EFFECTS OF MANAGERIAL COMPETENCIES ON PERFORMANCE OF SELECTED MANUFACTURING FIRMS IN SOUTH-EAST NIGERIA

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DEPARTMENT OF MANAGEMENT
FACULTY OF BUSINESS ADMINISTRATION
UNIVERSITY OF NIGERIA
ENUGU CAMPUS

2019.

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A THESIS SUBMITTED TO THE DEPARTMENT OF MANAGEMENT, FACULTY OF BUSINESS ADMINISTRATION, UNIVERSITY OF NIGERIA, ENUGU CAMPUS IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (Ph. D) IN MANAGEMENT

SUPERVISOR: DR. C.A. EZENWAKWELU

2019

DECLARATION

I, Odika Chinelo Henrietta PG/Ph.D/12/64213 of the Department of Management hereby declare that this thesis was carried out by me and is original, it has not been submitted in part or full for any other degree or diploma of this university or any higher institution of learning.

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ODIKA, Chinelo Henrietta Date

APPROVAL

This Thesis has been approved for the Department of Management, Faculty of Business Administration, University of Nigeria, Enugu Campus.

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Dr. C.A Ezenwakwelu Date
Supervisor

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Dr. C.A Ezenwakwelu Date
Head of Department

DEDICATION

This thesis is dedicated to God Almighty for his mercies, guidance and protection and for making my dream come true.

ACKNOWLEDGMENTS

The accomplishment of this work came by the grace of God Almighty which was sufficient for me. The researcher wishes to appreciate her supervisor, Dr. C.A. Ezenwakwelu who is also the Head of Department for her invaluable contributions to the study. I am indebted to the past Head of Department, Dr E. K. Agbaeze for his moral support which helped the researcher complete the thesis.

My gratitude goes to Prof. R. Okafor: The Dean Faculty of Business Administration for her useful advise. I appreciate the lecturers in Management Department: Dr. V. A. Onodugo: the Associate Dean Faculty of Business Administration who was of immense support to me. Dr. A.I. Ogbo, Dr. B.I. Chukwu, Rev. Dr. A. Igwe, Dr. H.O. Obi-Anike, Mrs. C.M. Okonkwo, Dr. Chikaodili Okafor, Dr. J. I. Attamah, Mr. S.O. Ilo, Dr. R. Ike, Dr. B.E. Odo, Dr J. Enemuo, Dr M. Iyke-Ofoedu, Dr E.U. Obijuru. My appreciation goes to retired Prof. U.J. F. Ewurum and Prof. J. Eluka for their fatherly advice in the course of carrying out this research. Also to the non academic staff Mrs. V. Onyeke, Mr. E.I. Udorji, Mrs. I.B. Anigbogu Mrs., Modesta Agu, Mrs. V. Omeje, Mr. Friday Agaba for their positive contributions and encouragement.

My special gratitude goes to my husband Dr. Emeka Nwefoh and my children: Kamzie and Adanna Nwefoh who supported me both physically and emotionally towards the attainment of this goal. My appreciation goes to my academic colleagues: Dr. John Eze, Dr. Agu and Dr. Magnus Ugwa. My gratitude goes to the management and staff of the ten selected manufacturing firms for their patience and support. Finally, to God be all the glory.

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ABSTRACT

In today's dynamic workplace and globalized economy, however, the ability to achieve and maintain high performance and productivity is a major challenge facing organizations and managers. This is why this study focused on effects of of managerial competencies on organizational performance of the selected manufacturing firms in South East, Nigeria. The specific objectives of the study were to: assess the effect of communication competency on employee productivity; ascertain how self-management competency affects employee career development; assess how planning competency affect customers' satisfaction; ascertain the effect of teamwork competency on organisational effectiveness; and ascertain the effect of strategic action on organizational competitiveness. The study adopted the survey design. A sample size of 810 was used because a census method was adopted. The study was conducted in ten (10) selected manufacturing firms in Southeast, Nigeria: Abia, Anambra, Ebonyi, Enugu and Imo States. Primary and Secondary data were used. Primary data were collected by means of a structured questionnaire and oral interview while secondary data were collected from books, journals and internet. The validation of the questionnaire was undertaken by five experts, three from the department of management, University of Nigeria, and two from the industry.The outcome was subjected to reliability test using spearman rank order correlation co-efficient which yielded a correlation co-efficient of 0.83 indicating a high degree of items consistency. Out of 810 copies of the questionnaire distributed, 546 copies representing (69%) were returned while 264 copies representing (31.3%) were not returned. The five hypotheses formulated for the study were tested with ordinal logistic regression statistical tool using Statistical Package for Social Sciences (SPSS, version 20.0). The findings revealed that communication competency positively affected employee productivity ($ß = 59.965$, $p = 0.11 < 0.05$); self-management competency positively affected employee career development ($ß = 86.111$, $p = 0.14 < 0.05$); planning competency positively affected customers' satisfaction ($ß = 99.507$, $p = 0.00 < 0.05$), teamwork competency had a positive effect on organizational effectiveness ($ß = 77.507$, $p = 0.01 < 0.05$); and strategic action competences positively affected organizational competitiveness ($ß = 85.507$, $p = 0.00 < 0.05$) in the selected manufacturing firms in South East, Nigeria. The study thus concludes that managerial competencies have a positive effect on organizational performance. The study recommended that the senior management of organisations should take deliberate steps to improve managerial competencies especially communication competency in order to remain relevant in the dynamic business environment and its attendant challenges since communication is integral to goal achievement in organizations.

CHAPTER ONE
INTRODUCTION

1.1 Background of the study

The concept of competence can be traced back to the medieval guilds. The industrial revolution gave rise to the study of work, jobs and the skills needed to do those jobs. With the evolution of scientific management in the 1930s the human relations school of management thought, academia and practitioner interest became focused on how to organize work and to motivate workers. The concept of "competency" was first introduced in 1957 (Yang, Shu, and Yang, 2006). In the 1970s the need to improve economic competitiveness led to attention being turned towards competencies (Horton, 2000). Furthermore, in 1973 McClelland used the term "competency" to illustrate the key factor that affects individual learning (Yang et al., 2006).

The concept of competency originated in the United States. It was followed by the separate development in the UK of the concept of competence (Armstrong, 2003). The US approach was made by McClelland in 1973. He advocated the use of criterion-referenced assessment. Criterion referencing or validation is the process of analyzing the key aspects of behavior that differentiate between effective and less effective performance (Armstrong, 2003). Although the competency movement originated in the US and UK, it is now an international phenomenon and is practiced increasingly throughout the OECD countries and beyond (Horton, 2000).

Managerial competencies (MC) are set of skills, related knowledge and attributes that allow an individual such as a manager/owner of a small scale business to perform a task or an activity within a specific function or a job (Nirachon et al., 2007). They are considered a critical factor that contributes to the performance and the survival of small-scale businesses. In fact, there is a growing body of literature that has proved a positive relationship between managerial competencies and performance (Mitchelmore and Rowley, 2010; Mahembe, 2011). For instance, competencies, which are constitutive of knowledge (i.e. extent to which information is developed or learned through experience, study or investigation), skills (which are a result of repeatedly applying knowledge or an ability) and abilities (i.e. innate potential to perform mental and physical actions or tasks), are considered to contribute directly to individual and organisational performance (Mahembe, 2011).

However, environmental challenges have imposed on the improvements of organizations not only for competition, but in order to keep going, and to maintain leadership in the market. Numerous researchers agree that higher in performance is a product of the process of formulating a strategy through which the organization seeks to achieve its mission and objectives, suggesting that an appropriate use of information technology in the long term for the purpose of obtaining organizational performance. As regards to this, the successful performance also depends on the existence of the skills and capabilities of each individual by the organization may be essential in promoting organizational performance (Ray, Muhanna, and Barney, 2015).

Organizations seem to have always battled to define their competency models and thus find the implementation of skills management problematic (Homer, 2001). The ability to assess competencies and determine skills gaps are critical as it enables organizations to manage individual and team performance optimally. Knowing which managerial competencies are important for different managerial functions is vital for developing and improving training and development programmes. As the scope of the modern organization, which tends to be flatter and less hierarchical changes, competencies which managers considered important in the past may no longer be relevant today (Gentry, Harris, Baker, and Leslie, 2007).

Today, when measuring organization’s performance, It’s better to refer to human resources and their competencies rather than the material resources. Thus, development of competencies has become one of the key priorities of the organization. Hence, organizations are looking for competent professionals and thus striving to develop their current staff’s competencies. Undoubtedly, contemporary business organizations need professionals with requisite competencies that would enable an employee to successfully perform in ever-changing business and economic environment (Homer, 2001).Managerial competencies identification and its development are important tools of human resources management targeted at achieving the strategic goals of the organization. Managerial competencies, i.e.,behaviour necessary to reach the required level of a manager’s performance, in combination with efficient organization management thus become a key factor of success and subsequently also a competitive advantage (Chong, 2011)

One of the most fundamental challenges facing organizations is determining what gives rise to competitive advantage and how it can be sustained (Srivastava, Fahey and Christensen 2001).

With globalization and increased business competition, the importance of identifying and understanding factors likely to produce sustained competitive advantage, growth and enhanced company financial performance has become even more important to both managers and shareholders (Gursoy and Swanger, 2007).Research into organisational productivity is demonstrating the importance of organizations' culture as the critical success factor in tomorrow's competitive marketplace (Guinn, 1996). The way in which an organization leads and manages its employees to use their knowledge and technology can be a differentiating factor for companies thriving in the 21st century (Guinn, 1996).Gursoy and Swanger (2007) opine that manufacturing companies face this same challenge and managers understand that their companies exist in a contingent relationship with their environments. Whilst company success depends on external and internal factors, most of these companies have little control over external factors. This study, therefore, focuses on managerial competencies perceived to contribute towards organizational performance.

Leadership formulates the company's business strategy and builds its resources, including its people, finances, and operations. Therefore, leadership can be the most important asset of the company or its worst liability. The success of business organizations depends to a large extent on the caliber of managers (Sanyal and Guvenli, 2004). Boyatzis (1982) also illustrates the importance of manager competencies and states that the competence of managers, to a large extent, determines the returns that organizations realize from their human capital. Management creates the vital link between the economic progress, the required organisational effectiveness and the actual performance of the people involved (Labbaf, Analoui, and Cusworth, 1996, Miller, 1991). It appears crucial to develop competent managers who can be entrusted with the responsibility to transform their organizations.

Prahalad and Hamel (1994) posit that competencies are the source of future product development. They are the "roots" of competitiveness, and individual products and services are the 'fruits.' Every top management team is competing not only to protect the firm's position within existing markets but to position the firm to succeed in new markets.

Hence any top management team that fails to take responsibility for building and nurturing core competencies is inadvertently mortgaging the company's future. Prahalad and Hamel's (1994) definition illustrates the importance of competencies in relation to management and the success of a business. The development and use of core competencies to create competitive advantage are being more widely used in the manufacturing industry.

Henderson (2000) defines competency as a combination of knowledge and skills required to perform an assignment successfully. Its attainment is evidenced by the ability of an individual to gather data, process it into useful information, access it and arrive at an appropriate and useful decision in order to initiate the actions necessary to accomplish the assignment in an acceptable manner. Managerial competencies are a cluster of similar knowledge, skills, and attributes that are essential to effective job performance (Karns, 1998).

Boyatzis (2000) describes managerial competencies as underlying characteristics of a person that he or she uses to solve problems that arise in a workplace. Some of the underlying characteristics of the Executive Directors include the ability to speak and perform in public, express the desire to persuade others of their point of view, motivate others to action, make decisions and amend those decisions to fit in with the organisational vision or current realities (Hagberg Consulting Group 2005). Managerial Competencies are important because they are forward-looking, describe the skills and attitudes the staff needs to meet future challenges, help clarify expectations and provide a sound basis for consistent and objective performance standards by creating a shared language about what is needed and expected in an organization (United Nation's Report, 2004).

Robert and Norbert (2002) established that organisational success can be achieved only through the establishment of implicit competencies in human resource management, organisational development, and knowledge management. Competencies help to promote a configurationally model of change and further result in the excellence of company. If implicit competencies are successfully developed into success potentials, and in addition to core competencies, then competitive advantage can be attained.

The performance of the Nigerian manufacturing sector since independence has been unimpressive. The scenario is a mixture of initial mild growth and subsequent retrogression. At independence, the colonial masters bequeathed to us a manufacturing sector that was weak both in structure and content. The Nigerian industrial sector was substantially dominated by large European companies like UAC, CFAO, and John Holt. These companies were primarily engaged in trade and commerce and in the marketing of manufactured goods imported from their home countries. Our economy was “structured and organized mainly as a source of raw materials and market for industrial products of the mother country, industrialization was discouraged with relevant anti-industrialization enactments and policies made as if to ensure that there was no substantial industrial development” (Egwaikhide, Ekpo Oyeranti, and Ayodele, 2010). There was no attempt to reinvest financial resources generated within the country for developmental purpose nor was there any concrete attempt made to develop indigenous entrepreneurship.

With the attainment of independence in 1960, an unprecedented euphoria of excitement and greater urge for industrialization became prevalent. The first National Development Plan (1962-1968) was aimed at kick-starting massive industrialization across the country. To this end, well-articulated developmental projects and policies were initiated to stimulate the establishment and growth of a virile manufacturing sector. For example, the building of an Iron and Steel project believed to be critical for a virile industrial growth was set in motion in 1963.

The setting up of the Nigerian Industrial Bank; a developmental credit institution in partnership with the International Finance Corporation took place in 1963. Government also initiated the building of the first petroleum refinery at Alese Eleme in Port Harcourt to supply all the refined petroleum needs of the country. Besides the above, foreign and local investors were attracted with incentives which included pioneer certificates which would allow investors to enjoy numerous tax reliefs, custom duty relief on imported industrial machineries, spare parts and components brought into the country. Local investors were also given protection via expatriate quota restrictions and excise duty reliefs. With the support and encouragement of government and the aforementioned inducements to foreign and local investors, many industries started emerging in different parts of the country. In Ikeja and Apapa, for example, a plethora of manufacturing activities developed with unbelievable rapidity. These includes paper tyres and tubes, textile, saw milling, bakery, cocoa confectionery and aluminum manufacturing companies. In Nkalagu and Sokoto, cement companies emerged to take advantage of the abundance of limestones in these areas. In Kaduna and Kano, leather and footwear manufacturing companies, among others, sprang up.

Most recently, the Central Bank of Nigeria (CBN) announced plans to facilitate the issuance of single-digit interest rate loans to firms operating in the agriculture and manufacturing sectors. Port reforms and other ease of doing business initiatives by the government are also helping to make the manufacture of goods easier in the country; relatively, at least. Owing to reforms, Nigeria's ease of doing business ranking moved to 145th place in 2017 from 169th in 2016 For instance the Nigerian manufacturing sector has been performing well in recent years. While year-on-year growth for each of the quarters in 2015-16 was negative, there was only one such instance in 2017; in the third quarter. Incentives by the government are also beginning to encourage greater interest. According to official data, at 9.3% of GDP, the Nigerian manufacturing sector grew by 3.4% year-on-year in the first quarter of 2019, an improvement from 0.1% y/y in Q4 2017 and -2.9% y/y in Q3 2017. The last time there was something close to such growth in the period since Q1 2016, was in Q1 2017 when the sector grew by 1.4% y/y. For the whole of 2016 till then, the sector recorded negative growth.

2.1 Statement of the Problem

Every business organisation needs effective managers, to be successful in today's highly competitive and dynamic business environment. It is very important for a business organisation to identify, develop, and retain skilled people. Every successful and effective manager possesses several competencies which include communication competency, self-management competency, inter-personal skills, technical skills, teamwork competency, and technical competency which enable them perform effectively and efficiently at different managerial levels. Competency management is considered a basic requirement for all manufacturing organisations and can be achieved through a number of policies and processes in order to attain the set goals such as productivity and profitability.

Despite the acknowledgement of managerial competency success to organisations, there is little evidence of its awareness, and practice in Nigerian manufacturing firms. Agba, Ogaboh, Frank and Edem, (2015) state that the dwindling performance, low survival rates and the failure of manufacturing firms in Nigeria are due to poor managerial competencies. Managers that lack knowledge, skills and attitude are bound to lack integrity, good excellent plan, team spirit and work ethics. These deficiencies would have negative effect on the manufacturing firms, such as, loss of market share, decline in employee productivity, low customer patronage, customer dissatisfaction, loss of goodwill and ultimately, general decline in performance. The study therefore assessed the effects of managerial competencies on performance of selected manufacturing firms in South East, Nigeria.

1.3 Objectives of the Study

The main thrust of this study is on the effects of managerial competencies on organizational performance of the selected manufacturing firms in South East Nigeria. The specific objectives of this study are to:

i. Assess the effect of communication competency on employee productivity.
ii. Ascertain how self-management competency affects employee career development.
iii. Assess how planning competency affects customers' satisfaction.
iv. Ascertain the effect of teamwork competency on organizational effectiveness.
v. Examine the effect of strategic actions competency on organisational competitiveness in the selected manufacturing firms in South East Nigeria.

1.4 Research Questions

To achieve the objectives, the following research questions were raised:

i. What is the effect of communication competency on employee productivity?
ii. How does self-management competency affect employee career development?
iii. How does planning competency affect customers' satisfaction?
iv. What is the effect of teamwork-competency on organizational effectiveness?
v. What is the effect of strategic actions competency on organisational competitiveness in the selected manufacturing firms in South East, Nigeria?

1.5 Research Hypotheses

The study proposes the following hypotheses;

i. Communication competency affects employee productivity
ii. Self-management competency affects employee career development
iii. Planning competency affects customers' satisfaction
iv. Teamwork competency has an effect on organizational effectiveness.
v. Strategic action competency affects organisational competitiveness in the selected manufacturing firms in South East, Nigeria.

1.6 Significance of the Study

The study will be relevant to manufacturing companies because it will educate the managers on managerial competencies that will enhance organization's competitiveness. It will educate employees on how to utilize the various managerial competencies to increase their efficiency and effectiveness. This study will also help managers to acquire communication skills, planning and administrative skills, teamwork competency and strategic action competency which will boost employee productivity. The study will also help employees to acquire self-management skills which will enable them develop integrity and ethical conduct, personal drive, resilience, self-awareness, and development which are critical to sustaining organisational effectiveness.

1.7 Scope of the Study

The study focuses on the effect of managerial competencies on performance of selected manufacturing firms in South East, Nigeria. This study contextually focuses on communication competency, self-management competency, planning competency, teamwork competency, strategic action competency. The study will be carried out in the following manufacturing firms: Star Paper Mill Aba Abia state, Master Energy Limited Aba, Capital oil Limited Owerri, Orange Group Nigeria, Owerri, Imo state, Innoson Group Emene, Enugu, Ibeto Petrochemical Industries Ltd, Nnewi, Anambra State, Nigeria breweries located at Ama-eke in 9th Mile in Enugu State, Ogbuawa motorcycle company Nigeria, Nnewi, Ebonyi Pipes Production Company Limited, Iboko Rice Mill, Izzi-Ebonyi State. The study covers the period from 2010 to 2019.

1.8 Limitations of the Study

The limitation of this research is on methodology and attitude of the respondents. The study relied on non-parametric data (ordinal data obtained using Likert scale) for quantitative tests. In other words, the study was restricted to the use of categorical data for lack of secondary data. Ideally, and a point to be noted in further studies, a continuous data set involving the collection of series of secondary data is normally required to carry out a parametric tests involving regressions for prediction and decision making purposes. Nevertheless, for want of time and solution, the study narrowed its data collection down to the use of primary data obtained with the aid of structured questionnaire and guided interview instruments.

Similarly, since the study is constrained to make use of baseline data (ordinal data), it was not possible to utilize linear regression which is a parametric test and a veritable prediction tool. However, ordinal logistic regression was adopted because its basic assumptions were substantively met by the collected data. In any case, this does not affect the reliability and validity of the study since most reviewed researches adopted the questionnaire data collection and non-parametric test methods for empirical studies (see Okoro, 2006; Nada & Ibrahim, 2014; Barbara, Raborale, &Richard, 2016). However, like in some other previous studies, a parametric technique (e.g. linear regression) should have been utilized since it can be used to predict into future scenarios using the past and present trend.

Attitude of the Respondents

Some respondents were sceptical and didn't act accordingly, reason been that there was no financial benefit attached, some refused to supply the necessary information required for fear of leaking secrets of their organisations. The researcher was able to overcome this limitation through the help of the Managing Directors who allayed their fears and told them that it is purely for research and for academic purpose.

1.9 Operational Definition of Terms

Competency: Competencies are underlying characteristic of an individual, which are causally related to effective job performance (Boyatzis, 1994).

Managerial competence: Managerial competence is the personal traits related to the work, knowledge, skills, and values which encourage people to do their job well

Communication Competency. Communication competency is the ability for someone who is communicating with another to reach their goals through interactive and appropriate interaction (Spitzberg, 1993).

Planning competency: This involves deciding the tasks that need to be done, determining how to do them, allocating resources to those tasks and then monitoring progress to ensure that they are done (Ezigbo, 2011)**.**

Strategic action competency: This involves understanding the overall mission and values of the organization and ensuring that the manager's actions and those of the people he manages are aligned with the organization's mission and values**. (**Ezigbo,2011)

Teamwork competency: This stands for accomplishing outcomes through small groups of people who are collectively responsible and whose work is interdependent (Ezigbo, 2011)**.**

Organisational Performance: This comprises of the actual output or results of an organization as measured against its intended outputs (or goals and objectives)
(Richard 2009).

1.10 Profile of the Organisations understudied

i) Star Paper Mills

Star Paper Mill came into operation in 1996, in order to be among the leading paper manufacturing company in Abia State Nigeria. Star Paper Mill Limited (Star Paper or the company) is in the final stages of completing a $28 million expansion of its existing paper manufacturing/conversion plant in Owerrinta, Abia State, Nigeria. Star Paper began commercial production on the new 60-65 tonnes/day tissue machine in May 2006 and had more than doubled its production capacity from 20,400 tons to 44,200 tons of jumbo reels per annum. This project is the first phase of a larger program aimed at increasing the total plant capacity to 73,200 tons per annum.

Star Paper Mill Limited was created to manufacture and market top quality paper products. They provide a wide range of standard and customized stationery solutions to corporate organizations and the commercial stationery market their Vision is to become the leading, technology-driven paper converter engineering the innovation of superior, highly differentiated, needs-based paper products. If you have any questions, do feel free to contact us on the details in our profile or view our website for more details.

Products

The company produces a wide range of papers such as SS Maplitho White/Natural Shade, Greeting Paper, Kraft Paper, Padding Paper, MG Poster, Stiffner Cover, Cartridge Paper, Azurelaid and many more. These products have application in paper printing, lottery printing, computer stationery, book printing, packaging various products, Defence/Ammunition Packing and many more.

Awards

Star Paper Mills has received the Greentech Award for Environmental Excellence in November 2005 and Greentech Award for safety in paper industries in April 2005.

As a token of appreciation for its energy conservation initiatives the company has received a Certificate of Merit from the Indian Paper Manufacturers Association

Outlook

Star Paper Mills has plans to expand its capacity from 3 lakh clonal plants per annum to 64 lakh clonal plants per annum in next four to five years

ii) Masters Energy Oil and Gas Ltd

Masters Energy Oil and Gas Ltd was incorporated in Nigeria in 2005 to operate fully in the oil and gas sector. The company has since then expanded and diversified to assume leading positions not only in the oil and gas sector, but Power, EPC, Petrochemicals, Aviation, Shipping and Marine businesses. Being a highly innovative company, and desirous to create superior values for stakeholders and partners, the company continue to break new grounds and attain greater heights. The corporate vision is to be the world's benchmark in oil and gas industry with a mission to provide world-class service delivery to our clients through sound management system, innovation, and technology; while ensuring adequate returns to our stakeholders.

Major milestones and record-setting achievements have been attained by the organization. This has given them awards, certificates, and recognition both in Nigeria and internationally.

They remain a leading Nigerian content player, giving priority in the employment of Nigerians from various backgrounds. The same attention is also given to goods and services produced in-country. Community issues are well articulated and executed as part of their corporate social responsibility policy. They believe that this is the way to go if Nigeria must achieve her vision. Because they aim to be a world-class player, they are happy to be associated with other reputable global players. In this class, what holds sway is Relationship, Integrity, Ethics, Trust and Quality Service.

