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COMPETENCE CRITERIA FOR MANAGERS AND LEADERS (PERSONALITY AND INTELLIGENCE)

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ABSTRACT

This paper is a basis for future ones. Despite of broad applications, a few published papers show that there is a relationship between competency and performance. Even, they indicate that one can develop such competency. Present paper aims at indicating that growth in competencies is necessary to become an efficient manager and managers need plans and training on learning methods. Present paper can be considered as an introduction in this regard. The findings on competencies in cognitive, social and emotional intelligence forecast efficiency in professional, managerial and leadership role in many segments of the society. Furthermore, such competencies can be seen and fostered in adults. Owing to the fact that in all profession several standards are defined which certify the conditions and skills to enter such profession, in recent decade, HR self – control movement has remarkably grown and has led into professionalism in knowledge and expected behaviors and special outcomes for those ones who act in HR field. Such knowledge and expected behaviors can be seen as competencies to which HR managers kneed in order to execute their affairs.

Keywords: Emotional Intelligence, Intelligence, Competency, Assessment

INTRODUCTION

Here, we provide four papers which indicate a relationship between cognitive, social and emotional intelligent and performance in different jobs such as banking executive management, public schools management, R & D managers and military managers. Before addressing each paper, we should know what the competency is. Competency term has not yet an accepted definition. Relevant authors have provided several definitions for competency. A group of scholars in UK including Strebler have developed two definitions on competency. One defines competency as behaviors expressed by individuals to do their jobs and while another one clarifies that competency can be defined as a minimum needed standard for efficiency (Aghili, 2009). Likewise, competency is defined as an unique personal capability which creates high value in organization and distinguishes the organization form its rivals (Stewart & Brown, 2009). In the meantime, Bartram et al define competency as a set of behaviors and tools to provide desired outcomes and results (Ammons-Stephens *et al.,* 2009). Competencies are related to behaviors. Some competencies including tendencies are skills or personality behaviors acquired overtime. Others cover personal motivations, reactions and problem solutions (Ballantyne, 2006).

Today, any organization with almost 300 workers uses a competency – based HR management. Main consultancy companies such as Group, International Aspect Development Company, Personnel Decision Making Company and hundreds of smaller consultative firms and even independent consultants are considered as the players of competency assessment, growth and development throughout the world and so far many applied and academic texts have tested their applications.

Literature Review

The principle of being aware of behaviors, intentions and aims that are related in a given situation is emanated from efficiency anticipation. A performance theory includes a basis for competency concept. Used theory in this method includes a basis probability one. It is imagined that the maximum performance is seen when an individual's capability or intelligence adapts to demands in job and workplace (Boyanzis, 1982). A person's intelligence is indicated by his/her values, attitudes, personal philosophy, knowledge, competency, life stage, career, interests and style. One can expound job demands by roles and tasks.

Research Article

Organizational environment aspects highly impact on competency. They include culture and climate, structure and system, industry maturity and its strategic status as well as religious, environmental, social, political and economic ambiences which involve all the organization.

Competency and a General Theory on Personality

There is a literature going back nearly one hundred years which has examined the predictive validity of intelligence (or general mental ability) at work (Bertua *et al.,* 2005; Hunter, 1986; Hunter and Hunter, 1986; Kanfer *et al*., 1995; Kuncel *et al*., 2004; Schmidt and Hunter, 2004). Ones *et al.,* (2006), in an excellent, comprehensive and up-to-datemeta-analysis of the role with cognitive ability, and success at

Published studies in recent 30 years revel that superior managers, specialists and people in key positions need three behavioral habits and there competencies. Industry knowledge: it involves all specialized aspects of business and industry (Asrre, 2010).

