency model.

Identified competencies and their components are to be used in research through surveys and self-assessment methodology.

### *Step 2: Planning the methodology*

Advertisements offering managerial jobs were analyzed. This form of communication includes concentrated information about skills, knowledge and personal attributes of applicants – potential managers. We can presuppose adequate knowledge of the vacant positions (job description) as these advertisements are formulated by employers (companies) or cooperating personal agencies. Easy access is another advantage of this source of data.

Final sample of 111 advertisements offering managerial job vacancies was analyzed. Advertisements were obtained through internet portals [www.jobpilot.cz](http://www.jobpilot.cz) and [www.joblist.cz](http://www.joblist.cz).

Quantitative content analysis was used in the research. Conventional type of the content analysis [7] was used as coding categories are derived directly from the text data. Expressions identifying required skills, knowledge or personal attributes were coded. Results were interpreted based on the frequency analysis.

### *Step 3: Identifying the competencies and creating the competency model*

The set of coded expressions, that is the result of the coding process, can be divided into three subgroups based on the content of every particular expression. These groups include expressions depicting personal characteristics (attitudes, characteristics and values), knowledge (declaratory and procedural) of skills (the ability to apply knowledge for practical purposes).

Mintzberg's model of managerial roles was used as the means of expert review of the first draft results of the analysis. Definitions of individual managerial roles can be used to identify critical skills needed by managers to perform well. Also, the character of managerial roles as defined by Mintzberg is general enough to allow identification of generic skills and abilities, which would be transferable within a range of different managerial positions. Mintzberg's definitions were also used to develop behavioral descriptions of final set of identified skills.

*Communication skill* - ability of an individual (manager) to consciously and harmonically communicate, i.e. to speak as clearly and comprehensibly as possible, to attentively listen to others, be able to differentiate the substantial from the marginal, be open to needs of others and be careful to understand non-verbal signals.

*Cooperability* - ability of an individual (manager) to take an active and responsible part in group work processes, i.e. to share their knowledge, be open to others and respect their ideas, opinions, keep to the agreed rules of the "game" and to always keep the common goal in mind.

*Motivational skill* - ability of an individual (manager) to energize and bring in line behavior of colleagues and subordinates in a desired way, i.e. to have influence on the activity of an individual by appealing to their hierarchy of values, attitudes, abilities, knowledge and skills.

*Evaluation and supervisory skill* - ability of an individual (manager) to objectively and systematically justify and evaluate results of their own work as well as the results of others by using appropriate criteria and standards of values and assess their significance and to be able to systematically conclude the results.

*Cognitive skills* - ability of an individual (manager) use knowledge and information in order to understand their relations and to solve problems. The ability to see problems, break them into partial units, seek and find alternative solutions, integrate them and make decisions about global solutions.

*Organizational skill* - ability of an individual (manager) to schedule results, organize one's work and work of others to ensure optimal course of work process and to take over adequate share of responsibility.

*Flexibility/Adaptability* - ability of an individual (manager) to react to altered conditions. It includes the art of adapting one's way of thinking, behavior or solutions to a problem to new conditions.

*Creativity* – ability of an individual (manager) to be open to unusual and rarely used arrangements.

At last, all three levels of the competency model (skills, knowledge and personal attributes) were put together and the competency model was finalized.

Table 1: Managerial competency model

Competency	Skills / Knowledge		Personal attributes
	managerial	vocational / other	
LEADERSHIP COMPETENCY	Communication skill Cooperability Motivational skill Evaluation and supervisory skill	University education in technical or economic field Other vocational knowledge Orientation in the given branch Computer literacy Driving license (ability) English and German Language	Self-reliance Responsibility / Accountability Diligence Activity / initiative Self-development orientation Stress resistance
COMMUNICATION COMPETENCY	Communication skill		
MANAGERIAL COMPETENCY	Cognitive skills Organizational skill Creativity Flexibility/Adaptability Communication skill		

Source: author's research

### 3. Conclusion

Content analysis was used during the process of creating a generic managerial competency model. Information from advertisements offering managerial jobs was used for analysis. All advertisements labeled as “managerial positions” were included in the research. This did not allow us to differentiate among levels of managerial positions. One would expect that lower level positions would be more frequent in the sample (compared to number of executive positions vacancies advertised) thus the results are likely to be distorted in this way.

Only advertisements for positions in companies operating in the Czech Republic were used in the research. Comparison with results of some other studies originating from different social and cultural background shows similarities (on skills level) as well as differences (on personal attributes level). This raises some interesting questions and also suggests that validity of results shown in this study is limited to Czech managerial reality.

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