The values dear to them are Empathy, Creativity, Passion, Teamwork, Integrity, and Excellence.

Every day, employees at Masters Energy are committed to the pursuit of operational excellence. They do this by delivering safe, reliable operations, competitive pricing and maintaining strong, committed business relationships with our customers and vendors. They believe that maximizing the value of her resources generates the most benefit for resource owners, society, and our shareholders.

Masters Energy City integrated logistics center stands as a center for the distribution of petroleum products to the Eastern and Northern part of the Country. It is a major center for fuelling and refueling of Vessels for logistic operations. It acts as a major stopover point for Vessel moving deep offshore and the Gulf of Guinea. A transient location for item transfer to deep offshore and vessel station keeping.

iii) C**apital Oil and Gas Industries Ltd**

Capital Oil and Gas Industries Ltd. is a privately owned, wholly Nigerian concern. They are a major player in the importation, storage, distribution, trading and retailing of oil products. The Company was established in 2001 by Ifeanyi Patrick Ubah, and the depot opened for business in March 2007. We are a dynamic, innovative company and rapidly becoming the leader in the downstream sector of the oil and gas industry in Nigeria

Value

To become Africa's strongest and most innovative energy solution provider.

Mission

To provide excellent products and services tailored to surpass and excite customers' expectation, driven by a well-motivated and dedicated team of professionals in a friendly environment, using the most modern technology in our industry to deliver optimal returns to the stakeholder.

Assets and Investments

Shipping: The company has ocean-going vessels, trading internationally and within Nigerian coastal waters.

Deep Water Berthing Facility: We own and operate the biggest private oil jetty in Nigeria capable of docking four mother vessels simultaneously.

Storage Capacity: Our storage capacity of over 200 million liters is the biggest privately owned facility in the West African sub-region.

Terminal Loading Capability: With 28 truck loading bays, Capital Oil and Gas Ind. Ltd is the only indigenous downstream player capable of pumping out 55million liters of petroleum products per day.

Road Transport: As an emerging giant fleet operator in Nigeria, the company has over 250 road tanker with modern gadgets moving products to various parts of the country.

Mobile Filling Station: We have 100 mobile dispensing trucks. A truly unique innovation in Nigeria for delivering products to domestic and corporate customers.

Assets & Investments

Truck Park: Our 1,100 space truck park can handle over 5,500 vehicles per day. It is the first of its kind in Lagos, Nigeria and comprises amenities such as truck filling station, restaurant, recreation center, lodging accommodation, banking facilities, and offices.

Inland Strategic Reserves: The company is in the process of developing a network of strategic reserves with a capacity of 18million liters each

Retail Filling Stations: We own several filling stations, two of which are mega service outlets located in different parts of the country.

We work with many major international trading houses to source and import our products.

The Future: Capital Oil and Gas Industries Ltd. is positioned to partner with international organizations for our mid-stream and upstream developments

iv) Orange Group Nigeria

After working in his family-owned Chemist shop— Eastern Industrial Chemist— for 13 years, Sir Tony Ezenna went on to establish his own pharmaceutical company, Orange Drugs Limited (ODL) leveraging leadership and managerial skills he acquired from his experience with Eastern Industrial Chemist. ODL was registered and incorporated on the 20th of July, 1988 with Number RC. 115913. Its first office was in Ikenegbu, Owerri, Imo State in 1989 which later moved to Lagos State so as to compete favorably locally and internationally. ODL'S first corporate office was located at 4B, Okupe Estate, Mende, Maryland, Lagos and in 2001, the Company moved to its present Head office at 66/68 Town Planning Way, Ilupeju, Lagos with branches in different parts of the country.

Orange Drugs is a limited liability company with authorized fully paid share capital of N5 million Naira. It is involved in the marketing and distribution of well-tested drugs, manufactured in Indonesia, Italy, India, Germany and the United States of America with the Nigerian consumer in mind. Subsequently, Orange Drugs Limited joined the beauty care industries through the importation of soaps, creams, and other beauty products. By 2006, the Company commenced the local production of different brands of soaps in Lagos, and this was aimed at boosting the Nigerian manufacturing sector and also creating jobs for the populace. In order to meet up with the challenges in the global economy, Orange Drugs Limited later diversified its line of business by the establishment of Orange Kalbe ltd and Orange West Africa Limited leading to the formation of Orange Group.

v) Innoson Technical and Industrial Company

Innoson Technical and Industrial Co. Ltd produces the best plastic products in the country. Products include chairs; jerry can, drums, motorcycle parts, etc. Innoson Technical and Industrial Limited is a subsidiary of Innoson group of companies and was incorporated in 2002 with its Head Office/Factory situated at Plot W/L Industrial Layout, Emene, Enugu

State, Nigeria. Full-scale operations and production commenced in October 2002. It is an indigenous blue chip company engaged in the manufacturing of Plastic Chairs, Tables, Trays, Plates, Spoons, Cups, Jerry Cans of different sizes and many other allied products. Since inception, this company ranks the biggest plastic industry in Nigeria. It produces the highest quality range of the plastic products of international standard and has a production capacity of over 10,000 pieces of chairs and tables per day. Due to the rapid demand for these products, the company's twelve production lines of injection molds have since been increased with tremendous and near perfect production lines of international standard. It was also established to further consolidate our leading position in the Motorcycle industry by producing the motorcycle plastic requirement of Innoson Nigeria Limited which is a sister company. This effort was in direct response to the Federal Government policy direction towards encouraging private sector as the engine of growth for the economy. Over six hundred indigenous employees and few expatriate staff are working in the company. The company has an annual turnover of 3.6billion Naira. Our foreign partners are Cretec Industries Co.; Ltd (China) whose wealth of experience is unquantifiable (http://www.innosongroup.com/motorcycle_profile.php).

Mission: To satisfy the industrial and household plastic requirements of our clients using the highest standard of automation and technology and with well-motivated and trained indigenous workforce to ensure adequate returns for the stakeholders.

Vision: To be a dominant player in the plastic industry, producing products of the first choice in Nigeria (http://www.innosongroup.com/motorcycle_profile.php).

Winning Strategy: Innoson Technical and Industrial Company utilizes the latest technology and machinery together with its technical partners to produce high-quality products at affordable prices within the marketplace. The company is always one step ahead of any competitor due to the close relationship with its technical partner. We know very well that the demand for plastic products is enormous, and we are growing every year, therefore, utilizing the latest technology and being aware of the market prices, the company will ensure that products are produced at high volume output to be competitive. We will invest in the latest technology which converts waste plastic at landfill sites into an end product. This project is very important to Nigeria, as the environment is saturated with waste plastic, which will be converted into plastic wood, plastic pallets, and many other end user’s products. This re-cycling project converts waste to an end product and will be an ever growing project. We have the technology to service the ever-growing oil sector and will be able to supply quality container products to the major oil groups. We have the ability to supply container/crates within the ever-growing beverage sector by utilizing the latest technology molds and machinery. We have a devoted management team that has a wealth of experience in all areas and are able to make fast decisions on new developments which will always put the company one step ahead of its competitors (http://www.innosongroup.com/motorcycle_profile.php).

Corporate Awards: SON quality award; 2006 Industry of the year by the Nigeria Union of Journalist, Enugu State; Economic and Social Justice Award by Amnesty International; The Best Exhibiting Pavilion in Plastic, April 2007, by Enugu Chamber of Commerce, Industry, Mines and Agriculture (ECCIMA); Special Merit Award, April 2008 by the Nigerian Society of Engineers Enugu Branch and; Merit Award for contribution to the Nation's Economy, September 2008, by the Manufacturers Association of Nigeria (http://www.innosongroup.com/motorcycle_profile.php).

Corporate Membership: Enugu State Chambers of Commerce, Industries, Mines and Agriculture (ECCIMA);Nigerian Association of Chambers of Commerce, Industries, Mines and Agriculture (NACCIMA); Manufacturers Association of Nigeria (MAN) and National Anti-Corruption Volunteer Corps (NAVC) as integral part of Independent Corrupt Practices and Related Offenses Commission (ICPC) (http://www.innosongroup.com/motorcycle_profile.php).

vi) Nigerian Brewery Plc.

They are proudly Nigeria’s pioneer and largest Brewing firm. Their company was incorporated in 1946 and in June 1949, we recorded a landmark when the first bottle of STAR lager beer rolled off our Lagos Brewery bottling lines. This first brewery in Lagos has undergone several optimization processes and as at today boasts of one of the most modern brew house in the country. In 1957, we commissioned our second brewery in Aba. The Aba Brewery has also recently undergone several optimization processes and has been fitted with best in brewery technology. In 1963 we commissioned our Kaduna Brewery while Ibadan Brewery came on stream in 1982. In 1993, we acquired our fifth brewery in Enugu. A sixth brewery, sited at Ama-eke in 9th Mile, Enugu was commissioned and christened Ama Brewery in October 2003. Ama Brewery is today the biggest and most modern brewery in Nigeria. Operations in the Old Enugu Brewery were however discontinued in 2004. We acquired a malting Plant in Aba in 2008. In October 2011, our company bought majority equity interests in Sona Systems Associates Business Management Limited, (Sona Systems) and Life Breweries company Limited from

Heineken N.V. This followed Heineken's acquisition of controlling interests in five breweries in Nigeria from Sona Group in January 2011. Sona Systems' two breweries in Ota and Kaduna and Life Breweries in Onitsha have now become part of Nigerian Breweries Plc, together with the three brands: Goldberg lager, Malta Gold, and Life Continental lager. The merger became final on December 31, 2014. Following the successful merger, we now have three additional breweries in Ijebu-Ode, Ogun State, Awo-Omamma in Imo State and Makurdi in Benue State. The merger also brought an additional seven brands into our portfolio. Thus, from that humble beginning in 1946, our company has now grown into a Brewing Company with 11 breweries, 2 malting plants and 26 Sales depots from which our high-qualityproducts are distributed to all parts of Nigeria. Nigerian Breweries Plc has a growing export business which covers global sales and marketing of our brands and dates back to 1986. NB Plc offers sales, logistics and marketing support to make our brands shelf-ready in international markets, including world-class outlets such as Tesco and ASDA Stores in the United Kingdom. Our brands are available in over thirteen countries Rica, Middle-East, West Africa and the United States of America (http://www.nbplc.com/ourhistory.html)., across the United Kingdom, South Africa.

vii) Ogbuawa Motorcycle Limited

Chief Pius Okechukwu Ogbuawa popularly referred to as Ogbuawa is the Chairman and Managing Director of P.O Ogbuawa and Sons Nigeria Limited hails from Oraeri in Aguata Local Government Area of Anambra State.

The genesis of his success in the motorcycle and auto parts business began when after the civil war in 1970, he left for Onitsha at the Mgbuka section to learn motor jack repairing but after a few months he was dissatisfied with the trade. He later went to Gombe as an apprentice Mechanic, but he had to leave the trade also because his master insisted that he must work on Sundays

viii) Ibeto Petrochemical Industries Ltd Nnewi Anambra State Nigeria

Ibeto petrochemical Industries Limited was established on October 2^{nd,} 1996 and licensed Petroleum Resources to undertake the blending of oil lubricants and the production of various types of petroleum products for local and international markets. The Blending plant is located at 60/61 Igwe Orizu Road, Nnewi, Anambra State.

Since January 1999, the Company has been delivering its blended lube products to the West, East, and Central African markets. The company also procures and trades in a range of petroleum products like Base oil (Bright Stock, etc.) and Automotive Gas Oil. In August 2012, this company began to export Nigerian Crude Oil.

To ensure that the highest premium is placed on the quality of its products, Ibeto Petrochemical Industries Ltd establishes in the plant a fully equipped state-of-the-art test laboratory. Ibeto Petrochemical Industries Ltd's products are certified by the Standards Organization of Nigeria (SON) as meeting the required standards, as evidenced by the award of the mandatory SONCAP certificate.

Philosophy of Ibeto Petrochemical Industrials Ltd

i. Whatever is profitable must also be honest, and whatever is honest must also be profitable.
ii. To separate profit from honesty is to prevent the first principle of nature.

Value of Ibeto Petrochemical Industries Ltd

Customer

They listen to their customers and improve our products to meet their present and future needs.''

People: Our success depends upon high-performance people working together in the safe and healthy workplace where diversity, development, andteamwork are valued and recognized. We take care of our people, and our people take care of the business.''

Accountability

They expect excellent performances and are accountable for our actions and results. Our leaders set clear goals and expectations. Always supportive, they seek and provide frequent feedbacks.''

Citizenship

They support and assist the communities where we do business, hold ourselves to the highest standards of ethical conduct and environmental responsibility.''

ix) Ebonyi Pipes Production Company Limited, Ezzamgbo, Ebonyi State

Ebonyi Pipes Production Company Limited (EPPC) is located along Enugu-Abakiliki Road, Opposite Ebonyi State University, Abakiliki. It was established on 13thOctober 2012 and owned by Ebonyi State Government by Governor Elechi. The Company is a World Class Nigerian Company devoted to the production of borehole Pipes, and

Petroleum Pipes, especially for Industrial use. It produces the high-quality range of Plastic Pipes of International Standard and has a production capacity of over 2000 pieces of Pipes per day.

Vision of Ebonyi Pipes Production Company (EPPC)

To become a global company admired for its superior quality products and services.

Mission of Ebonyi Pipes Production Company

i. To engage in the manufacturing and distribution of high-quality products that best meet the needs of the local and international market with a fair return to our stakeholders.
ii. To provide rewarding careers for our employees through a quality work environment that assures their commitments to the organization and enables them to actualize their dreams.
iii. Core Values
iv. Quality
v. Accountability
vi. Support an assist the communities around us.

x) Iboko Rice Mill, Izzi, Ebonyi State

Iboko Rice Mill, 1221, Ebonyi State, is located at Izzi of Ebonyi State Nigeria. It is a 100% indigenous company established by the Ebonyi State Government in 2012. To solve the calls of the indigenous Rice Farmers for cost-effective rice milling the gaps left by individual rice millers, the Ebonyi State Governor His Excellency Gov. Elechi established three large-scale rice mills in the three (3) major sites of rice farming in the state in 2012. The Rice mill's product of the Iboko Rice Mill is known as Ebonyi Rice world. The Iboko Rice Mill is into the production of bag co bags, milling of rice, packaging, and distribution.

Their products are identified by the following variables;

i. Stone free
ii. Husk free
iii. Special polishing
iv. Unique quality.

Iboko Rice Mill produces the highest quality of rice of international standard and has a production capacity of over 5,000 bags of 50kg and 25kg bags of rice per week during harvest seasons. The company at present serves the needs of the local consumers, and the company maintains high-quality standard in all its operations. With high production capacity, the policy thrust is to continue to provide cost-effective, affordable, local alternatives tolife-saving drugs to the teaming population. There is always our company representative nearer to you are guaranteed good service delivery at your doorsteps.

The company at present services the needs of the countries of the West African sub-region and is poised to reach out to more countries in Africa and beyond. Production Capacity for contract manufacturing for individuals, corporate bodies, government and non-governmental agencies is available, and we look forward to going into partnership in achieving our common goals countries of the West African countries and is poised to reach out to more African countries.

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CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 CONCEPTUAL FRAMEWORK

2.1.1 Managerial Competencies Defined

A competency is an articulated set of observable performance dimensions, which involves employees' knowledge, abilities, attitudes, skills, and behaviors and in addition collective team, process, and organisational proficiencies, that are connected to high performance, and furnish the organization with sustainable and optimal competitive advantage (Athley and Orth (1999). A competency also denotes the knowledge, attitudes, skills, and capacities that underlie viable or effective occupation performance, which are observable and quantifiable elements that distinguish the superior from average performance (Soderquist, Papalexandris, Ioannou, and Prastacos, 2009). Campion, Fink, and Ruggeberg (2011) assert that competencies are accumulations of knowledge, attitudes, skills, capacities and different characteristics that are required for viable performance in the jobs being referred to.

Competencies encapsulate the scope of procedures, skills and capacities, values and beliefs, convictions and individual characteristics, self-perceptions, and motivation that empower a range of work requests to be met adequately and effectively (Rubin, Leigh, Nelson, Smith, Bebeau, Lichtenberg, Portnoy and Kaslow, 2007). Competencies are not limited to job descriptions but take into consideration best practices and current trends in the industry as well as the strategies adopted by the organization (Martone, 2003).

Along these lines, a competency structure should comprise of an arrangement of 'generic' competency areas, with every competency area being composed of a particular number of competencies that would be relevant, to different degrees for every concerned job position (Lucia &Lepsinger, 1999).Krontorád and Trčka (2005) see the concept of managerial competence as a combination of knowledge, skills, abilities, and behaviors that an employee uses in carrying out their work and they are critical to achieving results which are consistent with the strategic goals of the organization.

Lojda (2011) posits that managerial competence is the ability of the person (employee) to perform the job, to the required extent and desired quality of a particular job or activity. Managerial competencies also reflect the ability to react to the changing conditions flexibly.Woodruffe (1990) defines competence as a work-related concept which refers to areas of work at which the person is competent. Competent people at work are those who meet their performance expectations. Competencies describe the things they have to be able to do to perform effectively. These are often described as “hard skills” or management oriented.

Drucker (1985) defines competence at the individual level as an ability of an employee to offer superior performance in assigned tasks. Boyatzis, Stubbs, &Taylor (2002) states that competence is an underlying characteristic of a person, motives, traits, abilities, aspects of image or social role, the knowledge that a person is able to use. Spencer &Spencer (1993) present the following concept of competence: it isan ability to perform well in terms of qualification, skills, and knowledge, to have authority todo something, highly qualified awareness. Carr (2000) establishes that it is a practical implementation of individual abilities characterized by practical skills and attitudes required to ensure successful professional performance. Atkociuniene, (2010) defines competency as valuable, rare, non- replenishable and irreplaceable resources that can ensure advantage for an organization in a competitive environment. Straka,(2005)competitivecompetency involves the whole body of knowledge and capacities or individual attributes created through learning that cannot be instantly observed. Zydziunaite, (2005) posits that competency implies a capacity to make decisions related to the setting of specific occupational performance.

With regards to SMEs, managerial competencies are characterized as sets of knowledge, behaviors, skills, and attitudes that can add to the personaleffectiveness of managers/proprietors of small businesses (Hellriegel, Jackson, Solcum, and Staude, 2008). Boyatzis (1982) characterizes a competency as a fundamental feature of an employee which brings about viable and superior performance at work. Competencies could be intentions, traits, self-concepts, values or attitudes, knowledge, or cognitive or behavioral skills (Mitrani, Dalziel and Fitt, 1992).

Whiddett and Hollyford (2005) define managerial competencies asthe sets of behaviors that empower the employee to optimally and effectively perform tasks within the organization. Krontorád and Treka (2011) define the concept of managerial competence as "a combination of knowledge, skills, abilities, and behaviors that an employee uses in carrying out their work and they are critical to achieving results which are consistent with the strategic goals of the organization. Lojda(2011) considers managerial competence as the ability of the person (employee) to perform the job, to the required extent and desired quality of a particular job or activity. In addition, managerial competencies also reflect the ability toreact to the changing conditions flexibly. This viewpoint is clearly supports the position of Hroník (2007) who defines managerial competence as a bunch of knowledge, skills, experience, and characteristic, which support the achievement of the objective.

2.1.2 History and Evolution of Competencies

Palan (2003) allude competencies as an underlying feature that portrays motives, self-concept, traits, skills or knowledge, and values that a superior performer conveys to the workplace.

A group of educationists leads by Benjamin Bloom in the USA in mid-fifties established the framework for recognizing educational goals and accordingly characterizing the knowledge, skills, and attitudes required to be developed via education. David McClelland, the well known Harvard Psychologist, has spearheaded the competency movement over the globe. His exemplary books on "Talent and Society," "Achievement Motive," "The Achieving Society," "Motivating Economic Achievement" and "Power the Inner Experience" brought our many dimensions of competencies. These competencies uncovered by McClelland addressed the affective domain in Bloom's taxonomy. The defining moment for competency movement was the article published in American Psychologist in 1973 by McClelland, inwhich he posits that conventional achievement and intelligence scores will most likely be unable to anticipate job success and what is required is to profile the exact competencies needed to carry out a given job viably and measure them utilizing an assortment of tests. In later times, McBer, a counseling firm established by David McClelland and his partner Berlew have specialized in articulating and noting the competencies of entrepreneurs and managers over the globe. They develop another simple methodology called Behavior Event Interviewing (BEI) to map the competencies.

McBer and Company (now part of the Hay Group) conducted the first competency research in 1973. Since then, researchers have carried out a large number of competency studies of several jobs, around the world. The studies that frame the premise of competency database are grounded in strong empirical research. The Sales Model was determined by an in-depth analysis of this database of competencies – specifically those of remarkable sales representatives. In creating this model, the researcher sought to include those competencies that are most critical in defining excellence in a wide variety of sales roles. For years now, competency management has been suggested as a way to more effectively utilize employee skills in the workplace. The concept originated from Human Resource Management as a way to align HR processes (like selection, performance appraisal, training, and development) to job requirements and organisational strategy (Green, 1999). Moreover, it has been suggested that in Knowledge Management approaches defining competencies can support knowledge management processes like goal-setting and evaluation, or the assignment of teams in knowledge-based organizations (Deiters, Cheng, and Moore, 2000). Skills or competencies are being defined in organizations in order to describe characteristics of individual employees to make better use of their expertise or to develop it further. The phrase core competence in the literature on education defines a set of learning outcomes (skills or competencies) which each individual should acquire during or demonstrate at the end of the period of learning. It is one of a number of associated concepts, including core skills, core competency, generic skills and key qualifications (Gary and Nick, 2000). There are differences between all of those concepts but they all related to learning outcomes which support further learning, employment, personal development, and socialization.

2.1.3 Components of Managerial Competencies

The six specific competence are identified; they are communication, planning and administration, teamwork, strategic action, global awareness and self-management (Ezigbo, 2011).

Communication Competency

This refers to the effective transfer and exchange of information that leads to understanding between oneself and others. Communication competency is essential because managing involves getting work done by other people. It includes

i. formal communication,
ii. informal communication, and
iii. negotiation

I. Formal Communication

i. Informs people of relevant events and activities and keeps them up-to-date.
ii. Makes persuasive, high-impact public presentations and handles questions well.

iii. Writes clearly, concisely and effectively, using traditional as well as electronic media.

II. Informal Communication

i. Promotes two-way communication by soliciting feedback, listening, seeking out contrary opinions, and creating a give-and-take conversation.
ii. Is flexible and varies approach in different situations and with others from diverse backgrounds.
iii. Building strong interpersonal relationships with a diverse range of people.
iv. Shows genuine sensitivity to the diverse needs, opinions, and feelings of others and is tolerant of their foibles and idiosyncrasies

III. Negotiation

i. Negotiates effectively on behalf of the team over roles and resources.
ii. Comfortable with the power of the managerial role.
iii. Skilled at developing relationships and exercising influence upward with superiors, laterally with peers downward with subordinates, as well as externally with customers, suppliers, and other stakeholders.
iv. Takes decisive and fair actions when handling problem subordinates

Planning and Administration Competency

This involves deciding the tasks that need to be done, determining how to do them, allocating resources to those tasks, and then monitoring progress to ensure that they are done. It involves:

i. Information gathering, analysis, andproblem-solving
ii. Planning and organizing projects
iii. Time management
iv. Budgeting and financial management

(i) Information Gathering, Analysis, and Problem Solving

i. Monitors information and uses it to identify symptoms underlying problems and alternative solutions.
ii. Makes timely decisions.
iii. Takes calculated risks and anticipates the consequences.

(ii) Planning and Organizing Projects

i. Develops plans and schedules to achieve specific goals efficiently.
ii. Assigns priority to tasks.
iii. Determinesobtains and organizes necessary resources, such as materials, people, and funds.
iv. Delegates responsibility for tasks completion.