work came to five clear conclusions. First, they argue that training success at work, as measured by such things as supervisor ratings or job knowledge is acquired, is predicted by cognitive ability test-scores and the more complex the job, the more powerfully it predicts. Second, they observed that regarding job performance cognitive ability tests predict outcomes across many jobs, situations and outcomes – i.e. validity is transportable across occupational group and is cross-culturally generalisable. Third, their results

lead them to believe that tests of specific ability do not have incremental validity over general measures of intelligence. Fourth, they point out that intelligence predicts job performance well because it is linked to the speed and quality of learning, adaptability and problem solving ability. Fifth, they argue that cognitive ability tests are predictively fair to minority groups but can have an adverse impact which is a sensitive political issue. In short, their conclusion is that intelligence is one of the best, if not the best predictor of success in applied settings. Various meta-analyses have been done over the last five years that have attempted a critical, comprehensive overview of the role of intelligence in predicting work related outcomes. Some reviewers have tended to concentrate on data from one country, like America (Schmidt and Hunter, 2004) or Britain (Bertua *et al*., 2005) or from wider areas like the European Community (Salgado *et al*., 2003). Despite these differences the results are essentially the same and all reviewers argue for the practical use of cognitive ability tests which are good predictors of both overall job performance as well as training success.

Boatzis (1982) provided is an integrated diagram which shows a set of co-center circles to indicate unconscious motivations and moods. They impact and are even impacted by expanding circles of self – image and personal values. Outer circle shows skill level. Its surrounding circle indicates special observed behaviors. In devising emotional intelligence, Goleman (1995) provided another layer of such integration on personality system. When someone is motivated, his behaviors are observed in relation to a group of competencies impacted or inspired by leadership (Wenitter *et al*, 1981; McCland, 1985).

In their study on HR managers' competencies in Iranian public sector, Haji *et al.,* (2011) assert that although management competency is raised in private sector and less in public one, some practitioners have considered it as lever for governmental organizations to change their bureaucracies into efficient and flexible units. Therefore, it is inevitable to account for managers' needed competencies proportionate to new conditions, cultural and local requirements and devising competency model for such managers.

 Boyatzis and Sala (2004) indicated that these competencies constitute a set of experiments on social emotional intelligence evaluated by competency questionnaire and recently by ECI questionnaire. Such competencies are shown further when some utilizes human-oriented work philosophy against scientific or realistic one (Boyatizis *et al*., 2000).

Studying and determining managerial competencies in UK Royal Navy found four competencies: cognitive competency, synchronization competency, interactive competency and success building competency. Yazdani *et al.,* (2012) studied on devising leadership competencies needed for successor building plans and identified desired ones. In terms of management, an effective way to promote employees' capabilities is to enhance their managerial capabilities (Weng, 2013). In another paper on the impact of emotional, cognitive and social intelligence in HR managers' competencies in Iranian public

Research Article

section, Hajji *et al.,* (2011) found that intelligent competencies yield to HR value generation through effects on managerial competencies. Concerning the important impacts by HR managers' competencies, the minimum managerial competencies should be examined and then one should test special competencies of HR managers.

Leadership competencies identified by Mintzberg included 8 skills: (1) looking carefully (2) leadership, (3) conflict resolution, (4) information processing, (5) unstructured decision making, (6) resource allocation, (7) entrepreneurship and (8) endogenous (Cuong & Swierczek, 2008). In a study by Rodgers (2010) to identify leadership competencies for leadership successor building, four main factors were extracted: most effective leadership styles, democracy – based participative approach and situational leadership. The most effective traits and behaviors of leaders are in transactional feedback, stimulants, encouraging employees and team working. Leaders found that official plan to identify, train and prepare employees is too effective in successor building. They confirmed that energy, enthusiasm, vision, train and education are success determinant.

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

Using leadership competencies in a framework determines that other plans may be related to more initiatives by human resources. Executing this plan requires change management process. In their study on successor building model (seven star model, increasingly stockpiles, leadership pipeline, successor building without job titles, successor building planning commonwealth model), Motaghifar and Bhehstifar (2009) found that although executing successor building process is different in organizations, most organizations use a similar method in nature. Drawing capability model, 360° evaluation, performance management system, optimizing talents and building talent stockpiles are, *inter alia*, components seen in most successor building models. The main aim of successor building planning is to create a hierarchy of talents in the organization to keep the power of survival and to maintain/improve performance during leadership change. The basis of successor building planning is focused on organization's need to have strong stockpiles of candidates ready to fill leadership vacancies (Kasper, 2008).