(iii) Time Management

i. Work effectively under time pressure.
ii. Monitors and keeps to a schedule or negotiates changes in the schedule if needed.
iii. Knows when to permit interruptions and when to screen them out.
iv. Handles several issues and projects at one time. But doesn't spread self too thin.
v. "Fix deadlines for all jobs.
vi. Do one thing at a time.
vii. Do the things which require maximum brain capacity when you are at your best (that is when you have sufficient strength). Attend to minor work when your brain cannot coordinate well.
viii. Always write down your ideas as soon as you have them and in the right place as adiary or in the file.
ix. When you start a piece of work, finish it if possible.
x. Arrange your breaks at times when you cannot work effectively.
xi. Do things well enough.
xii. Set a task for each day and try to finish the task allotted for the day before you rest for the day.
xiii. Think well before you act. Time spent in planning is never wasted" (adapted from Sheila Mars, cited by Imaga, 2001).

(iv) Budgeting and Financial Management

i. Keeps accurate and complete financial records.
ii. Create budgetary guidelines for others and works within the guidelines given by others.
iii. Understands budgets, cash flows, financial reports, and annual reports and regularly uses such information.

Team Work Competency

This stands for accomplishing outcomes through small groups of people who are collectively responsible and whose work is interdependent. To be effective in utilizing teams, it involves the following:

i. Designing teams properly
ii. Creating a supportive team environment
iii. Managing team dynamics appropriately

I. Designing Teams

i. Formulates clear objectives that inspire team members and engender commitment.
ii. Appropriately staffs the team, taking into account the value of diverse perspectives, technical skills needed, and development goals.
iii. Defines responsibilities for the team as a whole and facilitates the allocation of tasks and responsibilities to individual team members, as appropriate.
iv. Create systems for monitoring team performance.

II. Creating a Supportive Environment

i. Creates an environment characterized by empowerment, in which effective teamwork is expected, recognized, praised, and rewarded.
ii. Assists the team in identifying and acquiring the resources it needs to accomplish its goals.
iii. Acts as a coach, counselor, and mentor, being patient with team members as they learn.

III. Managing Team Dynamics

i. Understands the strengths and weaknesses of team members and uses their strengths to accomplish tasks as a team.
ii. Brings conflict and descent into the open and uses it to enhance the quality of decisions, while at the same time facilitating cooperative behaviour and keeping the group moving toward its goals.

Strategic Action Competency

This involves understanding the overall mission and values of the organization and ensuring that the manager’ s actions and those of the people he manages are aligned with the organization’s mission and values.

Strategic action competency includes understanding the organization and taking strategic actions.

I Understanding the Organization

i. Understands the history of the organization.
ii. Stays informed of the actions of competitors and strategic partners.
iii. Quickly recognizes when changes in the organization
iv. create significant threats and opportunities.
v. Can analyze general trends in the organization and their implications for the future.
vi. Understands and is able to balance the concerns of stakeholders.
vii. Understands the strengths and limitations of various business strategies.
viii. Understands various organisational structures and the advantages and disadvantages of each,
ix. Understand the distinctive competencies of the organization.
x. Understands and is able to fit into the unique corporate culture of the organization.

II Taking Strategic Actions

i. Assigns priorities and makes decisions that are consistent with the firm's mission and strategic goals.
ii. Executes specific plans that reflect cross-functional and cross-divisional knowledge.
iii. Recognizes the management challenges of alternative strategies and addresses them systematically.
iv. Considers the long-term implications of actions in order to sustain and further develop the organization.
v. Establishes tactical and operational goals that facilitate strategy implementation.

Global Awareness Competency

This implies performing managerial work for an organization that utilizes human, financial, information, and material resources from multiple countries and serves markets that span multiple cultures. Global awareness competency is reflected in cultural knowledge and understanding, and cultural openness and sensitivity.

I. Cultural Knowledge and Understanding

i. Stays informed of political, social, and economic trends and events around the world.
ii. Recognizes the impact of global events on the organization.

iii. Travels regularly to gain first-hand knowledge of countries in which the organization has or is expected to have an interest.
iv. Understandsreads and speaks more than one language fluently.
v. Has a basic business vocabulary in each language relevant to own job.

II. Cultural Openness and Sensitivity

i. Understands the nature of national, ethnic, and cultural differences and is open to examining these differences honestly and objectively.
ii. Is sensitive to cultural cues and is able to adapt quickly to novel situations.
iii. Recognizes that there is great variation in any culture and avoids stereotyping**.**
iv. Can empathize and see from different perspectives while still being secure in self and able to act with confidence.
v. Appropriately adjusts own behaviour when interacting with people from various national, ethnic and cultural backgrounds.
vi. Understands how own cultural background affects own attitudes and behaviours.

Self-Management Competency

This involves taking responsibility for one’s life at work and beyond. Self —management competency includes

i. integrity and ethical conduct,
ii. personal drive and resilience,
iii. balancing work and life issues, and
iv. self-awareness and development.

(i) Integrity and Ethical Conduct

i. Has clear personal standards that serve as a foundation for maintaining a sense of integrity and ethical conduct, even in the face of strong pressure to the contrary.
ii. Is honorable and steadfast, projects self- assurance and doesn’t just tell people what they want to hear.
iii. Willing to admit mistakes.
iv. Accepts responsibility for own actions.

(ii) Personal Drive and Resilience

i. Seeks responsibility and is willing to innovate and take risks.
ii. Ambitious and motivated to achieve objectives but doesn’t put personal ambition ahead of the organization’ s goals.

iii. Works hard to get things done.
iv. Shows perseverance in the face of obstacles and bounces back from failure.

(iii) Balancing Work and Life Issues

i. Strikes a reasonable balance between work and other life activities so that neither aspect of living is neglected.
ii. Takes good care of self, mentally and physically and uses constructive outlets to vent frustration and reduce tension.

(iv) Self Awareness and Development

i. Has clear personal and career goals and knows own values, feelings, and areas of strengths and weaknesses.
ii. Uses strengths to advantage while seeking to improve or compensate for weaknesses.
iii. Accepts responsibility for continuous self-development and learning, develops plans and seeks opportunities for long-term personal growth.
iv. Analyzes and learns from work and life experiences (Ezigbo, 2011)**.**

2.1.4 Competencies and Managers

Kanungo and Misra, (1992) state that there are three terms that are substitutes for each other, and these are core, personal, and managerial competencies which are said to be connected to the enterprise, to its values and competencies in turn. Therefore, the organization's core competencies have to be identified in order to match the corresponding competencies demanded by the workforce and managers, and the managerial skills respectively to be developed in such a way that they will reflect the present and the future company's needs, which core competencies are necessary now and will be in the future (Pickett, 1998). From this definition is not surprising that it is deemed important that the manager's skills are clearly defined and developed early in their careers (Brightman, 2004). This is because these skills are required later in the manager's career, their level is directly proportionate to the level of that career, and they are not acquired during the formal education (which mostly trains how to solve problems) but rather on the real job (Hofener, 2000). Though one may ask why the formal education then not provides training which would help future managers to acquire the competencies which reflect the company's future needs. Perhaps the reason is that managers need specific core competencies (like problem-solving here) to handle their routine tasks and those companies, therefore, expect the new managers to acquire these core competencies during the formal education. On the other hand, the businesses might wish to provide the managers with the competencies for more strategic tasks directly on the job, in order to match the organization's values. One recurring aspect in competencies when it comes to managers is how distinct or identical the terms skills and competencies are perceived to be by the academics. Normally, "skills" as a term has been used in such a general manner, encompassing almost all predisposition characteristics, that the word has even started to lose its meaning, while at the same time it has often been substituted by competencies in the literature (Kanungo and Misra, 1992).

However, Kanungo and Misra (1992) argue that competencies and skills (from the managers' perspective) do differ in certain ways. In their study, skills are considered as the abilities to engage in an overt behavioral system or sequence, and competencies as the abilities to engage in cognitive activities; skills are necessary for dealing with routine tasks and procedures, competencies with non-routine tasks; skills are used to handle the stable aspects of the environment, while competencies for managing the changing and complex environmental aspects; skills are more situations- and tasks-specific, competencies are more transferable to a greater number of situations and tasks; skills are regarded as controlled capabilities for engaging in a behavior which is triggered by the requirements of certain tasks – thus limiting the number of options available to the managers for behaving differently to those demanded by the task; and lastly, while skills, as mentioned, are task specific, competencies are generic in nature.

The explanations of the differences and similarities of the terms skills and competencies presented above seem to mostly have the tendency that skills are something which is needed to handle simple, everyday activities, with a specific skill being needed for a specific activity or a task. Competencies, on the other hand, are needed to handle more complex activities and can be used in various different tasks, being more transferable in their nature. Nevertheless, Kanungo and Misra (1992) concludes that the managerial abilities can be stated as skills, the ones necessary for certain routine tasks, and competencies, the ones necessary for all non-routine tasks. And that it is the competencies which illustrate the manager's generic fundamental characteristics, which can be considered as ingredients of the manager's resourcefulness and success potential. Also, even if the distinctions above between skills and competencies of managers seem to be clear, McKenna (2004) states that the skills of the managers have many similarities with their competencies. In his research, he has found that competencies can be used to either improve effectiveness by training or in order to measure behavioral outputs of managers, and on the other hand, that their skills are behavioral - comprising identifiable sets of actions performed by the individuals, resulting in specific outcomes; as well as skills are contradictory, developable, controllable and overlapping (managers have to use combinations of skills).

2.1.5 Competencies and Entrepreneurs

Regarding the entrepreneur's competencies specifically, there is a range of definitions in the literature which, similarly to the managerial competencies, suggest the broad general nature of the term, comprising various aspects at a lower level of abstraction. Mitchelmore and Rowley (2010) posit that there is an overall consensus on the discussion of, presumably, the individuals who start and transform their businesses to possess given entrepreneurial competencies. These entrepreneurial competencies can be described as a certain group of competencies which is relevant to the successful performance of entrepreneurship. As it was earlier noted that managers' competencies relate to their success, here, we can see that the same comment is made for entrepreneurs as well. This aspect is very important for our study, as it shows that having certain competencies leads to success for both managers and entrepreneurs. Interestingly though, entrepreneurs cannot be necessarily classified as competent only due to the fact that they possess some competencies. However, these competencies have to be demonstrated through individual's actions and behaviors (Man, Lau, and Chan, 2002). In the study, the researchers summarized that the entrepreneurial competencies can be defined as higher-level characteristics which represent the total entrepreneur's ability to perform a job role successfully, and as comprising of knowledge, skills and personality traits which are influenced in turn by the education, training, family background, experience, and other demographic aspects of the entrepreneurs. It is interesting to notice that for entrepreneurs the factors which influence their competencies are listed very clearly but for managers, they were merely mentioned to be something which is learned on the job.

Mitchelmore and Rowley (2010) present the entrepreneur competencies as being the underlying characteristics such as specific knowledge, motives, traits, self-images, social roles and skills which result in venture birth, survival and/or growth. Nevertheless, when confirming and summarizing the broad perspectives with which the academics associate and approach the entrepreneurial competencies, based on (Man and Lau, 2005), Mitchelmore and Rowley (2010) define them as comprising the components that are deeply rooted in a person's background (traits, personality, attitudes, social role, and self-image) as well as those that can be acquired at work or through training and education (skills, knowledge, and experience). In addition, Abraham et al. (2001) also say how using the term competency overall is advantageous in a way because it actually includes terms like characteristics, behaviors, and traits.

Finally, Mitchelmore and Rowley (2010) argue that often competencies are not well defined, or not at all particularly in certain studies in the competencies literature, and importantly, that terms like skills, competencies, expertise, and knowledge are frequently used interchangeably, sometimes not with enough attention to their real meaning.

2.1.6 Values of Competency

The value of competency has been widely explored. For example, in the 1990's the LBA Consulting Group conducted a study that focused on identifying the factors that most contributed to the creation and sustenance of organisational excellence. The study examined organizations that had survived and prospered, and those that had failed, over a25-year period. The results of the study suggested that six human resource conditions have to be met. These conditions were a performance-oriented culture, low turnover, high levels of employee satisfaction, a cadre of qualified replacements, effective investment in employee compensation and development, and the use of institutional competencies(success factors) in employee selection and performance evaluation processes (Berger and Berger, 2004).Organizations of the future will be built around people. This cannot be overemphasized. They added that there would be less emphasis on jobs as the building blocks of an organization; instead increased attention will be focused on employee competence. If we are using people as the building blocks of an organization, then competence or what they bring to the job becomes crucial (Mitrani, Dalziel, and Fitt, 1992).

The competency approach to selection and assessment is based on classifying, identifying, and measuring individual differences for particular work-related constructs that are relevant to successful job performance (Bartram, 2004). Cummings and Worley (2001) state that organisational changes frequently demand new knowledge, skills, and behavior from employees. They argue that in many cases changes could not be implemented unless employees gained new competencies. They also suggest that change agents are needed to provide multiple learning opportunities, such as traditional training programs, on-the-job counseling and coaching, and experiential simulations, covering both technical and social skills, and that it must be ensured that such learning occurs.

Competencies have become integral in the field of HRM. The Society cites supporting evidence showing that in the last thirty years the competency approach has emerged from being a specialized and narrow application to being a leading technique for diagnosing, framing and improving most aspects of HRM. According to the Society, a new competency model was necessary because the business world was changing at an unprecedented rate. These changes require HR professionals to add significant value and to do so quickly. Moreover, since HRM activities directly Impact Company able to compete, competency models need to be continually researched and updated (Society for Human Resource Management, 2003).

According to Thomson and Strickland (2004) core competencies and competitive capabilities are key components of building a capable organization. Building core competencies and competitive capabilities will enable good strategy execution and the maintenance of a competence/capability portfolio, that is updated as strategy and external conditions change will guarantee that an organization is poised for effective strategy execution.

2.1.7 Managerial Competencies and Business Success

From a sociological perspective, managerial competencies can fully be enhanced through various employee developments in businesses for the firm success in the long run.

Karns and Mena (1998) posit that promotion of employees in firms is a means of examining the managers' competencies that are essential for effective job performance / business success. Managerial competencies can be improved through the promotion of employees which is less expensive than transferring or hiring which in turn has a positive effect on business success. In so doing, the firm institutes a culture among the work team that promotable insiders are also proven resources (Stoner, 1995). This also has a positive motivational impact on their competencies that will also boost the business success. Experience has shown that people tend to work harder when they believe there is a possibility of being promoted which limits social in-breeding and creates better positive feedback at work (Drejer, 2000).

Karns and Mena (1998) state that what should not be negotiable between the manager and the team are the firm's goals and objectives. Management should strive not to completely give up control of the organisational goals and objectives because they must make sure the team members' goals to align with those of the business to enhance the firms' success (Balunywa, 2003). To help empower the team, managerial competencies must become a resource for the team to enhance business success. A pivotal skill that allows a leader to do this is good communication (Blake, 1996). The more the team and management communicate, the more interdependence there will be and this, in turn, creates a participative relationship between the two. The upward communication allows employees to gain more information and solve problems easier. They would also be motivated to work knowing that they have influence or say on what goes on above them in the organization which would also help them to take chances with minimal risk (Blake, 1996).

2.1.8 Identifying, Developing and Assessing Competencies on Strategic Level

We need to understand how to identify, develop, use and assess the competencies on strategic level, in order to improve organisational performance and competitiveness.

(i) Competence Identification

Competence management involves several processes that can be categorized into four classes which are: competence identification, competency assessment, competence acquisition and competence usage. First of all, the organization needs to find out which competencies it possesses already, on both individual and organisational level, and even more importantly, which competencies it needs in order to improve the organisational performance. The already existing competencies must be understood valuable as well, as they work as the basis for developing the future competences (Kotonen, and Savonen, 2012).

The strategy of the organization helps the management to understand which competencies are needed; they know where they are heading, so they need to find out how they will get there, and which tools they should use. Some competencies are general and needed in all the organizations, such as good communication skills and the ability for teamwork, but the other required competencies are company specific and create competitive advantage. They are the ones that are strategically important. When the organization knows what they need, they must find out howto acquire the required competencies, and finally how to use them in order to improve the strategic goals. Competence management can take advantage of knowledge management theories as well, as managing knowledge is at the end of competence (Corallo, Lazoi, and Margherita 2010).

Literature provides several suggestions for identifying and mapping competencies. Langdon and Whiteside (2004) state that the method for identifying competencies should always be accurate, measurable and so clear that everyone in the organization can understand it. As the goal for mapping competences is to improve organisational performance, and as the work improvement can be measured and observed, it follows that the execution of the work should be included in the definition, measurement, and achievement of competencies. It is important for the organization to have clear values and goals they are aiming at achieving. Based on these values and goals the organization is able to list the required competencies, but it still does not tell the management how to develop these competencies and improve performance.

The most common techniques of job analysis are interviews and questionnaires (Sanghi, 2007; Shellabear, 2002). Yeo (2002) posit that interviewing employees is often seen as a very important way of identifying and mapping competencies. In-depth interviewing can be done by using several indices and metrics involving measurements of leadership, motivation, empowerment, employee satisfaction and customer satisfaction. Other well-known techniques for identifying competencies are by assessment centers, by studying the existing documentation such as performance plans and job descriptions, but also, for instance, by diaries kept by the employees (Sanghi, 2007; Shellabear, 2002).Diaries are more suitable for complex jobs where the job description is not always clear, and there is a lot of variation and only a few routines. Additionally, Sanghi (2007) mentions observation of the employees as one method for identifying competencies. However, observation technique is often considered both costly and time-consuming.

Among often used techniques are Critical Incident Techniques where observers make notes of incidents where an employee performs well or performs very poorly. This technique is effective as it gives an idea about the person-oriented characteristics such as competencies needed to perform a job well. Repertory Grid Techniques and Customer Contact Maps are also useful. Repertory Grid Technique is an interview technique highlighting behaviors associated with effective performance, and Customer Contact Maps are a process of identifying the customer touch-points with the company and identifying competencies needed in each point to satisfy the customer needs (Sanghi,2007) effectively. Sometimes also psychometric testing is used. (Shellabear, 2002).

Barirani, Agard, and Beaudry (2013), on the other hand, presents a different approach to competence mapping. They draw competence maps using a method called agglomerative hierarchical clustering. According to this method, the relevant data gathered by cluster analysis; it is a data mining technique that consists in grouping a set of observations in such way that similar elements are grouped together to a cluster. Clustering techniques can also be called unsupervised learning techniques, and they serve as problem-solving tools in many different situations. Hierarchical clustering, on the other hand, classifies observations under a tree structure, and it can be done by agglomeration, which is a bottom-up method, or by division, which is a top-down method. Agglomeration begins from smaller parts and separate observations that are united together to form bigger groups, clusters.

Competencies should be defined in each level of skills, knowledge, attitudes, and behavior. The level of competence can be divided into four levels; practical competence is the demonstrated ability to perform a set of tasks, foundational competence is the demonstrated understanding of how to carryout the tasks, reflexive competence is the ability to integrate actions with an understanding of action so that learning takes place and changes are made when necessary, and applied competence which is the demonstrated ability to perform a set of tasks with understanding and reflexivity. However, the concepts of practical, foundational, reflexive and applied competence may sound complicated and are not often in use, but replaced for instance by terms of a novice, apprentice, competent and expert, these terms being easier to understand commonly. It is also important to weigh the importance of the task to the organization, as not all tasks require an expert level of performance in order to perform them satisfactorily (Shellabear, 2002).

(ii) Competence Development and Assessment

Experience in the task is one of the most important development factors. Having experience and learning by doing are valuable methods that cannot be taught to an individual. Team experience, on the other hand, is developed by a team. Team experience consists not only of skills and knowledge required for task performance but also on general working life skills. Methods of coaching, such as supporting innovation and giving flexibility also develop the employee, and especially help him to develop his current tasks and ways of doing them. Thus, even that the traditional training in the form of different kinds of courses is often needed, the innovational methods of coaching, mentoring and facilitating are becoming more and more important. The employees' conditions at work should be improved in a way that the employee feels comfortable at work, has all the required tools, motivating atmosphere and realistic goals in order to perform well. The employee should be facilitated to understand by himself why and how to improve the performance and make him want to improve. There are tools for increasing and developing competence within an organization. The main challenges, however, are that the competencies must be aligned with the strategy and that the competencies need to be generated through more than one mechanism (Cross, 2010).

Ulrich (1998) presents five different tools for increasing competence: buy, build, borrow, bounce and bind. Buying competence means recruiting and hiring new employees with high talent. This is expensive and also risky, as it may not be easy to find employees with the skill set and competencies matching with the organisational strategy. An organization that builds competence is heavily focusing on current employees to make them stronger and better and investing intheir learning, innovation, and adaptation. This can be done for instance by on-the-job training experiences such as job rotation. Borrowing competence means that the external resources such as outsourcing or consultants are used in order to increase the organization's competitive advantage. This is also expensive and risky, and very often the competence leaves the organization together with borrowed resources. Some individuals within the organization simply do not match with the organisational strategy, are not committed enough, nor able to learn and adapt. In this case, bouncing these individuals is the best solution even it might be difficult from the managerial point of view. In essence, the management should be coherent and strict so that the employees understand clearly what is expected of them and why some people are put aside. Binding means retaining and committing the existing employees and maintaining their knowledge in the organization.

However, there is a paradox of competence introduced by Cross (2010). The paradox of competence is a process for bringing together the learning, doing, and relating to others needed to recognize and refine competences. This paradox is easily explained for instance by an example of a recently graduated person looking for the first job. Most of the employers value knowledge and professional experience, but without being first employed it is impossible to obtain experience. It is often difficult for the person looking for the job to demonstrate that he has the needed skill set and abilities if there is no way to prove it. However, the competencies cannot be developed if there is no starting point. This is what Cross (2010) calls the paradox of competence.

The path of purpose includes personal and relational competence; discovering through interaction and innovation the inspiration for performance. This section also includes task and functional competence; assessing current performance for excellence. The second section of priority includes personal and relational competence; reflecting on and aligning personal strengths and relational perceptions. Priority section includes task and functional competence; assessing behavior and environment needs to facilitate change. The third section of the path includes personal and relational competence; designing a personal path by collaborating with others. This third section also includes task and functional competence; organizing and practicing interventions for improvement. The fourth section is performance, and it includes personal and relational competence; empowering and growing transformed performance, as well as task and functional competence; validation to focus improved performance.

All the steps towards competence and better performance, there is a paradox (Cross, 2010). Obtaining and developing competencies further is always complicated and requires compromises in different levels, and effort in finding a balance. The process of developing competencies is also always a learning process on both individual and organizational level (Cross 2010).

(iii) Job Rotation

By identifying and mapping competencies of the employee's organization can see what they actually can do, what needs to be improved, but also what else could the employees do. Sometimes organisational roles are stuck deep, and it may cause time and effort to understand – in both individual and organisational level – that people could work well, or even more efficiently, in some other position or department. One way to see how employees perform in different positions is job rotation. Job rotation presents employees with new challenges and nurtures their problem-solving skills as they are not performing only routine tasks, and these are keys to motivation. (Dupuy, 1990).

Job rotation refers to a planned movement of people between jobs over a certain period of time and for different purposes (Bennett, 2003). This rotation can be either cross-functional (between jobs in different departments and areas) or within-function (between jobs of similar levels of responsibility and same functional area). Cross-functional job rotation is often used for introducing a new employee to the organization and its different functions, or alternatively for a top talent employee being prepared for managerial tasks. One of the main focuses of job rotation is on learning aspect; the employees can see different perspectives of the organization and learn the internal relations between departments and functions. This learning aspect develops different skills of employees, makes them more open-minded and does not allow them to get too routinized with their daily tasks. The new challenges and continuous learning enrich working life and are one source of motivation (Brunold & Durst, 2012).

Besides of motivation and employee learning, also employer learning is one of the benefits of job rotation. Mainly employer learns about the employees and their competences, and this helps decision-making and promotions. (Brunold & Durst,2012).Job rotation is especially useful in small and medium-sized companies, as the employees are able to substitute each other if needed, and not to mention the social aspect of creating new relationships and internal networking. These new relationships ease the spread of knowledge inside of the company. Job rotation also increases the satisfaction and commitment to the job (Brunold & Durst, 2012). On the other hand, job rotation (especially cross-functional) may be time and resource consuming, and all the employees may not feel comfortable with changes and new tasks (Bennett, 2003). Job rotation should always be well planned, and the goals should be clear. The management must see the need for job rotation and plan it in a way that best fulfills this need. Employees should continuously be encouraged for job rotation, and their development and learning should be managed and supported. Especially employees should be encouraged to be motivated by the benefits for themselves; such as career development, continuous learning, and new relationships (Bennett, 2003).

(iv)Implementation of Competence-based Management Strategy

The competence-management process is organization-wide, and its implementation should be managed and taken through as any project. As managing any kind of change, the implementation of competence model needs to be well planned and scheduled, and these plans and schedules need to be clearly informed to the whole organization, so that everyone understands what is happening, why and when. If the implementation is taken through too quickly or slowly, the results are not likely to last. Careful planning and scheduling is the best way to avoid this. Before implementing the model, all these risky situations need to be considered and suitable methods found to avoid or solve them. (Sanghi,2007).

When the change process is going on in the organization, the communication must be top-down, and the employees need to understand clearly that the process will be taken through, that it is beneficial for all the parties and that the management fully supports it. The benefits for both organization and employees must be addressed clearly, as well as the timeframe and each step is taken. The communication along with the process should be continuous, and clearly,indicate that each step requires from the employees. They need to feel being part of the change, and their opinions and development suggestions should be taken into account and highly valued. The employees should also know the status of the process and to be able by themselves measure their own development. (Shellabear, 2002).

When there are changes in the organization, there is always resistance as well. All the members of the organization are not willing to change, mainly due to fear of something new and unknown, or simply because the employees feel confident with the existing routines and they do not want anything that may make them change the routines and maltke special efforts. The situations that may cause resistance on the individual level in implementing competency-based management strategy in the organization can be for instance: the lack of clarity in the purpose of the model, the individuals are not committed to implementing the model, or the need of organisational change simply is not seen. From the management point of view, the cost may be too high and benefit seen too little, and there may be doubts over organisational resources to finish the implementation. Generally, if there is a history of poorly managed organisational changes in the company the expectations are low already and people may assume that this change won't be well managed either. Often the resistance and defensive behavior of employees is the result of acknowledging their development needs. However, in many cases, the gaps between current and future competencies are not indicating poor performance but caused by organisational factors, such as changes in infrastructure, new job roles, and responsibilities, or a new focus for the business (Sanghi, 2007).

One of the most important things in successful change management is the involvement of top management. They need to have a clear vision on the future, be enthusiastic about it, and focus all the organisational activities towards the change. This example, in turn, encourages and leads the employees. Changes always take time, and the management needs to be prepared for this by careful planning and scheduling. Anyhow, the management needs to accept changes and variations on the way as well – the environment keeps on changing, and not all the plans can be taken until the end as planned in the first place. When there is resistance, the top management should by their own example support the employees, and try to help them to see the positive sides and opportunities that the changes bring. The only successful and long-lasting way to do change management is by getting all the organization to head towards the same goals (Takala, 2007).

2.1.9 Competency Mapping

Organization's need for support in a competitive environment resulted in the need to comprehend and figure out how to establish the scope of competency mapping. Competency Mapping determines the extent to which the various competencies related to a job are possessed by a job holder. Thus, competency mapping is a process used by an HR expert to identify and list out competencies that are most relevant and significant to carry out a job in an effective manner. Although the definition of competency mapping given here refers to individual employees and job holders, companies also map competencies but form a different perspective (Garrett, 2007). Most popular strategies used by companies to map the competencies include core competencies required for company’s success, business unit competency sets, position-specific competency sets and competency sets defined for each job holder.

Once the identification of competencies is made, competency profiling is prepared which will set the expected key competencies for a job. Expected or required competencies are matched against the actual competencies of a job holder. The process of identifying the gap between expected and actual competencies is referred to as Competency Mapping. It has been evidenced by various scholars that every employee has competencies that are distinctive in terms of combination and degree of competencies. Hence, organizations need to distinguish the basic essential competencies required for individual employees to perform their best in the organization.

The significance of mapping the competencies is vital to organisational success. Competency mapping process is structured to measure and evaluate individual reliably and team performance as it relates to the objectives of the organization and its customers. It is utilized to recognize key traits (skills, knowledge, and behavior qualities) that are required to perform viable in a job or an identified process. Competency Mapping compares two sets of data. One set is based on organisational workflow and processes, and it begins with the reasonable explanation of workflow and processes, including all quality and quantity prerequisites, inputs and outputs, decision criteria, and most imperative, internal and external client demands. The other set of data is based on individual and team performance capabilities; it is gathered through the usage of an assortment of appraisal tools and techniques (which may incorporate a strong 360-degree feedback process) to examine the degree to which individuals and teams can reliably demonstrate in the course of time the competencies required to meet their goals. Notwithstanding the developing level of mindfulness, competency-based Human Resource (HR) still remains an unexplored process in numerous organizations. The underlying principle of competency mapping is not just about finding the right individuals for the right job. The issue is substantially more intricate than it appears, and most HR units have been attempting to figure the right system for their organizations (Garrett, 2007).

Conventional academic aptitude and knowledge content tests hardly predict on the job performance. Real predictors of job performance are a set of basic personal characteristics or 'competencies. Subsequently, the historical backdrop of competency can be traced to the early 1970s when industrial psychologists and human resource managers were looking for approaches to foresee job performance. There was significant proof to demonstrate that personality testing was extremely poor at foreseeing job performance (around 10 percent success rate was achievable). In the meantime, various studies demonstrated that conventional academic aptitude, knowledge tests, school evaluations, and certifications did not predict job performance (McClelland, 1973).

Evarts (1988) sees competency as a fundamental feature of a manager which causally relates to his/her superior performance on the job. In the current times, numerous implications and new names have advanced through basic use for the terms 'competence' and 'competency' (Strebler, Thompson, Heron, 1997). More often than not, the term 'competency' has been utilized to allude to the significance communicated as behaviors that an individual need to demonstrate, while the term 'competence has been utilized to allude to the importance communicated as standards of performance (Hoffmann, 1999). Mapping the individual competencies really gives the individual an unmistakable feeling of genuine marketability in the present job market since someone who knows their competencies can compare them with the ones required for a position of interest. Numerous organizations which utilize competency-based interview for recruiting will later utilize similar competencies to empower career development, training, management advancement, performance management and succession planning.

A graphic representation of this model is illustrated in Figure 2.1.

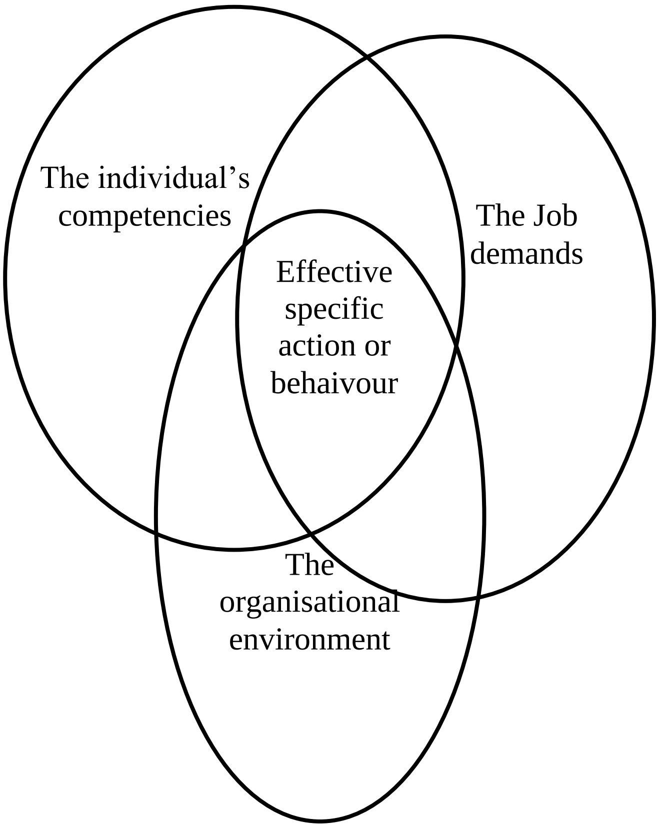

Figure 2.1: A Model of Effective Job Performance

Source: Boyatzis, R. (1882) The Competent Manager: A Model for Effective Performance. New York. McGraw-Hill.

According to the model in fig. 2.1, an individual's competencies represent a capability that the individual brings to the job situation as required by the responsibilities of the job. These job requirements can be considered the job demands of an individual. Competencies are certain characteristics or abilities of an individual that enable them to demonstrate appropriate specific actions. Effective job performance is the attainment of specific results or outcomes required by the job through those specific actions while maintaining or being consistent with policies, procedures, and conditions of the organisational environment. In summary, the job demands component reveals primarily what an individual is capable of doing; and reveals why they may act in certain ways (Boyatzis, 1982). In order to identify the job-specific competencies that will fit with the other two elements of the model of effective job performance, mentioned previously, the researchers used a concept from the preceding model as a guideline for this study. The required competencies for effective performance at the position level of Chief of General Administrative Sub-Division in the Department of Agriculture will be determined as being consistent with the job demands and also the organisational environment.

2.1.10 Communication Competence and Employee Productivity

Communication competence is defined as communication effectiveness the construct is often modified as relational competence and communicator competence and has attracted considerable attention within the interpersonal communication literature (Keyton, Caputo, Ford Fu Leibowitz, Liu and Wu 2013). On the other hand, Penley and Steinfield, (1991) claim that the term communication Competence is frequently used to refer to the level of communication skill that a given communicator possesses.

Hwang (2011) points out an interesting aspect of communication competence in electronically mediated settings and mentions that the sharp distinction between social interactions and for non-mediated communication and mediated communication is disappearing. Therefore, communication competence in electronically mediated settings could be now treated as an essential factor for individuals to extend proper social interactions into the different types of conversational circumstances.

Martin and Hammer (1989) stress that it has been cited how cultural differences may impact on everyday communication and the competence of it as it is mentioned that everyday language users perceive to be important in forming impressions of competence of someone from the individuals own culture; in addition to that, it is not known yet whether there are different behaviors that influence their communicative competence impression toward someone from another culture.

With the change in the nature of communication and notions of community, there has been a change in how travelers gather information and make their travel decisions which in general is that travelers place a high degree of trust in their social media networks –

information is gathered and synthesized from other travelers (Lange-Faria & Elliot, 2012). The following are the aspect of communication competency:

Rayudu (2010) asserts that it is significant to note that various old tools or media of communication though insignificant, use a number of new tools and techniques have been developed either replacing the old ones or in addition to them due to technological advancement which has supplied many sophisticated communication technologies. Communication in social media seems to be used in two primary ways in an organisational context. The first way, which is more commonly studied, is for organisational communication with external parties, such as customers, vendors, and the public at large. The second way, which is less commonly studied, is in which organizations have applied social media is for internal communication and social interaction within the enterprise (Leonardi & Stenfield, 2013). Also, Buhalis and Law (2008) posit that due to the popularity of the internet applications, most tourism organizations such as hotels, airlines, and travel agencies have embraced internet technologies as part of their marketing and communication strategies.

On the perspective of managers, Smidts, Pruyn, and Van-Riel (2001) believe that managers should make decisions about either to communicate their companies' successes that are regularly achieved by means for external communication or to stress the intrinsic qualities of the organization for its employees, by methods for internal communication. Madlock (2008) states that leadership gives off an impression of being established through communication such that it contains a relational (affective) and task (content) component; notwithstanding that when leaders communicate effectively, their followers experience higher levels of satisfaction. Though the most obvious form of blogs in tourism appear to be blogs from travelers who publish their personal travel stories and recommendations online, corporate blogs or business – to – customer blogs, as Marriott on the Move and McDonald's Corporate Responsibility Blog, are also predominant since numerous tourism organizations might want to learn and improve while listening to their clients (Leung, Law, Van-Hoof and Buhalis, 2013). Better communication technologies, in the meantime, empower suppliers and destinations, permitting more effectiveness, synergy, and adaptability; also, the requirement related to this is strategic and tactical management to ensure that future opportunities can drive innovation and competitiveness of tourism organizations by basically keeping the control over communication technologies in which social media is specifically investigated in this study (Lange – Faria, & Elliot, 2012).

As Georgescu and Popescul (2015) conclude that through a perceptive of business, after the consumers had received a voice by means of the informational and communicational technologies, the companies created various channels to collect and understand the requirements of these voices, and it is being witnessed that it is a trend in which organisational models tend to include the social media applications. Communication is a key fact both internally, which is within the company / organization, and externally, that is basically the integration of the company / organization with outside as media, customers, governmental agencies, etc. Malmelin (2007) indicates that corporate communications used to be described as an exercise in information; that after all its purpose of was to impart information about the organization’s operation and performance both to people within the organization (internal) and to stakeholders on the outside. More detailed definition of how communication is managed within the organization both internally and externally is provided by Grunig (1975), positing that there are many types of organisational communication in which individuals communicate with companions, superiors, and subordinates inside the organization; managers administrate through communication; employee communication departments endeavor to inform and/or secure "participation" from employees; labor relations specialists manage labor unions; formal and informal communication happen amongst departments and role occupants all through the organization; public relations specialists communicate to external audiences about the organization in general, and advertising departments communicate to clients about the organization's commodities; finally, organizations communicate with other organizations where generally share common problems or values.

Business success is dependent very much on the effectiveness and flexibility of internal organisational communication which is usually the responsibility of the communications unit and communications director (Malmelin, 2007). Internal communication, among the fastest growing specializations in public relations and communication management, began rising in the 1990s in the US and spread thereafter to Europe growing strength in the new millennium, especially after host of factors such as globalization, deregulation, and economic crisis brought with them permanent restructuring, downsizing, outsourcing, mergers and acquisitions, and other types of more or less creative destruction (Vercic et al, 2012). Nowadays in the21st century, these issues are increasingly becoming considerably huge ones regarding technological evolutions that occur mostly everyday of our lives within the most parts of daily work lives. Argenti (1998) additionally mentions more about the causes of employees communication which is in this case is ‘Internal communication’ that the overall environment is more competitive than ever before, more global than in the past, and more independent on other organizations and government agencies The rise of internal communication as a separate management discipline – largely as a response to a continuing change within organizations – is fast moving things in that direction; moreover, internal communication managers are most likely more aware than their colleagues of the pivotal link employees in most organizations have in balancing and satisfying the needs of the other stakeholder audiences (Scholes and Clutterbuck, 1998) .

Many organizations have come to realize that organisational practices which traditionally have been thought of as strictly internal, which is, for instance, the structure of work processes, the use of resources, the disposal of waste and the practice of leadership, are now becoming central themes in the public discourse, and in addition to that, it is part of the communication that the organization, even though sometimes unwillingly, carries on with its’ surroundings (Balmer et al. 2001).Foreman and Argenti (2005) posit that a company can create competitive advantage by socializing, which is most likely handled with internal communication, its constituents to its own culture and can use communication strategy to form long-term relationships with the constituents who shape the organization’s image and reputation. Furthermore, developing a sense of community through internal communication efforts involves establishing and maintaining relationships with an organization, supervisors, and employees (Karanges, Johnston, Beatson, & Lings, 2015).

External communication is basically the integration of the particular organization / company and the outside world, as examples of media, customers, etc. In recent years, with the growing emphasis on the Internet as an industrial communication tool, websites of companies have become a significant channel for communication customer references, as buyers apply the Internet in order to source suppliers and solutions for their specific needs (Jalkala & Salminen, 2009). Whenever a consumer or some other external stakeholder comes into contact with the company or company representative, they form new opinions, perceptions, and impressions of the company (Malmelin, 2007). Companies nowadays need to make efforts to portray themselves as ethical organizations and to differentiate themselves in a more socially and democratically ruled market (Cornelissen and Thorpe, 2001); in addition to that, companies which adopting and implementing customer commitment as a way of doing business have a strategic advantage in differentiating themselves from their competitors and have a significant message to communicate to potential customers as a way of generating new business, and to existing customers as a means of reinforcing already established relationships (Judd and Tims, 1991).

Malmelin (2007) focuses on communication with external stakeholders, groups outside the company that indirectly impact the company's business including consumers, organizations, activist groups, and the authorities etc., and suggests that relational capital is increasingly important for all businesses; therefore, maintaining relations with journalists and the media is one of the most critical tasks for public relations operations. As external communication is all about outside of the organization and since it is mentioned early in that public relations is the crucial part of activating external communication. Organizations communicate with their environments in several ways, either through individual contacts of their members or through institutionalized communications roles which are that of the public relations department (Grunig, 1975). Leadingham and Bruning (1998) posit that the term "public relations" implies that the research and practice of the discipline should focus on an organization's relationships with its' key publics, concern itself with the dimensions upon which that the relationship is built, and determine the impact that the organization-public relationship has on the organization and its' key publics. The several definitions of public affairs functions suggest three summary characteristics; firstly, public affairs concerns political and social issues that will affect private organisational interests but not as directly as do the product or service interests of an organization; secondly, the effectiveness of public affairs is interdependent on consensus by many interests outside the organization; thirdly, public affairs functions cross organisational boundaries and go beyond the publicity / promotional efforts associated with communicating messages about the organization's products or services (Toth, 1986).

Employee Productivity is an assessment of the efficiency of the worker or group of workers. Productivity may be evaluated in terms of output of an employee in a specific period of time. To improve employee productivity organizations must follow seven practical steps:

I Design economic incentives so employees at all levels of an organization can benefit from it.

Ii Provide meaningful feedback through effective and constructive communication on a regular basis.

Iii Respect employees as individuals, in addition to the job they do

Iv Be sure management at all level of an organization receives adequate training.

V Provide support for employees when it’s genuinely needed.

Vi Don’t be emotionally stingy.

Vii Communicate to all effectively at all times because genuine intentions may be misunderstood if poorly communicated or not communicated at all. Effective communication is major resource to the realization of high level productivity which leads to the realization of organizational goals.

2.1.11 Self-Management Competency and Employee Career Development

Self-management competency refers to taking responsibility for one's life at work and beyond. Self-management competency includes the following dimensions: Integrity and ethical conduct, personal drive and resilience, balancing work and life issues, self-awareness and development (Hellriegel et al., 2014).

Williams (2007) asserts that self-management (also known as self-control) is a control system in which managers and workers control their own behaviour by setting their own goals, monitoring their own progress and rewarding themselves for goal achievement. Research conducted by Penceliah (2003) affirms that self-management will make tomorrow's leaders more adaptable and will give managers the flexibility to work across cultures and the flexibility to deal with uncertainty, ambiguity and change.

Alsemgeest, Booysen, Bosch, Boshoff, Botha, Cunninghum (2017) define self-management as the behaviour that an individual must adopt to see the desired change in his or her life and at the workplace. Botha and Musengi (2012) suggest that before people can become managers for businesses, they should know who they themselves are. Knowing who you are relies heavily on your capacity for self-management (Schermerhorn 2013).

Self-management involves intentionally undertaking activities that complement personal attributes such as honesty, trustworthiness and reliability (Botha & Musengi 2012). Within the business context, Daft, Marcic, Griffin & Van Fleet, (2015) describe that self-management embraces individuals' efforts to manage their personal activities and decision-making by assessing complications and formulating detailed goals and tactics in order to address those problems. Symington (2012) adds that career self-management includes formulating one's own goals and opportunities as well as being able to search for new resources to enable easier adaption to the work environment. Thus, it is essential for managers to be capable of leading themselves to be competent towards leading others. Leadership entails that one can take responsibility for and have control over one's personal actions (Ross 2014).

Hellriegel, Slocum, Jackson, Louw, Staude, Amos, (2013) state that self-management is a managerial competency that involves ethical conduct and integrity, personal drive and resilience, self-awareness and self-development as well as work–life balance. For purposes of this research, the focus will be centered on these four competencies to fully understand what is required of managers with regard to self-management.

Self-management competencies are related to and build upon self-awareness. Developing self-control, such as formulating goals, supports managers in giving direction to their own life and workplace (Alsemgeest et al. 2017). Frost (2014) refers to self-awareness as a continuous venture; being able to question yourself at any specific point in time is built upon large amounts of self-awareness development experience.

Sutton, Williams & Allinson (2015) point out that self-awareness is a noteworthy notion, which indicates the degree to which individuals are knowingly conscious of their interactions or associations with others and also of their inner conditions. In business context, De Janasz, Dowd & Schneider. (2012) assert that self-awareness is the initial dynamism which enables work productivity, built on the belief of experiencing work satisfaction. Self-awareness is also linked to vital results such as increased job satisfaction (De Janasz et al. 2012) and more effective career decisions (Sutton et al. 2015). Self-awareness additionally enables an in-depth understanding of the business in which individuals are working, which leads to improved efficiency, successful management of subordinates, relationship development, suitable career and life-goal selection, which all contribute to business success (De Janasz et al. 2012).In essence, being self-aware facilitates individuals in understanding their own behaviours and in realising the impact of their behaviours on others' work and personal life (Daft & Marcic 2014). The benefit of self-awareness is being observed to a greater extent in business, in recognising that self-aware managers have more satisfied subordinates than do managers with limited self-awareness (Sutton et al. 2015).

Greenhaus, Callanan and DiRenzo (2010) state that career development is a continuous process of work life. Career development benefits not only the individual employee, but also the organization. The development of employees for future positions, an organization is assured of a supply of qualified, committed employees to replace the higher-level employ. In addition, a career development practice enables organizations to develop and place employees in positions compatible with their individual career interests, needs, and goals. This promotes employee satisfaction and optimal use of employee abilities. Moreover, career development helps to retain and motivate employees through the career development process; employees are assisted in setting realistic goals and to develop the required skills and abilities for target positions (Hall & Lorgan, 2009).

Career development practices are key strategic considerations for all organizations regardless of size, sector, market or profile. The development of the capacity and capability of the organization's managers has a fundamental impact on efficiency, effectiveness, morale and profitability of an organization. High performing organizations increasingly pay close attention to the validity of their recruitment practices and are becoming equally vigilant about developing their employees" career in order to ensure they achieve optimum performance both in the present and the future (Mwanje, 2010). Balaji (2004) emphasizes on the practice of providing internal promotions so as to create a feeling that career development offers good career growth opportunity which, in his opinion, will motivate employees to remain in the organization.

Basically, motivation concerns "motives" and "needs" and Beardwell, Holden and Claydon (2004) point out that career advancement is a form of motivation which is increasingly seen by managers as a mechanism for improvement. Other career development practices have been confirmed by Mwenebirinda (2008) who acknowledges that employees' performance can be enhanced by formal education and training that addresses and identified employees' weakness.

Armstrong (2001) states that career development is of great importance to both the individual employee and the organization. This is so because there is interaction between the organization for which he/she works and the development of the organization through the employee’s career. An employee develops his/her career through a continuous acquisition of managerial or professional skills and experience which may bring about rewards and promotion.

Graham and Bennet (2009) agree with this and contend that career development involves higher status and responsibilities which can take place in one organization or through movement between organizations or a combination of both. Employee could move from one institution to another not necessarily in the same career, but probably from one filed to another or from one level to another (Robbins, 2010).

Pereek and Rao (2012) concur and argue that career development of employees should be seen as an investment, not a cost; and that bad performance, ignorance and low commitment to duty are very costly barriers in an organization. It is pointed out that the key to high levels of performance lies in having employees who are willing to work, are well managed, well led, well-motivated and are always re-skilling. Career development covers an employee’s work life. It starts with, for example staff orientation, on-job training, experience, short courses, professional courses, post graduate degrees or diplomas.

2.1.12 Planning and Administration Competency and Customer Satisfaction

Planning and administration competency involves deciding what tasks need to be done, determining how they can be done, allocating resources to enable them to be done and monitoring progress to ensure that they are done (Hellriegel et al., 2014).

Steyn and Steyn (2006) assert that managers are required to plan properly in order to effectively and efficiently achieve organizational goals and objectives. They further state that planning and administration competency comes to mind first when people think about managers and managing.

Hellriegel et al. (2014) state that planning and administration competency includes the following dimensions: information gathering, analysis and problem solving; planning and organising projects; time management; budgeting and financial management.

Planning is the most essential managerial function (Gupta, 2007). It sets the direction for the other managerial functions such as organizing, leading and controlling. Planning may be defined as deciding in advance what is to be done in future course of action. Planning is deciding in advance what to do, how to do it, when and by whom to do it. Planning bridges the gap between where we are and where we want to go (Singla, 2014). Many management thinkers believe that planning and administration competency is the most fundamental competency when they think about the role and responsibility of a manager. Hellriegel et al. (2005) defined the planning and administration competency as "deciding what tasks need to be done, determining how they can be done, allocating resources to enable them to be done, and then monitoring progress to ensure that they are done."