Today, almost all organizations over 300 employees use a kind of HR competency development model. Big advising companies such Hay Groups, development, dimensions international, personnel decision incorporated and over thousands of small consultancy companies and even single advisors pursue their activities in global level of competency models development (Boyatzis, 2009). Competencies network in an organization is used for conducting and decision making. Current gaps in organization are emerged in analyzing job competencies and can express needed competencies needed in a work role or in a project or in pursuing organizational strategies. When competency gaps are determined, it is sufficient to select proper strategies to fill those gaps. Vertically, competencies framework aids to adapt HR management system with organizational aims and strategies and horizontally to HR performance management so that this framework will be considered a tool for selection, performance management, HR development and career management (Wickramasingh, 2008).

In his paper on devising core competencies of cultural and social managers of Iranian universities, Chitsaz *et al.,* (2012) provided a model on this line and emphasized that when one can devise resource – based strategies with a full understanding of organizations' core competencies. Research findings indicated that the capability based on strategic plan and competency based on elites' opinions are too similar. Core competencies are integrated seven self – cognition, intelligence, cultural entrepreneurship, communications, executive management, leadership and Islamic values in civilization making university. In a paper titled Iranian public managers' competency model with a data-based strategic approach, Assadifard *et al.,* (2012) addressed to design a model for public managers' competency. By referring to connoisseurs and elites in different scientific fields, the mentioned model was modifies and finally Iranian public managers' competency model was designed.

Research Article

Personal competency aspects	Personal competency category
Self – esteem	Personal management to optimize the results
Stress and mental pressure management	
Learning management and personal development	
Showing concern on excellence	Planning to optimize the results
Regulating and prioritizing the goals	
Monitoring and refining and comparing plans to achievements	
Information gathering and organizing	Using mind (wisdom) to optimize the results
Identifying and recognizing the areas of concepts	
Decision making	
Expressing sensitivity on others' demands and needs	Managing others to optimize the results
Relations to other people	
Attracting others' commitment	
Expressing oneself as a positive person to others	

MCI Personal Competency Standard Model
The FIRO theory identifies three dimensions concerned with an individual's typical interpersonal behaviour (Schutz, 1958, 1988, 1992). The measure however appears to be unique in that a person receives two scores for every dimension: the extent to which a person expresses, manifests or shows a particular behaviour (that is the extent to which it is overt and observable) and the extent to which a person wants from other people with respect to a particular class of behaviours. The measure therefore allows for the possibility of measuring a difference or disparity score. The theory asserts that high difference scores lead to conflict for each of the three dimensions. The measure is theoretically based on people's fear of rejection, failure and intimacy: the three dimensions measured by this test. The theory asserts that striving for compatibility in interactions, leads to the development of three primary interpersonal needs that must be satisfied. The first dimension or trait in the test is the need for Inclusion, which is a need to maintain a relationship with other people, to be included in their activities, or to include them in the individual's own activities. All individuals seek to belong to a group, but at the same time they want to be left alone. There is always a trade-off between tendencies toward introversion and extraversion. Therefore, individuals differ in their relative need strength on two aspects of the need for inclusion: the need to include others, or Expressed Inclusion (EI), and the need to be included by others, or Wanted Inclusion (WI). A second fundamental interpersonal need, according to Schutz (1958), is a need for Control: a need to maintain a satisfactory balance of power and influence in relationships. All individuals supposedly need to exert control or direction over other Managerial level, personality and intelligence. people, while also remaining independent from them. They also feel the need to be controlled, directed or structured by others, but at the same time to maintain their freedom and personal discretion. Individual differences arise, therefore, in the need to control others, or Expressed Control (EC), and the need to be controlled by others, or Wanted Control (WC). A third need, according to the model, relates to Affection, or the need to form close personal relationships with others. This need is not restricted to physical affection or romantic relationships, but includes need for warmth, intimacy and love. All individuals need to form close, personal relationships with other people, but at the same time want to avoid becoming overcommitted or smothered by them. There is a trade-off between high affiliative needs and high independence needs. Individuals therefore vary in their needs for Expressed Affection (EA), towards other people and for Wanted Affection (WA) to be expressed towards them.