Chye, Tat, Osman, and Rosli (2010) opine that competent managers are good planners, administrators, organisers, and communicators who can perform their jobs better and improve the performance of their organizations. Different management authors are not agreed on a common set of managerial competencies which may be possessed by effective and successful managers.

McClelland (1973) predict that a person's work could be assessed on the basis of his ability to perform the assigned tasks. This will be helpful in evaluating the managerial performance and deciding in future career path for the manager. Homer (2001) suggested that the capability to measure competencies and find out skill gaps is very vital for an organization. It shows the way to the organization to develop and implement effective training programs to enhance the competencies of managers for future course of action. To predict the future competency requirements, Robinson, Sparrow, Clegg and Birdi (2007) project a three-phase method i.e. personal interviews, questionnaires, and critical incident technique interviews.

Zezlina (2005) suggest that managerial competencies can be improved by designing tailor made programmes for diagnosing and improving the skills of the individual. Competencies can be developed through training programs, workshops, coaching sessions, mentoring, performance reviews etc.

Customer satisfaction is directly connected to customers' needs. According to Hill, Roche, & Allen (2007), the degree to which these needs are fulfilled determines the enjoyment in the case of conformity or disappointment from discrepancy. Satisfaction could can be described as a process which starts with the formation of customers' expectations and ends with communication of the obtained experience. Customers' expectations could be significantly affected by various internal and external factors. However, how a person assess the provided service is a very subjective consideration. The higher the expectations are the more difficult it is for the company to satisfy customers and fulfill their needs (Zeithaml, Bitner & Gremler, 2010).

Krivobokva (2009) identifies a customer as a rule maker whose behaviour and intentions should be always considered by every company targeting at maintaining a high level of the customer flow. At the heart of any action there is a need or want. Enhancement of the intensity of this need turns into the motive of the person's behaviour, which could be understood as a predisposition, willingness and tendency to act in a specific way. If the customer is satisfied, the probability that he/she will become a regular customer is very high (Hill et al. 2007). Moreover, satisfied customers allow companies to save money on attracting new customers by freely sharing their emotions and impressions of a product or service with their relatives, friends and acquaintances (Campanella, 1999).

The formation process of customer satisfaction starts with the purchase goal setting. As a rule, this goal is to meet varying customer needs. After the problem appearance the customer starts to check the information and compares analogues in order to choose the best one (Kotler et al. 2010). After selecting a product, the customer forms his/her expectations for the service that will subsequently be compared with the results of service provided consumption, after which the customer creates his/her perception of the service. Further, an integral image is subsequently measured by the customer. The final evaluation made by the customer could be affected by two groups of factors: external and internal, and the final step is the comparison of expectations with the result of the consumption. Therefore, the customer is satisfied if the expectations coincide with the outcome (or the result exceeds expectations) or dissatisfied if not (Szwarc, 2005).

To succeed or survive in today's stiff business environment, organisations must learn the new philosophy of customer satisfaction. Winning is possible in today's market, if the organisation is focused on the customer - the highest value should be considered as the fulfilment of the target groups' wishes (Kotler, Philip, Bowen, John, Makens, & James, 2013). Essentially, organisations must strive to generate and sustain customers and not only to provide services.

Customer satisfaction is a complex term, which is composed by a huge range of factors (Armstrong, 2011). This part defines all these factors which could be reflected in the three main aspects of satisfaction: trust, loyalty and factors affecting customers' satisfaction. The degree of confidence in the brand could be defined by several criteria, which are the basis for the purchase completion. They include the past experience, history and the company image, adequacy of advertising information and others (Angelova & Zekiri, 2011). All these criteria have a different weight in the overall assessment, so we need to focus on a weighted average, and correlate it with those of the competitors. Typically, trust is composed after the first connection with the company and is based on two or three dominant factors that will determine the likelihood of future purchases. Building trust to a company requires careful measures and considerable funds. There are three most important stages on the way to trust:

i. Customer satisfaction - the ratio between the expectations of consumers and the real results of consumption.
ii. Predictability - the consumer's belief that his expectations were not deceived, at this stage, the credibility of the product increases dramatically (Chen & Xie, 2007).
iii. Competence of the company - your brand competence with respect to the supply of competitors. At this stage, the consumer comes to the belief that your brand is the best in its segment, at the same moment the loyalty of consumers is more fixed and now it is meaningful.

Trust and customer satisfaction could be predecessors of each other but with the different probabilities (Politis, 2009). Most times, customer satisfaction appears as a foundation of trust. A customer, satisfied with the service is likely to feel confident in the company's action. Akbar and Parvez (2009) observed that trust is usually created if one party is convinced with the profitable result of relationships with the other party, and at the same time, the profitable result is a basis of fulfilment of customers' needs, which induces their satisfaction.

Loyalty is a consumer preference for certain goods or services, which is formed as a result of the generalization of feelings, emotions and thoughts regarding this product or service (Hill & Alexander, 2006). The degree of loyalty could be described as the probability with which the consumer is willing to temporarily accept some unsatisfying conditions because of a positive attitude towards it (Oliver, 2014). Generally, loyalty could be formed during many years of cooperation with the company or consumption of a service, when this experience becomes a part of a person's lifestyle, and it is difficult to change the existing habits. Many studies have proven that there is a relationship between loyalty and customer satisfaction. Customer satisfaction is one of the principles which results in the prolongation of interaction with the client and the emergence of the loyalty (Zairi, 2000). Evidently put, fully satisfied customers were six times more willing to make a repeat purchase than just satisfied (McCarthy 1997; Fecikova 2004). The studies concluded that customers that are partly satisfied still have a choice, which imply that there is more to customer loyalty because it is not enough to make a customer loyal. Thus, customers can be called loyal when they are completely loyal.

Again, the positive relationship between customer satisfaction and customer loyalty in the recent years is increasingly criticized. In particular, it is argued that the customer satisfaction does not guarantee the loyalty; rather, it is the main prerequisite for it (Szwarc, 2005). Satisfaction is a necessary condition for the formation of loyalty, but with the development of loyalty, it loses its paramount importance, and other factors start to influence. Nevertheless, the positive impact of customer loyalty on the economic performance of the enterprise was noted in many studies (Kotler & Keller, 2011; Peter & Olson, 2001).

Factors affecting Customer Satisfaction

Satisfaction is also determined by the presence of certain qualitative factors when in addition to solving a specific problem the buyer receives the additional value of cooperation with a company or the consumption of a product (Aggarwal, 2004). Moreover, the specific characteristics of customers could significantly influence their perception of the service and as a result their satisfaction. The main factors influencing customer satisfaction and characteristics of the hospitality customers are the following:

Quality

According to one of the definitions, customer satisfaction is how consumers are satisfied or dissatisfied with the functional characteristics of the purchased product or service (Hill et al. 2007). Armstrong (2011) defines this factor as the most significant one expressing it as the basis of expectations matching. According to Veloutsou & Gilbert (2006), perceived quality, which forms a view of the consumer about the product, appears as a positive or negative factor for making repeat purchases. Moreover, they observed that the higher the perceived quality of the product is, the higher is the satisfaction of its acquisition and use.

Value for money

When customers are paying some amount of money for the product or service they enclose the specific expectations to these transactions – what do they expect to receive for this certain sum. Customers hope to get at least what they have paid for and for preference more than that (Armstrong, 2011). People always expect to have equitable and fair exchange with a seller. Consequently, customers will be satisfied when the perceived value is worth the money they have paid. Users will benefit from the product if they are satisfied with its value - V (need to purchase it and the set of proposed quality parameters) and the cost – C (Oliver, 2014). Companies that do not meet the needs of consumers with regard to V or C will soon discover that they have lost customers and market area towards more professional competitors who better understand the needs of customers. Thus, customer satisfaction CS depends on the value of the product and its cost, and can be represented as: CS = v / c(Hill, Roche & Allen, 2007). Therefore, there are three possible situations:

- V = C; CS = 1. Neutral situation. In this situation, consumer expectations are matched, and the company received planned profit, in accordance with the implemented quality parameters. This situation, when CS = 1 will occur only if the value and cost set will coincide with the expectations of consumer;
- V > C; CS > 1. The consumer is satisfied. At the same time a company is interested in obtaining greater profits by increasing the price of the product. However, competition balances the interests of consumers with the interests of the company.
- V < C; CS < 1. The consumer is dissatisfied, and in most cases the purchase of a good will not take place and the company starts to lose previously acquired customers.

Perceived value

Customer perceived value is a customer’s assessment of all the advantages and disadvantages of the offer based on the real perception of what is given (Zeithaml, 1988; Kotler & Armstrong, 2010). Also, the most often perceived value is understood as the trade-off between gains and charges (Gronroos, 2007). Therefore, customer satisfaction appears when the total customer benefit adequately correlates with the total customer cost (See Figure 2.2).

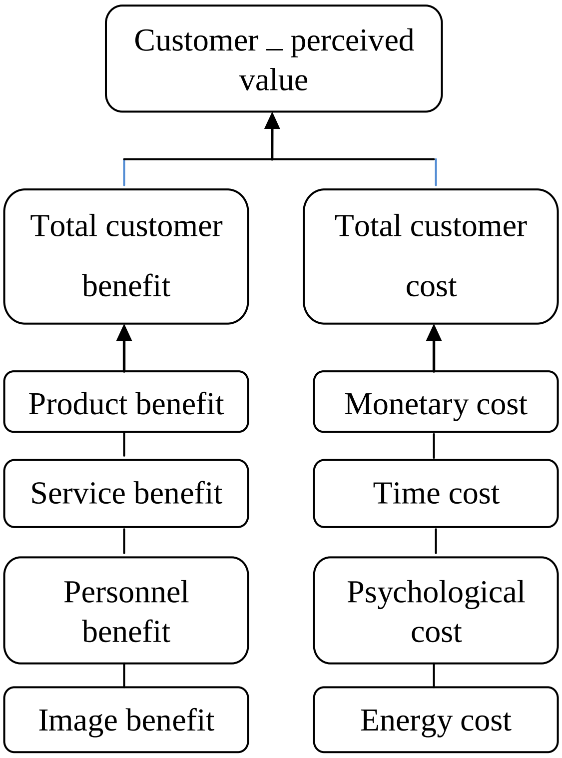

Figure 2.2: Determinants of Customer-Perceived Value.
Source: Kotler, P. & Keller, K. L. (2006). *Marketing management (*14th ed.). New Delhi: Prentice-Hall.

The value of the service is determined by the degree of its necessity for the consumer; presence of the required characteristics and their values corresponding to the expectations of consumers (Hu et al. 2009). According to the theory of the perceived value, a company should reduce the costs and increase the value of goods' consumption in the eyes of consumers until its product will have the highest value in comparison with competitors (Kotler & Keller, 2009). If the perceived value is lower than those of competitors, the price of the offer should also be lower than that of a competitor.

2.1.13 Teamwork Competency and Organizational Effectiveness

Teamwork competency refers to accomplishing tasks through small groups of people who are collectively responsible and whose work is interdependent. Managers in companies that utilise teams can become more effective by: designing teams, creating a supportive environment, managing team dynamics (Hellriegel et al., 2014; Slocum, Jackson & Hellriegel 2008).

Robbins (2001) asserts that the evidence suggests that teams typically outperform individuals when the tasks being done require multiple skills, judgement and experience. As organisations have structured themselves to compete more effectively and efficiently, they have turned to teams as a way to better utilise employee talents. In Nigeria, with the cultural diversity, it is highly likely that workforce and work teams will be diverse. Managers are encouraged to manage diversity in their organisations and provide diversity training and education programmes for team members (Swanepoel 2000).Teamwork is now the main way of working and should generate greater profits for an organization than the work of an individual employee working alone (Alcover, Gil, & Barrasa, 2011).

In this ever more complex society, there is not only a need for professionals who have developed certain specific technical and methodological competences to a high level, but also for other more transversal ones, such as participatory and/or social competences. The latter particularly emphasize teamwork competence. Much has already been written about teamwork, but discussion about teamwork competence is relatively new and to date, few authors have tried to define this construct (Baker, Hovarth, Campion, Offerman, & Salas, 2015), which had not been previously defined. However, this difficulty arises when we consider teamwork competence as one that integrates a number of other competences which include those of communication, social relations, conflict resolution and achieving goals.

Weaver, Rosen, Salas, Baum and King (2010) state that teamwork competence also includes: "the required knowledge, principles and concepts that underlie a team's effective task performance; the repertoire of skills and behavior required to perform the team task effectively; and the attitudes considered appropriate of team members in order to foster effective team performance." Along the same lines, Torrelles (2011) understood teamwork competence as "the set of knowledge, skills and attitudes required to work with others in carrying out tasks and achieving common goals, sharing information, distributing tasks, taking responsibility, solving problems and contributing to improvement and collective development." There can be no doubt as to the potential interest in evaluating teamwork competence in companies and other organisations.

Appelbaum, Bailey, Berg, and Kalleberg (2000) posit that companies with participative work systems had more receptive employees than those in which more traditional work systems were employed.

Similarly, Geary and Dobbins (2011) indicated that teamwork offered companies higher levels of performance and greater productivity. Edwards and Wright (1998) identified improvements in the effectiveness of workers as a result of teamwork, although their studies also indicated that the effects of teamwork also depended on a number of contingent factors: the objectives of the team leader, the type of teams involved and the context of the company in which these teams operated. For Bacon and Blyton (2013), teamwork is an important resource for reaching common goals, whether personal or those of the company. Researchers have found that in companies with more than 500 workers, 80% work in teams (Robbins, 2003). Organizations know that teams are more effective than individuals because the members of a team can share the workload, and this makes it possible for them to find more complex, innovative and comprehensive solutions to organizational problems, monitor the behavior of their teammates and combine different areas of expertise (Salas, Sims, & Burke, 2005). However, despite their theoretical effectiveness, researchers have found that teams are not always successful due to failings in teamwork competences of some team members and particularly those who were chosen for their technical and methodological skills (Hollenbeck et al., 2004). Although efforts have been made to develop special programmes to train people who must work in team environments (Stevens and Yarish, 2009).

Team members need to be aware of their zone of current and proximal development in relation to teamwork competence in order to know their own strengths and weaknesses and thereby be able to improve their present levels of competence and acquire appropriate new ones through training programmes (Weaver, Rosen, Salas, Baum and King, 2010).

Effectiveness is a performance factor or variable. This is why performance is measured in terms of efficiency and effectiveness. Efficiency refers to the effective use of resources and time to minimize waste. Effectiveness refers to the extent to which results are achieved by way of units of goods produced and the value of content executed (Nwachukwu, 2006; Unyimadu 2007).

2.1.14 Strategic Action Competency and Organizational Competitiveness

Strategic action competency refers to understanding the overall mission and values of the organization and ensuring that one's actions and those of people one manages are aligned with them. Strategic action competency includes the following dimensions: understanding the industry, understanding the organization and taking strategic actions. Managers and other employees who understand the industry can accurately anticipate strategic trends and prepare for the future needs of the organization, and they are less likely to find themselves looking for new jobs when the organization changes direction (Hellriegel et al., 2014). Organizations are using competencies increasingly in their human resource development. As the advantages of utilizing competencies have been observed, particular labor market demands depicted as skills and competencies have been included in national occupational classifications. These distinctive national competence categories endeavor to make competencies practically identical by standardizing them. This part presents the arrangement of skills and competence, cases of the advantages of utilizing competencies in organizations and cases of utilizing a job description based on competencies in performance evaluation and recruiting. The significance of recognizing competencies as a competitive resource in the organization is additionally examined. The last part controls how to build up a competency-based job description program in an organization.

Growing instability of jobs has resulted in more work-oriented approaches to work analysis such as strategic job analysis (Schneider andKonz, 1989) that focuses on skills needed in the future and strategic job modeling (SJM: Schippmann, 1999) that focuses on an organization's strategic and future-oriented needs. Schippmann divides a position into job description variables that describe the available capabilities and situational variables that describe work requirements. Competencies tie the two aspects together by fitting those that are required and those that are available. Schippmann also divides competencies into technical competencies that relate to knowledge and skills and behavioral competencies that relate to personality and attitudinal factors. One of the main reasons for the growing emphasis on competencies is the ability to set jobs in the organisational context. Competencies provide a common language to talk about different jobs and communicate to employees how their work contributes to the organization'sgoals. (Chmiel, 2011).

Job descriptions are important in recruiting. The key stages of the recruiting process are defining the vacancy, attracting applicants, assessing candidates and making the recruitment decision. In other words, the organization needs to find out what they want how to attract suitable employees, how to identify who is most suitable and how to make the right decision. When recruiting new personnel, the traditional approach is to use a job description. In order to attract a suitable person, some companies use generic and concise job profiles with alist of “bullet points” or accountability statements. A well-thought-out person specification and characteristics in job description can form the basis of recruitment advertisement, help determine selection methods and ensure that the selection is based on justifiable criteria. When the advertisement is formed, recruiters must make sure that prejudice or assumptions don’t affect the specifications listed and hinder finding the right person. The job description should not be too constraining. It should reflect potential changes in the key tasks and duties. The organization should find skills and aptitudes that are also needed in the future; for this purpose, the job profile can be more generic and concise. The purpose of the job description is not only to match the right position with the right person, but also the right organization with the right long-term employee in a changing organization. The objective for a job description in recruitment is to recruits people who can do the job and who also contribute to the wider long-term business goals of the organization. In many cases, using a combination of task-oriented and person-oriented job descriptions is adopted. (BeardwellandGlaydon,2007).

There can be contradictions between the descriptive job description needed for internal planning and communication in the company and the contextual job description that is used in recruiting to attract many qualified applicants. Because the job description serves a dual purpose, it has to be realistic. The possible problem in using a job description in recruiting is that it might not give the correct picture of the position and the company. (Pavur,2010). The reason for this is the management’s and HR department’s effort to maintain a good reputation and let the company be seen in a positive light in its job advertisement. Naturally, the company also wants to attract people with the best competences with their advertisement. In recruiting, it has to be ensured that hiring is not done on the basis of “want to have” but on “need to have”(Stybel, 2010).

Competency-based recruitment involves selecting a set of competencies that are seen to be most important to the company. These competencies can be wide entities that are divided into different levels. The entities could be “project management,” “decision-making,” and “gathering and analyze information” for example. The divided levels of these competencies can be matched to the requirements of different jobs. According to Feltman (1992), competency-based recruitment can contribute to the effectiveness of recruitment in various ways. The competency analysis process helps identify the company’s need for its human resources and specify how recruitment can affect it. Using a competency-based recruitment and selection system can yield the company practical benefits, because when systems are linked to competencies, evaluation is based on fairness, effectiveness, and validity. In addition to recruitment and selection, the competency framework can be used throughout the company in different tasks and situations. With competency-based recruitment, it is easier to see whether recruitment or other solutions, such as training existing staff or hiring specialist consultants are the best way to move forward. Instead of recruiting new personnel, the company could consider restructuring the task, redeploying existing staff for the position, delaying recruitment to save costs or cover vacancy with temporary workers or overtime.

These measures should be used only after careful planning and analyzing of the effects of the change. It should be remembered that redeploying does not always mean that the incoming jobholder is the “best person for the job” and that restructuring or delaying recruitment might offer short-term cost saving but harm the organization long-term. Using competencies helps the company see the competency-gap created, for example, because a key person has left the company. The application of the same competency framework within different parts of the organization ensures consistency and aids vertical and horizontal interaction. (Beardwell and Glaydon, 2007).
In some cases, a highly contextual approach to recruiting could be used. A system called “a practical approach to an integrated search and orientation process” uses the specific contextual information to ensure a successful outcome. This approach can be even better if interpersonal characteristics, team dynamics and strategic challenges of the position would be specified (Pavur, 2010).

These characteristics needed for the job could be linked to personal characteristics which would generally be described in the job advertisement, but more specifically during selection and orientation. This includes personnel and future teammates and managers participating in the process by holding a confidential briefing for the final candidates about business objectives, company strategies, roles, positions and organization-related specific information. However, it has to be remembered that there could be flexibility in the environment or goals that could lead to some very specific part of a job description not be relevant anymore. When there is less stability in the content of the job, the job description has to be more general. The aim of recruiting is to find suitable people with the right competencies and experience to perform well in the position and to make a positive impact on the organization (Gupta,2011).

Competitiveness has dominated the strategic horizon of organizations especially in the light of contemporary turbulence and complexities that characterize the environment of business. Monsaya (2011) believe that more than ever before, globalization has changed the way business is conducted and creating linkages that makes product and services readily available to customers. These and many others have threatened organizational survival and continued sustainability therefore competitiveness. Barney (2001) describe competitiveness as a multidimensional and relative concept. This simply means that it changes with time and context. Competitive ability refers to these characteristics that permit a firm to compete efficiently and amplifying the urge to compete.

Djakamon and Hoekman (1998) note that it indicates the capabilities of a firm to successfully compete within its sector. Competitiveness broadens the capacity to maintain and improve on the organization position in its market. Apart from the process approach to competitiveness that seek to recognize all work process as cumulative competitive component, Narayan (2007) espoused on the organizational outcomes of competitiveness but also noted that it thrives under a perceived and concrete climate which promote the involvement and commitment of all organizational managers.

Harrison (2010) argue that in the wake of turbulent global economic down turn, organizational operators should behaviourally and attitudinal ensure that employees and other stakeholder alike rely on their ethnical observance and steadfastness to values that promotes confidence. The author further noted that the resilience of firms for competitiveness can only be sustained through a willing workforce that support change efforts and having the robust competencies for implementing tasks. While the aforementioned remains imperative in competitiveness is of the strong view that competitiveness primarily ensures renewed approaches to getting things done and ultimately bring about new products (Kamblampti, 2006).

In other words, it offers the incentive for efficiency and innovation. Ricupers (2004) argue that competition compels firms to explore new ways to increase their efficiency by extending their international reach to new markets. All the same, these plausible outcomes notwithstanding, Rao (2001) observes that competitiveness is not merely a question of having expanded market through new product offers and improved technological process, rather there are many factors ranging from macroeconomic, strategic, institutional to behavioural that augment the potentials of competitiveness. As noted elsewhere, Banga (2008) had extensively argued that the aggregate transcendental action and behaviours at work that constitutes social asset for work organizations are vital for organizational positioning within their markets therefore competitiveness which we are considering in terms of enhanced market share and the extent of innovativeness that is targeted at value creation across all work processes, new products and service delivery.

2.1.15 Organisational Performance

Performance is a continuous and flexible process that includes managers and those whom they manage working as partners inside a framework that sets out how they can best work together to accomplish the required results (Armstrong, 2006). The distinctions were generally upon varieties in the criteria and standards adopted in studying the performance, yet regardless of these varieties, the greater part of the researchers express the performance through the degree of success in which the organization achieves its goals. The Balanced Scorecard is viewed as one of the main instrument in the field of organisational performance as metrics incorporate both financial and non-financial, which can reveal the results of the actions taken in the organization (Kaplan and Norton, 1992). Kaplan and Norton (1992) introduced first the Balanced Scorecard, as a performance management tool which has been being used for over 10 years. Balanced Scorecard is an essential performance measurement approach which concentrates on the internal and also external performance indicators of the organization. Therefore, the Balanced Scorecard is a vital tool for monitoring organisational strategic objectives and the feasibility of achieving these objectives (Huang, 2009; Kaplan and Norton, 1996).

The organization's capacity to accomplish the satisfaction of shareholders and stakeholders by achieving satisfactory rates of return on their investment. Where studies have revealed that a significant number of the traditional financial accounting measures, for example, return on investment, earnings per share and return on assets yield limited results regarding continuous improvement and innovation (Huang, 2009; Kaplan and Norton, 1992). Ehlers and Lazenby (2004) express the value of the customer perspective may never be disparaged. Niven (2006) affirmed, that customer perspective approaches it in three value indicators; operational excellence, product leadership, and customer intimacy. Plewa et al (2012) posit that the measures of the internal business performance enable managers to decide how to operate the organization particularly. In this manner, organizations' must attempt to distinguish and measure their core jobs competencies and basic technologies and choose that of those that will lead them to excellence in the market (Kaplan and Norton, 1992; 1996). As posited by Kaplan and Norton (1996), competitive business environment needs continuous learning, so the learning and development perspective concentrates on the intangible parts of the organisational performance, in light of the risks and new opportunities that emerge through the changing environment. Thus, organisational innovation integrates the improvement and application of new ideas, products, technology and information systems (Hung, Lien, Yang, Wu & Kuo, 2011). With respect to the above differences in perspectives of the researchers, it is required that the researcher adopt a more extensive measure which incorporates financial metrics and nonfinancial so chose researcher on a scale of (Kaplan and Norton, 1992).

Employee Performance Management is a strategic and integrated approach to increasing the effectiveness of organizations by improving the performance of the people who work in them and by developing the capabilities of team and individual contributors (Armstrong and Baron, 1998). Employee behaviour which also influences employee performance is important in service providing firms like banks and retail stores. For instance, if a customer is confronted by a salesperson who is tactless, unprepared to discuss the different products, or (even worse) fail to exhibit courteous behaviour, all the effort put into advertising campaigns and other marketing activities will have been wasted (Dessler, 2004).

Employee performance can be improved by using Human Resources Management techniques to help build employee commitment – an employee’s identification with an agreement to pursue the organization’s mission. People, either as individuals or teams put the greatest effort into performing well if they know and understand what is expected of them and have had an involvement in specifying those expectations (Alan, 2004). Individual levels of capability, the degree of support provided by management, the processes, systems and resources made available to employees by the organization greatly affect employees' ability to meet performance expectations (Armstrong and Baron, 1998). The overall organizational performance is a product of an interaction between different employees, departments, divisions and other stakeholders. Most times, determining whose performance has been most significant or critical in accomplishing a particular task is a difficult exercise. Current trends towards networking and team-based projects make individual performance even harden to gauge (Alan, 2004).

However, some people are singled out as key performers. The basis under which they are so singled out could be that they conform most closely to organization's norms. Each organization defines effective performance in its own terms: being a 'good' manager in one organization is not the same as being good in another (Gunz, 1989). Performance appraisal determines the current level of performance of each employee that is then compares with the standard to see if there is any gap. Where a gap is noticed, further investigation will be conducted to determine if the gap is such that could be taken care of with training (Ugbam, 2011). The performance appraisal process contains three steps: define the job, appraise performance, and provide feedback. Defining the job entails ensuring that the manager and the subordinate agree on what the duties and job standard are. Appraising performance entails comparing actual and standard performance. Performance appraisal usually requires feedback sessions (Dessler, 2004).

Finally, performance of any organization to a large extent depends on the performance of its employee. Whatever the size and nature of any organization, the kind of activities it carries out and the environment in which it operates; to succeed depends on its employees' decisions and their behavior. In the competitive environment of modern era organizations are persistently improving performance of their employee by improving Human Resource Practices (Kamrah, Umar, Rizwan and Khurram, 2007).

2.1.16 Performance Factors

Performance in business setting means the extent to which objectives have been or are being met. Put differently, it refers to the degree to which organizations goals and objectives are achieved (Nwachukwu, 2006). Performance is measured from concepts – efficiency and effectiveness. Efficiency refers to the rate of resource utilization, i.e. cost incurred in the course of work done, while effectiveness refers to the extent to which results are achieved by way of units of goods produced or sold, value of content executed etc (Nwachukwu, 2006). In evaluating and assessing performance of a business enterprise, attempt is made to examine not only the resultant outcome of the company's efforts in terms of returns (profit and its other derivation), but also those aspects of the company's financing and asset structure which indicate its ability to survive or its disposition to avail itself of future opportunities. Therefore, the major performance factors with which performance is evaluated include: efficiency, effectiveness, productivity, profitability, solvency, leverage, activity and morale.

2.1.16.1 Productivity

Productivity has been defined as the measure of how well resources are brought together in organizations and utilized for accomplishing a set of results. It is reaching the highest level of performance with the least expenditure or resource. To operationalize productivity in a public enterprise, the ratio of total output to total input is very handy. Total input is the naira value of all the factors of production for that year which include land, labour and capital. The limitation of this method of operationalizing productivity is that entrepreneurship or management which is a factor of production is difficult to quantify in monetary terms. Another limitation is that for public enterprises that render a service, it becomes difficult to quantify the output in monetary terms since the outputs are intangible (Nwachukwu, 2006). The measure of productivity has the advantage that it aggregates effectiveness of the use of the factors of production of the public enterprise to produce goods and services. It draws attention to the fact that an integration of resources, physical and human, will yield higher output of public enterprises whom by the result of total output/total input be greater than 1 (Koontz et al, 2000). Higher productivity of the employees of a public enterprise has the following good effects:

i. Higher incomes and profits;
ii. Higher earnings;
iii. Increased supplies of both consumer and capital goods at low costs and lower prices;
iv. Ultimate shorter hours of work and improvements in working and living condition; and
v. Strengthening the general economic foundation of workers.

Productivity may also be defined as the amount of output (what is produced) per unit of input used. Labour is one input among many. Total productivity is dependent upon a variety of diverse and hard to measure inputs. One simple measure of productivity is the gross domestic product (GDP) per person-hour worked. But it is also a simplistic measure of productivity because it neglects a number of factors such as capital investment (Alan, 2004).

Productivity concerns all managers, but it is especially important to operations managers, the people who must oversee the creation of a firm's goods or services. Productivity can also be looked at as the average level of output per worker per hour. It then means that if each worker at plant 'A' produces seventy-five units per day and each worker at plant B produces only seventy units per day, the workers at plant a are more productive. If one attendant at a fueling station serves thirty customers per hour and another serves twenty-five per hour, the first attendant is more productive (Pride, Hughes & Kapoor, 2008).

Productivity is an average measure of the efficiency of production. It can be expressed as a ratio of output per unit of input. When all outputs and inputs are included in the productivity measure it is called total productivity. Outputs and inputs are defined in the total productivity measure as their economic values. The value of output minus the value of inputs is a measure of the income generated in the production process. It is a measure of total efficiency of a production process and as such the objective to be maximized in production process.

Effectiveness is a performance factor or variable .This is why performance is measured in terms of efficiency and effectiveness. Efficiency refers to the use of resource allocation. It also refers to doing the right things. Effectiveness refers to the extent to which results are achieved by way of units of goods produced and the value of content executed. It also refers to doing things right. (Nwachukwu, 2006; Unyimadu 2007).

2.2 THEORETICAL FRAMEWORK

2.2.1 Competency-Based Theory

The competency-based theory is a relatively new way of thinking about how organizations can gain high performance and sustain it over time. Established as a theory in the early 1990s, competence-based strategic management theory explains how organizations can develop a sustainable competitive advantage in a systematic and structural way. The competence-based theory incorporates economic, organisational and behavioral concerns in a framework that is dynamic, systemic, cognitive and holistic (Sanchez and Heene, 2004). This theory defines competence as the ability to sustain the coordinated deployment of resources in ways that help an organization achieve goals.

2.2.2 The Theory of Reasoned Action (TRA)

The theory of reasoned action is a model that finds its origins in the field of social psychology. It defines the links between beliefs, attitudes, norms, intentions, and behaviour of individuals. Theory of Reasoned Action was developed by Fishbein and Ajzen.

In this theory, a person’s attitudes towards behaviour consist of a belief that, that particularbehavior leads to a certain outcome; and an evaluation of the outcome of that behaviour. If the outcome seems beneficial to the individual, he/she may then intend to or actually participate in a particular behaviour. Also included in one's behaviour is their concept of the subjective norm which is a person's perception of what others around them believe that the individual should do. In its purest essence, the subjective norm is a type of peer pressure whether or not a person participates or intends to participate in any behaviour is influenced strongly by the people around them. These people may include friends, family, community leaders, society, and even celebrities, the characteristics of the tasks of the interface or of the user, the type of development implementation, etc. People may also be inclined or not inclined to participate in a behaviour based on their desire to comply with other Laws or rules prohibiting behaviour.

Ultimately, one's attitude toward behaviour can lead to an intention to act or not to act as the case may be; this intention may or may not lead to behaviour. This theory relates to the present work because the acceptability or otherwise of acquiring entrepreneurial competencies by Technical College refrigeration and air – conditioning graduates largely depends on their beliefs about the competencies. Those who feel the entrepreneurial competencies will help them better in their occupational work and will give them an edge over colleagues in the eyes of the society will not hesitate in acquiring the competencies. Again, if the laws or policies are made compelling, the Technical College students in general and refrigeration and air – conditioning, in particular, to acquire entrepreneurial competencies as a prerequisite for graduation may have an impact towards the entrepreneurial competencies for establishing small and medium scale enterprise.

2.2.3 McGregor Theory X and Y

Theory X is based on the assumption regarding the typical worker. This management style assumes that the typical worker has little ambition, avoids responsibility and its individual goal oriented. In general Theory X style managers believe their employees are less intelligent, lazier, and work solely for a sustainable income. Management believes employees work is based on their own self interest.

Managers who believe employees operate in this manner are more likely to use rewards or punishment as motivation. Due to these assumptions, Theory X managers believe all actions should be traceable to the individual responsible .This allows the individual to receive either a direct reward or a reprimand, depending on the outcome positive or negative nature. This style is more effective when used in a workforce that is not essentially motivated to perform.

Under the assumption of theory Y, McGregor suggests that managerial decisions and actions are determined by a different set of assumptions. The theory Y assumes that people do not hate work and that people do not have to be forced threatened; that motivation, the potential for development, capacity for assuming responsibility, and readiness to direct behaviour towards organizations goals do not put these attitudes there. As stated by McGregor the responsibility of the management is to create a climate in which people organize and develop these human characteristics for themselves since people will only commit to an organization to the extent to that they can see ways to satisfying their own ego and development needs. Essentially, the assumptions of theory Y are that:

i. The expenditure of physical and mental effort at work is as natural as play or rest.
ii. External control and the threat of punishment are not the only means for bringing effort towards organisational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.
iii. Commitment to objectives is a function of the rewards associated with the achievement.
iv. The average human being learns under proper conditions, not only to accept but to seek responsibility.
v. The capacity to exercise is a relatively high degree of imagination, ingenuity, and creativity in the solution of organisational problems is wide, not narrowly,

distributed in the population. Under the condition of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

An entrepreneur who is the manager of SMEs can enhance his/her managerial competencies such as leadership capacity and effectiveness by working towards the integration of individual and organisational goals, that is, by making decisions and taking actions which are dominated by assumptions underlying theory Y.

2.2.4 Cognitive Load Theory (CLT)

The cognitive load theory is an instructional theory developed by a psychologist; John Sweller in (1998) to describe the learning process in terms of an information processing system involving long-term memory which effectively stores all of our knowledge and skills on a more – or – less permanent basis, and working memory, which performs the intellectual task associated consciousness. Sweller (1998), provides a model of how the mind processes information based on two tenets; · Human working memory is limited; we can only keep in mind a few things at a time. This poses a fundamental constraint on human performance and learning capacity. Two mechanisms to circumvent the limits of working memory are; Schema acquisition, which allows us to chunk information into meaningful units, and automation of procedural knowledge. The first mechanism provides information about how the mind understands and processes information. The second mechanisms that circumvent working memory and automation of procedural knowledgedeal with skills acquisition. Once a particular skill is acquired, automatic processing can bypass working memory. In other words, with enough practices, an activity can be carried out without conscious processing.

Cognitive Load Theory is foundational to this study because teaching in the technical area is often based on the formula of presenting a new topic showing a few examples and assigning practice exercises. Some simple adjustments to the present examples practice formula can accommodate cognitive load theory. To learn recurrent skills, declarative knowledge of the abstract concepts on which the skills are based, as well as procedures or rules necessary to perform the skills, should be simultaneously in working memory. Both the concepts and procedures that use those concepts to solve problems should be presented together. One approach to this is to partition the information into small segments to prevent overload, then demonstrate the application of the concepts within each segment. The theory relates to this study because it emphasizes on the techniques upon which the acquisition of technical competency can be achieved. This will provide a guide for the researcher in recommending the most appropriate ways to adopt in acquiring entrepreneurial competencies by technical college refrigeration and air – conditioning graduates.

2.3 EMPIRICAL REVIEW

Peeters and Potterie (2003), conducted a study on organizational competencies and innovation performance: The case of large firms in Belgium. The objective of the study was to investigate the effect of organisational competencies on innovative performance. A sample of 148 was obtained from the population of1301 large firms. The study adopted survey research design. The study found that organisational competencies have a significanteffect on innovative performance. The study recommended that organizations should enhance competencies possessed by employees for improved performance.

Ruba, Dina, and Tareq (2015) did a study on managerial competencies and organizations performance in Jordan. The objective of the study was to determine the nature of the relationship between managerial competencies and firms' performances in Jordan Airline. A sample was obtained from 4 big airlines organizations in Jordan which gave 62managers. Hypothesis were tested over a mach data including 62 managers. The study found that there was a positive relationship between managerial competencies and firms' performances in Jordan Airline. The study recommended that strategic competency should be used for competitive advantage

Halil, Fatih and Omer (2013) carried out a study on the effects of individual competencies on performance in the service industry in Turkey. The objective of the study was to ascertain the effect of individual competencies on performance in service. A survey research design was adopted. The study had a sample size of 3000 which was gotten from 30 companies 2679 completed copies of the questionnaire were returned, representing a response rate of 89 percent. An exploratory factor analysis (EFA) was used to assess the effect of individual competencies on performance. The study found that there was a positive effect of individual competencies on performance in the service industry in Turkey. The study recommended that organizations should build an information database of each employee so as to know the area of their weakness and proffer solution to it.

Barbara, Raborale, and Richard (2016) studied the relative importance of managerial competencies for predicting the perceived job performance of broad-based Black Economic Empowerment verification practitioners in Johannesburg, South Africa. The objective of the study was to determine relationships among technical skills, interpersonal skills, compliance with standards and ethics, managerial skills and perceived job performance. A questionnaire was administered to a stratified sample of 87 B-BBEE verification practitioners. Data were analyzed using the Statistical Package for Social Sciences (version 22.0) and Smart Partial Least Squares software. The study found that there were strong and positive relationships among technical skills, interpersonal skills, compliance with standards and ethics, managerial skills and perceived job performance. The study recommended that organization should improve their worker's interpersonal skills in order achieve high organisational performance.

Allu (2006) conducted a study on work competencies needed by technical college metalwork graduates for entrance into private enterprises in Nassarawa state, Nigeria. The purpose of the study was to identify work competencies needed by technical college metalwork graduates for entrance into private enterprises in Nassarawa state. A structured questionnaire was used for data collection from 104 respondents. The study found that technical, human, administrative and teamwork are identified work competencies needed by technical college metalwork graduates for entrance into private enterprises in Nassarawa state. It was recommended that the competencies identified should be included in the curriculum of technical colleges and vocational centers.

Okoro (2006) carried out a study on entrepreneurial competencies needed by business education students for self- reliance: Imperative for curriculum development in Southeast, Nigeria. The objective of the study was to ascertain the entrepreneurial competencies required by business education graduates for self-reliance. The study adopted a survey design. The study was carried out in the South East, geopolitical zone. The population of the study consisted of 48 entrepreneurs in commercial occupation and 36 business education lecturer. The size of the population was manageable no sample was drawn. A structural questionnaire was used for data collection. T-test was used to test the hypotheses. The study identified 22 entrepreneurial competencies that are important for self–reliance. The study revealed that lack of adequate textbooks and other instructional materials score the highest mean 4.36 on factors that hinder the teaching of entrepreneurial competencies. The study recommended that university should develop and integrate entrepreneurship education into business education curriculum and textbooks and other instructional materials should be developed and made available.

Enete, Amusa, and Eze (2009) did a study on entrepreneurial competency required by students of schools of Agriculture in South Western, Nigeria for processing cocoyam into flour and chips for employment upon graduation. The objective of the study was to investigate entrepreneurial competency required by students of schools of Agriculture in South Western, Nigeria for processing cocoyam in to flour and chips for employment on graduation and to determine the difference in the mean responses of instructors and food processors in the 33 entrepreneurial competencies required by students in processing cocoyam in to flour chips. The study found that entrepreneurial competency required by students of schools of Agriculture in South-West Nigeria for processing cocoyam into flour and chips for employment on graduation are planning skill, technical skill, human resource skill and strategic competency. It was also found out that there was no significant difference in the mean responses of instructors and food processors in the 33 entrepreneurial competencies required by students in processing cocoyam into flour and chips. It was recommended that such competencies need to be incorporated into the curriculum of crop production and processing in schools of agriculture in southwest Nigeria where necessary.

Nada and Ibrahim (2014) carried out a study on the role of core competencies on organizational performance: An empirical study in the Iraqi private banking sector. The objective of the study was to ascertain the impact of core competencies on organizational performance as a critical issue in Iraqi private banking sector. An organizer questionnaire was developed and self-reported to managers in 10 private banks, the sample of this study was 200 managers in these banks. The study found that there is a significant impact of core competencies on organisational performance. The study recommended that banks management should develop core competencies for the human resource as a strategic tool to enhance organisational performance and expand their empirical knowledge in the context of private banks in Iraq.

Sabah, Laith, and Manar (2012) conducted a study on the effect of core competence on competitive advantage and organisational performance. The objective of this study was to investigate the relationship between core competence, competitive advantage and organisational performance in the context of Paint Industry in the UAE. The study adopted a descriptive survey and it sample size was 120. The study found that core competence has a strong and positive impact on competitive advantage and organisational performance. The study recommended that organizations should use the competitive advantage to increase organisational performance by managing each dimension of core competencies shared vision; cooperation and empowerment.

Xia and Chan (2010) did a study on key competencies of design-build clients in China. The objective of the study was to identify the essential competencies that the clients should enjoy to ensure the success of the projects of the construction market in China. The study adopted cross-sectional research design, and primary and secondary sources of data were used. The study found that the keys of essential competency to ensure the success of the projects of the construction market in China is represented in the ability to define the project scope and its objectives clearly, and financial capacity of the projects, and the ability of managing contracts; and a sufficient number of staff or consulting team, and the effective coordination with contractors; and experience with projects. The study recommended that organizations must ensure that the key competencies are in place for effective result.

Bucur (2013) examined a study on managerial core competencies as predictors of managerial performance, on different levels of management in Bucharest, Romania. The objective of the study was to evaluate how the different core competencies of managers from three Romanian companies were linked to managerial performance depending on managerial complexity level (top management, middle management, first line of management). The sample consisted of 210 managers from three organizations divided in three managerial levels (Top Management N1= 37, Middle Management N2= 77, Line Management N3= 96). By the business profile the participants came from on-line market research (N=189), real estate (N=41), education services (N=17). The gender composition of the sample was 90 man and 120 women. The average age was 31,2 years (minimum 24,9 and maximum 49,6). Based on Campbell's model of competencies and other models this study assessed how different core competencies of managers (N= 210) are linked to managerial performance, on different levels of managerial complexity. Multiple regression analysis was used to test if the level of the competencies significantly predicts the mean performance for three years. The results showed that the competencies level, global managerial potential and motivation for career explained 20% of the variance of mean performance for three years. The most important predictor of this variation was Global managerial potential indicator. Competencies were significantly linked with managerial performance, but the hierarchy of those competencies was different across the managerial levels. Core competencies were more important for top managers and less important for middle managers and line managers in determining managerial performance. Literature regarding job competencies agreed on a large scale that managerial competencies are linked in a complex way to managerial performance, being the main requirements for consistent performance over time. The study recommends that the results of the study can be successfully applied in HR strategy for improving managerial performance and in balancing core competencies within the entire organization with job competencies.

Liridon & Mimoza (2017) studied the impact of managerial competencies on business performance: SMEs in Kosovo. The objective of the study investigates the connections between managerial competency and performance of SMEs. Data collection was made through questionnaires, and the constructs used were adapted from prior research and already tested for reliability. For the study we used a structured questionnaires' and the data analyses where made through statistical package for social sciences (SPSS). A self-administered survey questionnaire was used to collect primary data from the targeted samples of Kosovo managerial employees. Questionnaire was designed to take the required data about managerial competencies and their impact on business performance. Data analysis was taken through descriptive statistical method. It includes Mean, Standard deviation and Linear multiple regression. The population for the study was all the managers of small and medium enterprises (SMEs, Kosovo), distinguishing between small companies that employ from 10 to 50 staff and medium-sized companies that employ from 50 to 250 employees. The respondents were asked to complete a self-administered questionnaire which was collected immediately after completion. The sample was drawn on 195 managers from small and medium enterprises in Kosovo.

While 195 questionnaires only 110 of them met the conditions for analysis. A convenient sampling technique was used to select the managers. Descriptive statistical method was used to assess perceptions of managerial competencies. Statistical Package for the Social Sciences (SPSS, version 24.0) was used to analyse the data. Principal components analysis and varimax rotation methods were used to managerial competencies analyse. Linear multiple regressions were used to assess the relative importance in predicting the business performance. The results of this study generally corroborate the theoretical model assuming that more managerial competencies characteristics are mediators between professional and personal characteristics and business performance. The linkages between independence managerial competencies were observed to be positively significant to business performance. The study showed the aspects that influencing the managerial competencies for good organizations performance because when organizations work seriously to apply the required managerial competencies, set the tasks they avoid the recruiting costs, dissatisfied customers, missed opportunities and create their own position in the market and drive successful to organizations. In general, the study looked at Managerial competencies and performance of the small and medium size enterprises. The study recommended that managerial competencies should be adapted to correspond to the needs of the organisation since they are not fixed.

Petra, Anja, Helmut, Jürgen, & Jure (2013) investigated a study on management competencies and organizational performance in CEE: A comparison of Slovenia and Austria. The fundamental objective of our research was to discover the link between managerial competencies and organizational performance. For the first explorative study, questionnaires were based on eight closed questions. Five questions focus on the above mentioned classes of competencies, which are rated on a 6-point Likert type scale of importance, where 1 means “not important at all” and 6 means “very important”. If one competency class is rated higher than four, the respondents will be asked to name the most important competency in this field. Furthermore, the proportional change of human resources within the last two years has been asked for as independent variable and the proportional changes of turnover and profit within the last two years were taken as dependent variables. Data were collected from 27 Austrian managers and 55 Slovenian managers attending either an executive MBA at the Vienna University of Economics and Business or different executive courses at the University of Maribor, Faculty of Organizational Sciences. The explorative study was conducted in spring 2012. Due to mostly insignificant results for the Slovenian study, a comprehensive study was considered. Data for this study were collected from Slovenian enterprises in June 2013 using a revised questionnaire.

Therefore, instead of only five questions focusing on the five classes of competencies, the researchers decided to include several questions within particular classes of competencies, such that each question is focusing on each individual competency. Consequently, they did not ask respondents to name the most important competency if the class was rated higher than four. The anonymous questionnaires were sent to 216 post mail and to 738 e-mail addresses, using the Slovenian online survey portal 1ka. The sample was selected as a quota sample according to the proportion of the main activity of the enterprises. In each activity class, enterprises were randomly selected from PIRS – the business register of Slovenia. Among all mails sent, three letters and 66 e-mails were not delivered, because of different reasons such as wrong address, non-existing company etc.
Additionally, questionnaires were sent to the 100 top Slovenian managers. Multiple linear regressions were used to analyse the data. The study showed that the relationship between competency and organizational performance that was found in the Austrian study stresses leadership as the key competency in management in times of crisis in the economy and society. It identified leadership as the key managerial competency at the moment and recommends its enhancement for better organisational performance.

Zaim, Yasar & Unal (2013) analysed the effects of individual competencies on performance: A field study in service industries in Turkey. The objective of the study was to analyze the effects of individual competencies on performance in the services industries in Turkey. A survey research was conducted in this study. The survey was addressed to the companies in service sector in Turkey, and the questionnaires have been distributed to 3000 employees in 30 companies and 2679 completed questionnaires were returned, representing a response rate of 89 percent. An exploratory factor analysis (EFA) was used to assess the influence of individual competencies on performance. The findings revealed that there is a positive relationship between competencies and individual performance. Furthermore, core competencies appeared to have the most significant effect on individual performance. The results of the study provided some empirical evidences referring the effects of individual competencies on organizational performance. One of the most surprising results of the study is that, when it comes to organizational performance, managerial competencies appeared to be the most significant factor. The survey was not comprehensive to include all possible service sectors in Turkey, hence, the research is limited to banking, cargo, communication, food and catering, finance, publishing, retail, IT, and tourism companies. Thus, the results cannot be generalized to other industrial sectors that were not part of this study. The results demonstrate that competencies in services sector play an important role for both individual and organizational performance. As a final point, it recommends further studies to compare the results of this study in different sectors and regions such as Africa, Asia and Latin America to analyse the similarities and dissimilarities.