Research Article

Role	Competency	Demonstrates
STRATEGIC PARTNER	Organizational Awareness	- Understanding of public service environment
	Problem Solving	- Knowledge of agency's mission
	Customer Service	- Knowledge of organizational development principles
	Stress Tolerance	
	Oral Communication	- Innovation & encourages risk-taking
Leader	Decision Making	- Analytic, strategic & creative thinking
	Planning & Evaluation	- Knowledge of staff & line roles
	Oral Communication	- Knowledge of business system and information technology
EMPLOYEE CHAMPION	Flexibility	- Develops employee & agency's relationships
	Interpersonal Skills	- Understands, values, & promotes diversity
	Learning	- Balances both agency's & employees' demands & resources
TECHNICAL EXPERT	Customer Service	- Knowledge of information technology
	Information Management	- Knowledge of work-life & organizational plans
	Technical Competence	
		- Knowledge of human resources law & policies
CHANGE CONSULTANT	Teamwork	- Organizational development principles
	Stress Tolerance	- Understanding of marketing
	Reasoning	- Representation of HR products and services

Role	Activity
STRATEGIC PARTNER	- Interacts with customers in a way that demonstrates customer concerns and problems are heard, builds confidence and trust
	- Applies organizational development principles
	- Adapts HR services to the client's organizational culture
	- Uses HR principles that change business processes to improve its efficiency
	- and effectiveness
LEADER	- Acts decisively
	- Manages resources e.g. human, funds, equipment
	- Applies conflict resolution methods in organizational situations
EMPLOYEE CHAMPION	- Develops other's talents to maximize human potential
	- Builds trust relationships
	- Mentors individuals to develop talent
TECHNICAL EXPERT	- Uses surveys and other tools to provide information to help create an effective & efficient work environment
	- Applies expertise in the full range of the HR arena to support agency's mission and business needs
CHANGE CONSULTANT	- Assesses the readiness for change & identifies appropriate change strategies
	- Designs & implements change processes
	- Practices & promotes integrity & ethical behavior

CONCLUSION
One of the main advantages of competency is that we enter human intelligence which can be devised in adulthood. Although we have expanded awareness on self – competency, the most important efforts are happened in recent 15 years. In an ambience with constant changes and managers who are facing with business globalization, rapid technological changes and competency – based competition in attracting and

Research Article

employing talents, one should pay sufficient attention to optimized management of human capital in different HR aspects and functions; the important point is that employing efficient managers in this arena would lead into HR growth and excellence in all aspects; therefore, confirming needed competencies of HR managers commensurate to new conditions as well as local and cultural requirements especially focus on intelligent competencies – which would foster managers' leadership skills – and devising competencies model for these managers is inevitable. Studies such as this show personality and ability differences between people at

different levels of seniority within and between different organisations. The fact they came from different organisations clearly attests to the generalisability of these findings. Whilst many, but not all, of the hypotheses were confirmed they cannot speak to the process that explains why they occur. Cross-sectional data cannot show causal relations. Thus it is not clear whether the difference between levels is a function of selection or socialisation or both. Several decades of studies on the effects of psychotherapy (Habbel *et al.*, 1999). Self – help plans (Confer and Goldstein, 1991), cognitive behavioral treatment (Barlo, 1988), training program (Marrow *et al.*, 1997) and pedagogy (Pascarela and Trenzini, 1991; Weniter *et al.*, 1981) have all revealed that people can change their behavior, moods and self – imagination. Most studies, however, have focused on one single indicator such as retaining smartness and moderation, reducing special anxieties or a set of indicators determined by evaluation. There are a series of studies, however, that show constant progress in a set of desired behavior which yield into top performance. Only 15 programs are observed in a global survey by the consortium of emotional intelligence research in organizations which indicate emotional intelligence growth. Most of them reveal the impacts on job outcomes such the number of started new jobs or life outcomes such as finding a satisfied job (Jernis and Adler, 200) that their ultimate aims is human growth and excellence. However, showing the impacts on outcomes may darken changes in real events. Besides, when a change is observed, then questions are raised on change continuity as the result of short term of research interval. Several published studies which have addressed growth and progress more than one competency indicate 10% promotion and growth in emotional intelligence in next three to eighteen months of training. Equally the very fact of identifying people as high flyers or high potential through ratings or test scores early in their career may itself give them much greater chances of promotion. Nevertheless the role of individual difference factors in a person's career trajectory remains an important and neglected topic, no doubt mainly because of the necessity for but difficulty of doing, extensive longitudinal research for many people in many different organisations.

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Research Article

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