Fatoki (2014) investigated the impact managerial competencies (specifically owners' education, prior and related experience) on the performance of immigrant owned enterprises in Johannesburg, South Africa. The objective of the study is to investigate the impact of managerial competency determinants (specifically level of education, related experience and prior work experience) on the performance of immigrant-owned enterprises in South Africa. The empirical approach consists of data collection through the use of self-administered questionnaire in a survey. Data analysis included descriptive statistics and the Chi-square test of independence. The survey was conducted in the Johannesburg Central Business District in Gauteng province of South Africa. The empirical approach consists of data collection through the use of self-administered questionnaire in as survey. Because of the difficulty of obtaining the population of immigrant-owned businesses in the study area, convenience sampling and the snowball sampling methods were used. The questionnaires were given to the owners of the business to complete. The study centred on businesses in the retail and service sectors. Both Likert scale and dichotomous questions were used to obtain information from the respondents.

Performance was measured through both financial (objective) and nonfinancial (subjective) methods. Financial measures focused on satisfaction with sales growth and profitability growth. Non-financial measures focused on performance relative to competitors and satisfaction with overall business performance. The performance measures were averaged. Statistical analysis included descriptive statistics and the chi-square test of independence. Out of 176 questionnaires distributed, 68 were returned. The results indicate that there is a relationship between owners' education and performance. Higher level of education (Matric and above) is associated albeit insignificantly with business performance. Business owners with work experience prior to starting business significantly perform better than those without prior experience. Business owners with related experience prior to starting business significantly perform better than those without related experience. The study recommended improvement in education level and experience of the owners of businesses in the functional areas of management such as finance, strategic and operational planning and marketing for better performance.

Hawi, Alkhodary and Hashem (2015) did a study on managerial competencies and organizations performance. The objective of the study was to establish the link between the managerial competencies and the firms' performance from 4 big airlines organizations in Jordan. The sample used to the study was drawn from the middle managers in the Jordanian airlines organizations. They were 100 managers from different departments including those who are working in the airport from 4 airlines companies and we received an answered survey from 62 managers. The study instrument was by distributing a questionnaire by hand to collect the required data from the respondents in the airlines organizations in Jordan. The questionnaire was built upon the literatures and the inductive approach, which consisted of the two sections. The first section of the questionnaire was designed to gather demographic data about the respondents and the second paper was about the managerial competency variables and its items. 100 surveys have been distributed and 62 returned and subjected to analysis, which is equal to 62% percentages statistically accepted. The hypotheses were analysed using multiple linear regression. Results showed that there was a positive relationship between the managerial competencies and the organizations performance in the airlines organizations in Jordan. Secondly, it also showed that all the competencies (leadership, problem solving, strategic competency and the customer focus) were have a positive relationship with the organizations performance in the airline sectors in Jordan. Specifically, Organizations innovation was seen linked to the strategic competency, while client focus linked with the organization competitive advantage. It recommended that organizations can also design extensive programs to develop the essential needed competencies that will help their performer's level rise to further level since it is important to look beyond person's basic skills.

Chye, Mohd & Rasli (2010) carried out a study to examine whether managerial competencies are a blessing to the performance of innovative SMEs in Malaysia. The study objective as to examine the moderating effect of managerial competencies on the relationship between innovativeness and SME performance in Malaysia. Data was collected with questionnaire instrument drawing a sample of 258 SMEs across industries in the country. The result revealed that managerial competencies do not impact on the relationship between innovativeness and SME performance, hence, provides managerial implications and strategic recommendations to entrepreneurs, owner-managers, and policy makers in the SME sectors. The study recommended that SME owner-managers should not expect individual employees to be competent in both managerial skills and innovativeness; therefore, efforts should be made to identify and differentiate the employees who are managerially savvy from those who are innovatively oriented. They should be segregated by departmentalization to explore full potential of their respective expertise, i.e. management and innovativeness. Managerially competent managers are planners, organizers, administrators, and communicators who can enhance their organization performance better, whereas innovatively competent managers are designers, forward thinkers, inspirers, and leaders capable of creating a better organization. Whilst coordination between these two departments is important to ensure robust functionality within organizations, efforts should not be made to integrate the two distinctive roles into one common mission since no synergetic performance will result from the interaction between managerial competencies and innovativeness.

Van der Lee (2010) conducted a study on managerial competencies, roles, and effectiveness; Rater perceptions and organizational measures. The objective of the study was to examine the additional value of managerial role perceptions of different rater groups in the relationship between management competencies effectiveness. Data used were collected via structured questionnaires from 242 surveys, completed by subordinates, peers, and supervisors, on 40 managers from an organization in the business services sector in The Netherlands. Results show that subordinates, peers, and supervisors have distinct perspectives on the prerequisites of effective managers. The managerial roles that a rater group finds important for a manager to conduct have additional value in the relationship between perceived competencies and effectiveness. As alignment of managerial roles to contextual factors may occur, the additional value of managerial role perceptions might be connected to the organizational context. For both subordinates and supervisors, the more results oriented competencies show the strongest associations with managerial effectiveness. Peers, however, associate both results and relationship oriented competencies equally with managerial effectiveness. Significant relations between perceived competencies and more objective criteria of managerial effectiveness are also found for peers. In addition, for all rater groups, specific competencies are positively associated with perceived effectiveness but not, or negatively, with objective criteria of effectiveness, indicating that implicit leadership theories might influence rater perspectives. It recommended that managerial effectiveness should be examined and assessed using multi-perspective approaches.

Sarwoko, Surachman, Armanu, & Hadiwidjojo (2013) studied on entrepreneurial characteristics and competency as determinants of business performance in SMEs. The purpose of this research is to empirically test the influence of entrepreneurial characteristic sand competencies on business performance in small and medium enterprises (SMEs). The study was conducted with 147 SMEs owner in Malang regency East Java Indonesia using structured questionnaire survey instrument. Data analysis using the Structural Equation Modelling. The results of the study indicate that the entrepreneurial characteristics and competency had a significant influence on business performance. Entrepreneurial competencies as also mediate in the relationship between entrepreneurial characteristics and business performance. Therefore, an increase in the competence of the SMEs owner, will ultimately have an effect on business performance. The study recommended that managerial/entrepreneurship competence should be enhance in order to improve business performance.

2.4 Summary of the Reviewed Related Literature

The literature presented in this chapter focused on managerial competencies and organizational performance. The scope of the review covers the concept of managerial competencies, history and evolution of competencies, competency mapping, communication competence, technical competencies, financial competencies, marketing competencies, interpersonal competence, competencies and managers, competencies and entrepreneurs, values of competency, managerial competencies and business success, relationship between managerial competencies and firm performance; identifying, developing and assessing competencies on strategic level, as well as the utilization of competencies in organisations.

Also, the theoretical framework for the study is derived from Competency-Based Theory (CBT), Theory of Reasoned Action (TRA), McGregor Theory Y,and Cognitive Load Theory (CLT).

2.5 Research Gap.

Empirical studies were carried out on related works to check if there could be identify gaps in the literature. The following researches were reviewed: Xia and Chan (2010) Key competencies of design-build clients in China; Sabah, Laith, and Manar (2012) Effect of core competence on competitive advantage and organisational performance; Nada and Ibrahim (2014) The role of core competencies on organisational performance: An empirical study in the Iraqi private banking sector; Enete, Amusa, and Eze (2009) Entrepreneurial competency required by students of schools of Agriculture in South Western Nigeria for processing cocoyam into flour and chips for employment upon graduation; Barbara, Raborale, and Richard (2016) The relative importance of managerial competencies for predicting the perceived job performance of broad-based black economic empowerment verification practitioners in Johannesburg South Africa; Okoro (2006) carried out a study on entrepreneurial competencies needed by business education students for self- reliance: Imperative for curriculum development; Halil, Fatih and Omer (2013) Effects of individual competencies on performance in the service industry in Turkey; Ruba, Dina, and Tareq (2015) Managerial competencies and organizations performance in Jordan; Peeters and Potterie (2003)Organisational competencies and Innovation Performance: The case of large firms in Belgium and Allu (2006) Competencies needed by technical college metalwork graduates for entrance into private enterprises in Nassarawa state, Nigeria.

However, the empirical review indicated that there is gap in the literature. Thus, none of the researches reviewed could assess the effect of communication competency on employee productivity, ascertain how self-management competency affects employee career development, assess how planning affects customers' satisfaction, ascertain the effect of teamwork on organisational effectiveness and examine the effect of strategic actions on organisational competitiveness of manufacturing firms in Southeast Nigeria. Therefore, the study is unique because it has relevant data and information that could close the gap in knowledge.

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CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter discusses the various methods and techniques adopted in this study. It encompassed the overall research plan and design that guide the process of data collection and the range of approaches used to collate the data. Specifically, the chapter contains research design, sources of data, population of the study, sample size determination, sampling techniques, validity and reliability of the instrument, description of research instrument and data analyses techniques.

3.1 Research Design

For the purpose of this study, survey research design was adopted. A survey is a series of self-report measures administered either through an interview or a written questionnaire (Stangor, 2007:103). It is a well-accepted practice for collecting data in many fields of research, particularly, in the social sciences and organisational behaviour (Roztocki and Morgan, 2002:89).

3.2 Sources of Data

The data for this study were obtained specifically from two sources namely: primary and secondary sources.

(a) Primary Data

These are original data collected basically for the purpose of the problem under investigation. Primary data for the study were obtained from structured questionnaireand oral interview.

(b) Secondary Data

The secondary source involves the use of existing but related literature, which was produced by earlier researchers for the purpose of the study. Specifically, secondary data for this study were obtained from journals, textbooks, annual reports, and internet.

3.3 Population of the Study

The target population of this study is comprised of seniorstaff of the selected manufacturing firms in South East, Nigeria. The total population for the study is eight hundred and ten (810) staff from the selected manufacturing firms in South East, Nigeria, which include: Star Paper mill Aba Abia state, Master Energy Limited Aba, Capital oil

Limited Owerri, Orange Group Nigeria, Owerri, Imo state, Innoson Group Emene, Enugu, Ibeto Group Petrochemical Industries Ltd, Nnewi, Anambra State, Nigeria breweries located at Ama-eke in 9th Mile in Enugu State, Ogbuawa motor cycle company Nigeria, Nnewi, Ebonyi Pipes Production Company Limited, Iboko Rice Mill, Izzi, Ebonyi State.

Table 3.1 Population Distribution

S/N	**Name of Firms**	**Senior Staff**	**Total**
1	Star Paper Mill Ltd	85	85
2	Master Energy Oil Ltd	115	115
3	Orange Drugs Ltd	98	98
4	Capital Oil Ltd	72	72
5	Innoson and Industry LTD	120	120
6	Nigeria Breweries Plc	188	188
7	Ebonyi Pipes Production Company Limited	35	35
8	Iboko Rice Mill, Izzi**,**	19	19
9	Ogbuawa Motor Cycle	52	52
10	Ibeto Petrochemical Industries Ltd	26	26
	Total		**810**

Source: Human Resources Department of the Organizations, 2019.

3.4 Determination of Sample Size

A sample represents a part of the population which is chosen through a probability method in order to give every member of the population a known chance of belonging to the part to be interviewed (Asika, 2004). In determining the sample size for this study, the researcher adopted a census method because the population of the study is small. Therefore, the population was used as the sample. The sample size was 810. Census has the advantage that all the subjects are covered instead of a part of the population. There is no sampling error when a census is done.

3.5 Sampling Technique

A stratified sampling method was adopted so as to give a fair representation to the designated organizations. The Bowley's (1997) proportional allocation formula is given as:

$$n_h = \frac{n N_h}{N}$$

Where:

n_h= Number of units allocated to each firm/staff category.

N_h = Number of employees in each firm/staff stratum in the population

n = Total sample size

N = The total population size under study

Table 3.2 Sample Allocation Computation

1	**Star Paper Mill Ltd**		**Total**
	Senior Staff	$\frac{85 \times 810}{810}$ =	85
2	**Master Energy oil Ltd**		
	Senior Staff	$\frac{115 \times 810}{810}$=	115
3	**Orange Drugs Ltd**		
	Senior Staff	$\frac{98 \times 810}{810}$ =	98
4	**Capital Oil LTD**		
	Senior Staff	$\frac{72 \times 810}{810}$ =	72
5	**Innoson and Industry LTD**		
	Senior Staff	$\frac{120 \times 810}{810}$=	120
6	**Nigeria Breweries Plc**		
	Senior Staff	$\frac{188 \times 810}{810}$=	188
7	**Ebonyi Pipes Production Company Limited**		
	Senior Staff	$\frac{35 \times 810}{810}$ =	35
8	**Iboko Rice Mill, Izzi**		
	Senior Staff	$\frac{19 \times 810}{810}$ =	19
9	**Ogbuawa Motor Cycle**		
	Senior Staff	$\frac{52 \times 810}{810}$ =	52
10	**Ibeto Petrochemical Industries Ltd**		
	Senior Staff	$\frac{26 \times 810}{810}$ =	26

Source: Field survey, 2019.

Table 3.3 Allocation of the Sample

S/N	Name of Firms	Population	Sample size
1	Star Paper Mill LTD	85	85
2	Master Energy Oil Ltd	115	115
3	Orange Drugs Ltd	98	98
4	Capital Oil LTD	72	72
5	Innoson and Industry LTD	120	120
6	Nigeria Breweries Plc	188	188
7	Ebonyi Pipes Production Company Limited	35	35
8	Iboko Rice Mill, Izzi	19	19
9	Ogbuawa Motor Cycle	52	52
10	Ibeto Petrochemical Industries Ltd	26	26
	Total	**810**	**810**

Source: Field Survey, 2019.

3.6 Description of the Research Instruments

The instruments for data collection were structured questionnaire, oral interview (and observation).

i. **Structured questionnaire:** The questionnaire has two parts. All the questions in "part A" provides general information about the respondents while the remaining questions in part B addressed the research questions. The questionnaire was designed on five-point Likert scale format and contains 26 questions.

ii. **Interview Schedule:** Some respondents were interviewed orally using interview schedule to get more information about the study especially those not covered by the structured questionnaire.

iii. **Observation:** The researcher visited the selected manufacturing firms, to understand their system of operation. The observations were recorded.

3.7 Validity of the Research Instrument.

Onwumere (2005:69) defines validity as the extent to which a measuring instrument on application performs the function for which it is designed. To make sure that the research instrument applied in this work is valid. The researcher ensured that the instrument measure the concept they are supposed to measure. Proper structuring of the questionnaire and conduct of a pre-test of every question contained in the questionnaire was carried out to ensure that they are valid. The instrument was given to five experts from the academia and industry to ensure face and content validity. Also, design of the questionnaire was made easy for the respondents to tick their preferred choice from the options provided as it has been established that the longer the length ofthe questionnaire, the lower the response rate (Lavine 1987). Response validity was obtained by recontacting individuals whose responses appear unusual or inconsistent.

3.8 Reliability of the Research Instrument

Reliability of a measure concerns its ability to produce similar results when repeated measurements are made under identical condition (Borden, Manion, and Morrison, 2008: 126). To ascertain that the instrument is reliable, a test-re-test method was adopted in which 20 copies of the questionnaire were distributed to the ten manufacturing firms understudied; two copies to each firm. The instrument was re-distributed for the second time. The outcome was subjected to reliability test using the Spearman rank order correlation coefficient. The result gave a reliability coefficient of $r = 0.83$, indicating a high degree of items consistency (See Table 3.4)

Table 3.4 Computation of Reliability Using Spearman Rank Order Correlation Coefficient

Questionnaire Item	Rank 1	Rank 2	D	d^2
1	4	2	2	4
2	6	4	2	4
3	5	2	3	9
4	3	1	2	4
5	7	4	3	9
6	5	3	2	4
7	4	2	2	4
8	7	5	2	4
9	6	3	2	4
10	5	2	3	9
11	3	1	2	4
12	5	2	3	9
13	3	1	2	4
14	6	2	4	16
15	6	3	3	9
			Σd^2	97
			N	15
			n^3	3,375
			n^3-n	3,360

Source: Researcher, 2019.

$$r = 1 - \frac{6\Sigma d^2}{n^3-n}$$

$$r = 1 - \frac{6 \times 97}{3375-15}$$

$$r = 1 - \frac{6 \times 97}{3,360}$$

$$r = 1 - \frac{582}{3,360}$$

$$r = 1 - 0.173214285$$

$$r = 0.83$$

3.9 Data Analyses Techniques

Initially, data were presented in tables and corresponding values in percentages. Hypotheses 1, 2, 3, 4 and 5 were tested with Ordinal Logistic Regression (OLR) which is non-parametric statistic that uses ordinal data. Statistical Package for Social Sciences (SPSS, version 20) was used for the analyses.

3.9.1 Ordinal Logistic Regression model, Torres-Reyna (2012):

$$\ln \left\{ \frac{(prob\ (event)}{(1-prob\ (event)} \right\} = B_0 + B_1X_1 + B_2\,X_2 + ...B_{\backslash k}X_k$$

Where;

ln is the link function or the logit (odds that an event occurs).

$B_1 \ldots B_k$ are the regression coefficients,

$x_1 \ldots x_k$ are the predictor (independent) variables, and

k is the number of predictors

3.10Decision Rule

In testing hypotheses, the calculated value of the test statistic was compared with critical or table value of the statistic. The critical or table value serves as a benchmark for rejecting or not rejecting the null hypothesis. Therefore, the decision rule applied in this research is to reject the null hypothesis if the calculated value at 5% significance level with respective degrees of freedom is greater than the table value, otherwise, do not reject

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CHAPTER FOUR

PRESENTATION, ANALYSES AND INTERPRETATION OF DATA

4.1 Introduction

The essence of this chapter is to present and analyze the data collected for the study. The presentation and interpretation of data were based on the questionnaire administrated to the staff of the selected manufacturing firms in South East, Nigeria. A total of eight hundred and ten (810) copies of the questionnaire were distributed to the respondents from which a total of five hundred and forty-six (546) copies were returned while two hundred and sixty four (264) were not returned.

4.2 Data Presentation

Table 4.1 Distribution and Return of the Questionnaire

Firms	Distributed	%	No Returned	%	No not Returned	%
Star Paper Mill Ltd	85	11	79	9.8	6	0.7
Master Energy Oil Ltd	115	14	69	8.5	46	5.7
Orange Drugs Ltd	98	12	62	7.7	36	4.4
Capital Oil Ltd	72	9	42	5.2	30	3.7
Innoson and Industry LTD	120	15	68	8.4	52	6.4
Nigeria Breweries Plc	188	24	119	14.7	69	8.5
Ebonyi Pipes Production	35	4	34	4.2	1	0.1
Iboko Rice Mill, Izzi,	19	2	15	1.9	4	0.5
Ogbuawa Motor Cycle	52	6	45	5.5	7	0.9
Ibeto Petrochemical	26	3	13	1.6	13	1.6
Total	**810**	**100**	**546**	**67.5**	**264**	**32.5**

Source: Field Survey, 2019.

Table 4.1 shows that 69% of the distributed copies of the questionnaire were returned and used while 31.3% were not returned and were not used.

Table 4.2 Effect of communication competency on employee productivity.

S/N	Questionnaire Item	S. Agree/ Agree	Disagree/ S. disagree	Undecided	Total
1	Communication competency positively affects employee productivity.	467	51	28	546
2	Clarity of verbal and non-verbal communication increase employee work output.	470	61	11	546
3	Enhancement of listening and speaking skills enhance employee job efficiency.	428	83	35	546
4	Strong two-way and interpersonal communication skills boost employee productivity.	401	137	8	546
	Grand Total/Percentage	**1,768 (81%)**	**332 (15%)**	**82 (4%)**	**2,184 (100)**

Source: Field Survey, 2019.

Table 4.2 reveals that 1,768 (81%) of the respondents are in agreement category. Thus, 332 (15%) of the respondents are in disagreement category while 82 (4%) of the respondents are undecided. This shows that communication competency positively affects employee productivity.

Table 4.3 How self-management competency affects employee career development

S/N	Questionnaire Item	S. Agree/ Agree	Disagree/S. disagree	Undecided	Total
1	Self-management competency positively affects employee career development.	495	17	34	546
2	Integrity and ethical conduct enhance career progress.	498	43	5	546
3	Personal drive, self-motivation and resilience hasten career development.	467	62	17	546
4	Self-awareness and skill development offer greater opportunities for stable long-term career growth.	420	87	39	546
	Grand Total/Percentage	**1,880 (86%)**	**209 (10%)**	**95 (4%)**	**2,184 (100%)**

Source: Field Survey, 2019.

Table 4.3 indicates that 1,880 (86%) of the respondents are in agreement category. However, 209 (10%) of the respondents are in disagreement category while 95 (4%) of the respondents are undecided. This shows that self-management competency positively affects employee career development.

Table 4.4 How planning affects customers' satisfaction

S/N	Questionnaire Item	S. Agree/ Agree	Disagree/ S. disagree	Undecided	Total
1	Planning positively affect customers' satisfaction.	411	132	3	546
2	Time management and scheduling boost customers' patronage.	381	139	26	546
3	Innovative and customer focused services increase customers' loyalty.	438	71	37	546
4	Information gathering, analysis, synthesis and problem-solving initiatives enhance customers' satisfaction.	373	144	29	546
	Grand Total/Percentage	**1,603 (73%)**	**486 (22%)**	**95 (5%)**	**2,184 (100%)**

Source: Field Survey, 2019.

Table 4.4 reveals that 1,603 (73%) of the respondents are in agreement category. Thus, 486 (22%) of the respondents are in disagreement category while 95 (5%) of the respondents are undecided. This shows that planning positively affect customers' satisfaction.

Table 4.5 Effect of teamwork on organisational effectiveness

S/N	Questionnaire Item	S.Agree/ Agree	Disagree/S. disagree	Undecided	Total
1	Teamwork positively affects organisational effectiveness.	389	127	30	546
2	Well defined team responsibilities and task allocation speed up the attainment of set goals.	395	119	32	546
3	Enabling a supportive environment for teamwork increase profitability.	374	133	39	546
4	Proper management of teamwork dynamics enhance competitive advantage.	361	141	44	546
	Grand Total/Percentage	**1,519 (70%)**	**520 (24%)**	**145 (6%)**	**2,184 (100%)**

Source: Field Survey, 2019.

Table 4.5 shows that 1,519 (70%) of the respondents are in agreement category. However, 520 (24%) of the respondents are in disagreement category while 145 (6%) of the respondents are undecided. This shows that teamwork has positive effect on organisational effectiveness.

Table 4.6 Effect of strategic action on organisational competitiveness

S/N	Questionnaire Item	S. Agree/ Agree	Disagree/ S. disagree	Undecided	Total
1	Strategic action positively affects organisational competitiveness.	466	62	18	546
2	Understanding the corporate missions and values increase competitive edge.	481	43	22	546
3	Prioritization and alternative strategies increase competitive advantage.	400	113	33	546
4	Setting of strategic short and long-term tactical and operational goals optimize profitability.	499	32	15	546
	Grand Total/Percentage	**1,846 (85%)**	**250 (11%)**	**88 (4%)**	**2,184 (100%)**

Source: Field Survey, 2019.

Table 4.6 reveals that 1,846 (85%) of the respondents are in agreement category. On the other hand, 250 (11%) of the respondents are in disagreement category while 88 (4%) of the respondents are undecided. This shows that strategic action positively affects organisational competitiveness in the selected manufacturing firms in Nigeria.

4.3 Analyses of Oral Interview Responses

An oral interview was conducted from key staff of the sampled organisations, using the oral interview guide (see appendix 1b). The responses are analysed as follows:

Question: 1

Beside verbal communication, how do you effectively communication with colleagues?

A majority of the interviewees noted that they use memo/letters to effectively communicate with colleagues. However, others asserted that body gesture or what is commonly referred to as body language and sign language to communicate effectively with their colleagues.

Question: 2

What actions do you take to encourage colleagues to share information freely?

Many interviewees observed that face-to-face collaborations through mentorship, creating a conducive and friendly environment, off-site events through social gatherings and the use of knowledge sharing soft-ware/platforms encourage colleagues to share information freely.

Question: 3

How do you react to customer complaints and changes in taste?

Some of the respondents reported that they follow the trend in customer taste changes using many feedback channels. Many interviewees also noted that they offer apologies to customer complaints. However, a few respondents stated that they follow through the issues to ensure that customer's needs get satisfied.

Question: 4

Is your organization adapting well to the changes in customer needs and production technology?

Virtually all respondents affirmed that their organisation adapt well to the changes in customer needs and production technology. Other interviewees, however, were of the opinion that their organization are finding it difficult to adjust to the changes in production and customer needs.

Question: 5

In what way(s) has strategic actions and policies impacted on the growth of your organization?

The most significant aspects of improvement or impact from strategic actions and policies observed by most respondents were goal attainment, higher productivity and competitive advantage of their various firms. Therefore, strategic actions and policies plays a huge and positive role in the growth of organisations by enhancing competitive advantage and goal achievement.

Question: 6

Does your organisation place a high premium on competency development?

The largest segment of the respondents believes that their organisation is presently not adequate in terms of competency development, otherwise, there would have been comprehensive plans set aside for the purpose. On the other hand, although minute, others posit that competency development is an integral aspect of management in their organisation.

Question: 7

Have you attended any competency development training in the past two years?

The responses from most interviewees revealed that they have not participated in a competency development training in the past two years. Consequently, many organisations do not evaluate, sponsor and encourage their employees to undertake competency courses for higher productivity. However, this is a management challenge or gap which demands urgent attention.

Question: 8

In what specific way is your organisation using planning to satisfy your customers?

The respondents noted that setting goals for customer service and customer need surveys (research) play significant roles in customer satisfaction. Essentially, they posit that assessing customer needs through periodic surveys and developing a comprehensive plan to meet and exceed the gaps are the major planning practices that help their organisations build and sustain customer loyalty. Also, a few respondents highlighted the importance of rewards, recognition of good service, accountability and training on service skills in building and maintaining customer satisfaction.

Question: 9

What major challenge (s) do you encounter in the process of implementation of strategic action in your organisation?

The main challenges encountered in the process of strategic action implementation as highlighted by the respondents were poor strategic planning, unclear visions, too many goals, and lack of consensus. In addition, others believe that inadequate funding affects the implementation of strategic actions.

Question: 10

What steps can be taken to improve competencies for higher productivity in your organisation?

A majority of the respondents recommends that an integrated competency and career development programmes should be designed and given priority attention by their organisation. This process will help employees adapt and compete in the fast paced and dynamic business environment.

4.4 Test of Hypotheses

The five hypotheses postulated in chapter one were tested with ordinal logistic regression using Statistical Package for Social Sciences (SPSS, version 20). The details and results are shown as follows:

Test of Hypothesis one

i. Communication competency positively affects employee productivity.

Table 4.7 Case Processing Summary

		N	Marginal Percentage
	20	1	25.0%
	28	1	25.0%
Employee_ PROD	31	1	25.0%
	169	1	25.0%
	298	1	25.0%
	54	1	25.0%
	86	1	25.0%
Comm_ COMP	162	1	25.0%
	560	1	25.0%
	739	1	25.0%
Valid		5	100.0%
Missing		0	
Total		5	

PROD=Productivity, Comm=Communication, COMP=Competency.

Table 4.7a Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	119.012			
Final	117.083	48.083	4	.000

Link function: Cauchit.

Significant at 0.010, hence the null hypothesis that the model without predictors is as good as the model with predictors is rejected. This shows that the model improves the ability to predict the outcome.

Table 4.7b Goodness-of-Fit

	Chi-Square	Df	Sig.
Pearson	46.725	12	.002
Deviance	46.725	12	.002

Link function: Cauchit.

Model fits because the good-of-fit measures have large observed significance levels at 0.002

Table 4.7c Pseudo R-Square

Cox and Snell	.616
Nagelkerke	.812
McFadden	.865

Link function: Cauchit.

R-square statistics are large (See Cox and Snell) in the table above which is 61.6%. This indicates that communication competencies explains a large proportion of the variation in employee productivity.

Table 4.7d Parameter Estimates

		Estimate	Std. Error	Wald	Df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Employee_PROD= 7]	19.522	28.111	16.265	1	.003	19.522	29.001
Location	[Comm_COMP =19]	59.965	17.252	35.454	1	.011	59.965	65.104

Link function: Cauchit.

Interpretation of Result:

The result indicates that communication competency positively affects employee productivity. With an increase in the odds for improved productivity at an odds ratio of 59.965 (95% CI, 59.965 to 65.104), Wald χ^2 (1) = 35.454, $p < 0.05$ ($p = 0.011$). Therefore, the alternate hypothesis which states that communication competency positively affects employee productivity is hereby accepted and the null hypothesis rejected.

Test of Hypothesis Two

ii. Self-management competency positively affects employee career development

Table 4.8 Case Processing Summary

		N	Marginal Percentage
Employee_DEV	6	1	25.0%
	11	1	25.0%
	34	1	25.0%
	210	1	25.0%
	285	1	25.0%
SelfMan_COMP	60	1	25.0%
	61	1	25.0%
	132	1	25.0%
	469	1	25.0%
	916	1	25.0%
		1	25.0%
Valid		5	100.0%
Missing		0	
Total		5	

DEV=Development, SelfMan=Self-Management, COMP=Competency

Table 4.8a Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	94.120			
Final	89.000	38.120	4	.005

Link function: Logit.

Significant at 0.005, hence the null hypothesis that the model without predictors is as good as the model with predictors is rejected. This shows that the model improves the ability to predict the outcome.

Table 4.8b Goodness-of-Fit

	Chi-Square	Df	Sig.
Pearson	54.322	12	.000
Deviance	54.322	12	.000

Link function: Logit.

Model fits because the good-of-fit measures have large observed significance levels at 0.000.

Table 4.8c Pseudo R-Square

Cox and Snell	.670
Nagelkerke	.791
McFadden	.883

Link function: Logit.

R-square statistics are large (See Cox and Snell) in the table above which is 67.0%. This indicates that self-management competency explains a large proportion of the variation in employee development.

Table 4.8d Parameter Estimates

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Employee_DEV = 66]	28.528	11.117	27.014	1	.028	28.528	37.859
Location	[SelfMan_COMP=181]	86.111	5.971	39.134	1	.014	86.111	93.787

Link function: Logit.

Interpretation of Result:

The regression result show that self-management competency positively affects employee career development. With an increase in the odds for development at an odds ratio of 86.111 (95% CI, 86.111 to 93.787), Wald χ^2 (1) = 39.134, $p < 0.05$ ($p = 0.014$). Therefore, the alternate hypothesis which states that self-management competency positively affects employee career development is hereby supported and the null hypothesis rejected.

Test of Hypothesis Three

iii. Planning competency positively affects customer satisfaction

Table 4.9 Case Processing Summary

		N	Marginal Percentage
Customer_SAT	3	1	25.0%
	43	1	25.0%
	89	1	25.0%
	99	1	25.0%
Planning	312	1	25.0%
	92	1	25.0%
	114	1	25.0%
	240	1	25.0%
	414	1	25.0%
	778	1	25.0%
Valid		5	100.0%
Missing		0	
Total		5	

SAT=Satisfaction

Table 4.9a Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	31.090			
Final	29.010	36.088	4	.033

Link function: Cauchit.

Table 4.9b Goodness-of-Fit

	Chi-Square	Df	Sig.
Pearson	34.008	12	.032
Deviance	34.008	12	.032

Link function: Cauchit.

Table 4.9c Pseudo R-Square

Cox and Snell	.587
Nagelkerke	.692
McFadden	.729

Link function: Cauchit.

R-square statistics are large (See Cox and Snell) in the table above which is 58.7%. This indicates that planning explains a large proportion of the variation in customer satisfaction.

Table 4.9d Parameter Estimates

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Customer_SAT = 144]	33.510	8.453	33.236	1	.040	33.510	45.110
Location	[Planning =87]	99.507	15.839	41.012	1	.001	99.267	118.253

Link function: Cauchit.

Interpretation of Result:

The result reveals that planning positively affects customer satisfaction. With an increase in the odds for enhanced customer satisfaction at an odds ratio of 99.507 (95% CI, 99.267 to 118.253), Wald $\chi^2(1) = 41.012$, $p < 0.05$ ($p = 0.001$). Therefore, the alternate hypothesis which states that planning positively affects customer satisfaction is accepted and the null hypothesis rejected.

Test of Hypothesis Four

iv. Teamwork competency has a positive effect on organisational effectiveness.

Table 4.10 Case Processing Summary

		N	Marginal Percentage
	30	1	25.0%
	42	1	25.0%
Org_EFFECT	85	1	25.0%
	156	1	25.0%
	233	1	25.0%
	115	1	25.0%
	132	1	25.0%
Teamwork	261	1	25.0%
	406	1	25.0%
	724	1	25.0%
Valid		5	100.0%
Missing		0	
Total		5	

Org=Organisational, EFFECT=Effectiveness

Table 4.10a Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	71.355			
Final	67.553	42.227	4	.027

Link function: Cauchit.

Table 4.10b Goodness-of-Fit

	Chi-Square	Df	Sig.
Pearson	34.392	12	.016
Deviance	34.392	12	.016

Link function: Cauchit.

Table 4.10c Pseudo R-Square

Cox and Snell	.637
Nagelkerke	.669
McFadden	.829

Link function: Cauchit.

R-square statistics are large (See Cox and Snell) in the table above which is 63.7%. This indicates that teamwork explains a large proportion of the variation in organisational effectiveness.

Table 4.10d Parameter Estimates

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Org_EFFECT = 121]	61.117	5.430	36.009	1	.030	61.288	67.054
Location	[Teamwork =94]	77.507	8.839	42.012	1	.015	77.267	86.253

Link function: Cauchit.

Interpretation of Result:

The ordinal logistic regression result indicate that teamwork competency has a positive effect on organisational effectiveness. With an increase in the odds for effectiveness at an odds ratio of 77.507 (95% CI, 77.267 to 86.253), Wald χ^2 (1) = 42.012, $p < 0.05$ ($p = 0.015$). Therefore, the alternate hypothesis which states that teamwork has a positive effect on organisational effectiveness is hereby accepted and the null hypothesis rejected.

Test of Hypothesis Five

v. Strategic action competency positively affects organisational competitiveness.

Table 4.11 Case Processing Summary

		N	Marginal Percentage
Org_COMPT	18	1	25.0%
	19	1	25.0%
	43	1	25.0%
	167	1	25.0%
Strategic_ACT	299	1	25.0%
	64	1	25.0%
	70	1	25.0%
	124	1	25.0%
	488	1	25.0%
	892	1	25.0%
Valid		4	100.0%
Missing		0	
Total		4	

Org=Organisational, COMPT=Competitiveness, ACT=Action

Table 4.11a Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Intercept Only	89.355			
Final	85.786	38.852	4	.000

Link function: Cauchit.

Table 4.11b Goodness-of-Fit

	Chi-Square	Df	Sig.
Pearson	41.392	12	.012
Deviance	41.238	12	.012

Link function: Cauchit.

Table 4.11c Pseudo R-Square

Cox and Snell	.737
Nagelkerke	.841
McFadden	.880

Link function: Cauchit.

Table 4.11d Parameter Estimates

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Org_COMPT = 78]	68.758	3.430	46.525	1	.030	69.288	73.754
Location	[Strategic_ACT=49]	85.507	13.839	55.411	1	.000	85.663	91.142

Link function: Cauchit.

Interpretation of Result:

The result show that strategic action competency positively affects organisational competitiveness. With an increase in the odds for competitiveness at an odds ratio of 85.507 (95% CI, 85.663 to 91.142), Wald χ^2 (1) = 55.411, $p < 0.05$ ($p = 0.000$). Therefore, the alternate hypothesis which states that strategic action competency positively affects organisational competitiveness is hereby accepted and the null hypothesis rejected.

4.5 DISCUSSION OF RESULTS

Hypothesis One was tested with ordinal logistic regression to assess the effect of communication competency on employee productivity. The result revealed that communication competency positively affected employee performance (ß = 59.965, $p = 0.11 < 0.05$). Thus, McKenna (2004) states that communication competency promotes employee job activities in the organization. Spitzberg (2006) found that communication competency has a positive link with organisational performance.

Hypothesis Two was tested with ordinal logistic regression to ascertain how self-management competency affects employee career development. The result revealed that self-management competency positively affected employee development (ß = 86.111, $p = 0.14 <0.05$). Shellabear (2002) found that self-management competency has positive impact on career path of employees in the organisation.

Hypothesis Three was tested with ordinal logistic regression to assess how planning competency affects customers' satisfaction. The result revealed that planning competency positively affected customers' satisfaction (ß = 99.507, $p = 0.00 < 0.05$), hence, the null hypothesis was rejected while the alternate hypothesis was accepted.Nada & Ibrahim (2014) state that planning competency significantly promote achievement of organisational performance. Also, Straka (2005) found that planning competency has a positive relationship with organisational goal attainment.

Hypothesis Four was tested with ordinal logistic regression to ascertain the effect of teamwork competency on organisational effectiveness. The result revealed that teamwork competency had a positive effect on organisational performance which led to acceptance of the alternate hypothesis and rejection of the null hypothesis (ß = 77.507, $p = 0.01 < 0.05$). Stevens (2013) found that teamwork competency has a positive impact on employee performance. Touron (2009) states that team competency encourages organisational effectiveness and efficiencies.

Hypothesis Five was tested with ordinal logistic regression to examine the effect of strategic action competency on organisational competitiveness in the selected manufacturing firms in Southeast Nigeria. The result revealed that strategic action competency positively affects organisational competitiveness in the selected manufacturing firms (ß = 85.507, $p = 0.00 < 0.05$), hence, the rejection of the null hypothesis and the acceptance of the alternate hypothesis; Toby (1997) found that strategic action competency had a positive effect on competitive advantage. Similarly, Ulrich (1998) also found that strategic action competency had a positive relationship with organisational performance.

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

The findings at the end of this study include the following:

i. Communication competency positively affected employee productivity ($ß = 59.965$, $p = 0.11 < 0.05$).
ii. Self-management competency positively affected employee career development ($ß = 86.111$, $p = 0.14 < 0.05$).
iii. Planning competency positively affected customers' satisfaction ($ß = 99.507$, $p = 0.00 < 0.05$).
iv. Teamwork competency had a positive effect on organizational effectiveness ($ß = 77.507$, $p = 0.01 < 0.05$).
v. Strategic action competency positively affected organizational competitiveness ($ß = 85.507$, $p = 0.00 < 0.05$).

5.2 Conclusion

The study affirms that managerial competencies are key management tools for achieving organizational goals. Managerial skills can boost the performance of an organization when suitably honed, enabling it to increase productivity as well as compete robustly in current and emerging markets. The study has strengthened the viewpoint that managerial competencies can help an organization build and implement better strategies to achieve the best possible outcome. The importance of managerial competencies cannot be overemphasized. It activates all other resources, material, financial, physical and information towards attainment of organizational and articulated goals.

5.3 Recommendations

Based on the findings of this study, the following recommendations which will be relevant not only to manufacturing firms but to policy makers and other sectors were proffered:

i. The senior management of the manufacturing firms should make deliberate efforts to improve communication competency to conform to the changing business environments and its attendant challenges. Since communication is integral to goal achievement of organizations: A responsive communication environment is important to transmit the mission, visions, and the specific objectives to the employees which will help enhance performance.

ii. Policy makers should not only prioritize the evaluation of career development, they should as a matter of urgency develop a state of the art template as a means of helping employees acquire self-management skills such as integrity, ethical conduct, personal drive, resilience, and self-awareness which are critical to enhancing employee career development.

iii. The top-management should continually make concerted effort to develop the planning competencies of employees and fully involve them in the decisions of what needs to be done, determining how to do them, allocating resources to those tasks and monitoring the progress to ensure that they are completed.

iv. The decision makers in manufacturing firms should encourage teamwork competency that will promote cross pollination of ideas among employees. In other words, this exchange acts as a goal catalyst for enhanced employee and

v. The senior management of manufacturing firms should adopt strategic action competency which involves understanding the overall mission and values of the organization and ensuring that the manager’s actions and those of the people he manages are aligned with the organization’s mission and values.

5.4 Contribution to Knowledge

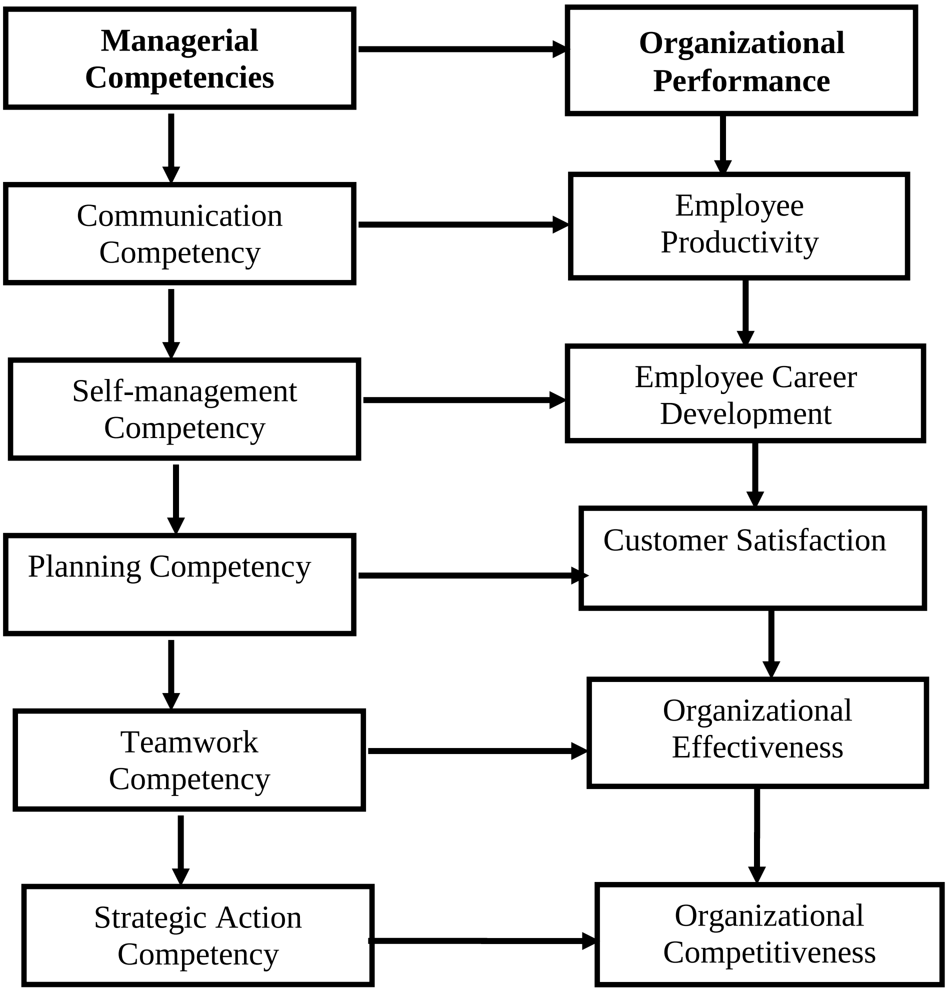

Figure 5.1 Conceptual Model
Source: Researcher, 2019.

The model describes the effect of managerial competencies on organizational performance of manufacturing firms. It provides proxies of managerial competencies and organizational performance. The model revealed that communication competency promotes employee productivity, self-management competency enhances employee career development, planning competency promotes customers' satisfaction, teamwork competency achieves organizational effectiveness as well as strategic action competency that ensures organizational competiveness.

5.5 Suggestions for Further Research

It is suggested that further research can be carried out in these areas:

i. Effect of communication competency on organizational performance.

ii. Effect of self-management competency on employee career development.

iii. Effect of teamwork competency on organizational performance.

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APPENDIX I: QUESTIONNAIRE

Department of Management,
Faculty of Business Administration,
University of Nigeria,
Enugu Campus.

Dear Respondent

I am a postgraduate in the above-mentioned university, currently conducting research on effect of managerial competencies on organisational performance in the selected manufacturing firms in Southeast Nigeria.

The research is strictly academic. It will be of immense assistance if answers to the questions are given without bias. Your response will be treated with utmost confidentiality and will be used solely for the purpose of this research.

Thanks in anticipation for your co-operation

Yours Faithfully,

Odika Chinelo Henrietta

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Section A: Bio Data

1 Sex(a) Male [ ] (b) Female [ ]

2 Marital Status (a) Single [ ] (b) Married [ ] (c) Widowed [ ]

3 Educational Qualification

(a) OND/NCE [ ] (b) HND/BSC [ ] (c) MBA/MSC [ ] (d) Ph.D [ ]

4 Age (a) Under 25 years [ ] (b) 30-40 years [ ]

(c) 41-50 years [ ] (d) 51 years and above [ ]

5 Category of staff

(a) Senior [ ] (b) Junior[ ]

6 Work Experience

(a) 1 to 5years [ ] (b) 6 to 10 years [ ] (c) 11 to 15 years[ ]

Section B

INSTRUCTION: please tick the option which most closely matches your opinion. Use the responses of Strongly Agree (SA) = 5, Agree (A) = 4, Disagree (D) = 3, Strongly Disagree (SD) = 2.

	To assess the effect of communication competency on employee productivity	**A**	**SA**	**D**	**SD**	**U**
7	Communication competency affects employee productivity.					
8	Clarity of verbal and non-verbal communication increases employee output.					
9	Enhancement of listening and speaking skills increases employee job efficiency.					
10	Strong two-way and interpersonal communication skills boost employee productivity.					
	To Ascertain how self-management competency affects employee career development					
11	Self-management competency affects employee career development.					
12	Integrity and ethical conduct enhance career progress.					
13	Personal drive, self-motivation, and resilience hasten career development.					
14	Self-awareness and skill development offers greater opportunities for stable long-term career growth.					

	To assess how planning competencyaffects customers' satisfaction					
15	Planning competency affects customers' satisfaction.					
16	Time management and proper scheduling boost customer patronage.					
17	Innovative and customer-focused services increase customer loyalty.					
18	Information gathering, analysis, synthesis and problem-solving initiatives enhance customers' satisfaction.					
	To ascertain the effect of teamwork competencyon organisational effectiveness.					
19	Teamwork competencyaffects organisational effectiveness.					
20	Well defined team responsibilities and task allocation speed up attainment of set goals.					
21	Enabling and supportive environment for teamwork increases organisational outputs.					
22	Proper management of team dynamics enhances organisational productivity.					
	To examine the effect of strategic action on organisational competitiveness					
23	Strategic action competency affects organisational competitiveness.					
24	Understanding the corporate missions and values enhances competitive edge.					
25	Prioritization and alternative strategies increases competitive advantage.					
26	Setting strategic short and long-term tactical and operational goals optimizes profitability.					

APPENDIX II: ORAL INTERVIEW GUIDE

1. Beside verbal communication, how do you effectively communicate with colleagues?

   ……………………………………………………………………………………

2. What actions do you take to encourage colleagues to share information freely?

   ……………………………………………………………………………………

3. How do you react to customer complaints and changes in taste?

   ……………………………………………………………………………………

4. Is your organization adapting well to the changes in customer needs and production technology?

   ……………………………………………………………………………………

5. In what way (s) has strategic actions and policies impacted on the growth of your organization?

   ……………………………………………………………………………………

6. Does your organisation place a high premium on competency development?

   ……………………………………………………………………………………

7. Have you attended any competency development training in the past two years?

   ……………………………………………………………………………………

8. In what specific way is your organisation using planning to satisfy your customers?

   ……………………………………………………………………………………

9. What major challenge (s) do you encounter in the process of implementation of strategic action in your organisation?

   ……………………………………………………………………………………

10. What steps can be taken to improve competencies for higher productivity in your organisation? ………………………………………………………………………