Presenting an Empirical Model to Promote the Effectiveness of Managers' Development and Training Centers Based on Competency

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INTRODUCTION

Different studies indicate variable approaches towards competency, organization have recently changed into places where everyone has high expectations from the related human forces.

It’s expected from the human forces to perform it own tasks. Meanwhile, think of developmental methods in order to demonstrate new resets of function, and also participate in changing programs and manage their own learning process.

These pressures originate from development in economical (environment like international competition increase, reduction in legal barriers, slow growth, and in some cases market recession).

In future, the mentioned pressures will not only stop but, also escalate the requirements such as flexibility, innovation and speed increase, in the next decade.

That is the reason why competency has become significant in the competitive environment.

Prompt acceptance and expansion of competence and approach and its application in the development of all managers and staff more than anything is the outcome of the benefits of this approach and the results of the researches and the experiences of various organizations have approved it.

Therefore, in this assay, an attempt has been done to combine and add some elements of competency, in order to suggest an empirical, efficient and updated would to HR and educational directors as well as the human resources of different organizations.

The evolutional and developmental process of competency models and approaches. Competency is a set of features and characteristics that managers and employees in strategic position of organization should have in order to have better performance. Integration of different process of one of the characteristics of competency model. Competency based methodology in modern form was presented by David McClelland a hay-Mc Ber company’s establisher and also a prominent Harvard psychologist, in the late 1960 and early 1970s. Mc Cleland initiated the task by defining the variables of competency which could anticipate job performance and were not affected by gender, race or socio-economic factors. HPS studies helped to identify variable aspects of performance.

So far many competency models have been designed and implemented which have generally have classified competency approaches in to three groups: The standard approach, contingency approach and behavioral approach.
presented an analysis from mobile operators, banks, and third-party payment services providers' perspective. An evolutionary game model between bounded rational mobile and financial institution has been proposed by Zhang and Cao [10]. Hongtao [11] and Teng [12] classify the business model into four categories.

Due to the gaps in the literature, there are two main contributions in this research. First, the cooperation problem in mobile payment market, as an important subject, is regarded as the game subject. Second, although some research has focused on the game theoretical models in mobile payment market, they did not use the Bargaining game model in this market. Therefore, in this paper, to analyze the game between mobile operator and financial institution and discuss the factors influencing the cooperation mechanism, the Bargaining game theory has been used and a game theoretical model is proposed for such decision making framework.

Game theory is an important research method. Game theory models, also called equilibrium models, optimize the bidding strategies by investigating players' interactions and analyzing economic equilibria of the system. Typically, in a game, each player chooses the strategy from its own strategy set; then a payoff will be assigned to each player by the payoff function; as a result the optimal solution can be reached via Nash equilibrium. Nash equilibrium is a strategy combination of all players in which no player can increase its payoff by changing its own strategy alone so that every player will finally choose its strategy exactly as the equilibrium strategy combination. Game theory models provide analytical rationale and explanation on how market power can be exercised via strategic behavior, but the assumption that all players are rational usually does not hold in practice [13]. Also, it is limited by the requirement of common knowledge on all generation companies actual production costs [14]. However, the research conclusions that exist are reached based on the hypothesis that the participants are fully rational. Therefore, this paper analyzes the game between rational mobile operator and financial institution with the Bargaining game theory and discusses the factors influencing the cooperation mechanism.

The rest of the paper is organized as follows. "The Model": elements of the proposed model and the benefit matrix are presented. "Bargaining game": briefly discusses the Bargaining game and its application. "Breakdown point": A breakdown point has been introduced and the algorithm of game procedure is presented. In "Numerical example", a numerical example is presented. Then in "Numerical example analysis", the results have been analyzed. Eventually, concluding remarks and suggestions for the future research are given in "Conclusion".

1. Standards approach:
This approach which is based on functional analysis of career and organizational post, introduces, presents deals with standards of performance to assure the exact quality resulted from a job in managerial position and one of the first set standards, was the individual competency standard (of competence), for all operational and middle levels.

2. Contingency approach:
This approach an also be the subset of the behavioral approach can also be the subset of the behavioral approach but pt focuses more on whether situational factors can influence on individual competencies needed in situation factors.
What projects and researches in contingency approach have in common is that they emphasize on importance of contingency factors and introduce the association between specific contingency factors and competencies requirement in high managerial performance which is their main purpose.

3. Behavioral approach:
In this approach competency is presented based on behavioral terms and mainly can defined a behavior associated with high performance.
The initiation of this approach is referred to the publication of mc Cleland's article in 1973 in which he argues about competency test instead of IQ test.
Different patterns of this approach are based on studying the behavior of individuals with superior performance.
In this approach, competencies are defined in differently ways in terms of personal characteristics such as habits, personality features, knowledge, skill individuals motivation in job which are associated with high performance normally.
The following refers to behavioral models that one used in various sectors.
Public service commission of Saskatchewan in Canada uses competency model that its components are of personal characteristics, knowledge, skill, in order to develop in human resource management.
Donald Blom and his colleagues believe that competency leads to individual better performance or more than an average performance.
In other words, superior individuals have this features that believe, knowledge, skill, ability, personal characteristics’ as a main components of competency.
European space agency (ESA) has defined a general competency model that defines the influence of knowledge, skill, ability and behavior over success on job. The stated organization has tired to keep the objectives and priorities of organization closer to individuals’ behavioral performance by designing its own model. The model presents four categories of behavioral skills, which are:-

- Relationship (interaction), cognition (reflection), identity of organization (current status) and action (perform).

There are several models and frame works for competency nowadays but is can be concluded that most of them are partly based on the categories:

A- Knowledge cluster, skills, abilities, motivation, believes values and interest.
B- Related to an important part of the job.
C- Related to superior performance of effectiveness.
D- Related to invisible and measurable accepted standards.
E- Related to strategic orientation.

By going through the competency models of organization, it can be defined that most of the competency models are of the A type (knowledge, skills abilities, motivation, believes, values and interests).

Since organization must contain integration of systems and human resources strategy (such as choice/development/education, training and performance evaluation) and a clear structure for competencies model, so they try to identify the main competency’s requirement in order to develop a logical and clear competency model.

According to what was said it can be concluded that competency has a kind of systemic attitude towards human resources which contains all features, characteristics, skills and attitudes related to effectiveness in performing tasks and responsibilities.

In this way competencies can be treated as behavioral dimensions that have great impact on job performance.

The main components of proposed model of managers’ development and training based on competency.

The following defined each components of competency briefly.

3.1. Personality:

Is a feature that distinct individual from others, it is mentioned in scientific definition of personality: Personality is a representation of individuals characteristics that consist of thought, emotional and behavioral fixed patterns, which in turn influence over behavior

3.2. Talent:

Innate ability to do a job well. Talent is the capacity to achieve something or success which exist inherently and potentially in human.

3.3. Ability:

Ability defined as possible or potential work means that ability exist to perform action and measured in both physical and mental dimension.

One who has talent needs ability (physical-cognitive) in order to achieve its aims, and ability unlike talent can be created in an individual by the time passes.

Basically, ability is not managers’ consideration like personality and in some cases which has got slight attention is mostly in physical section.

For example, medical analysis is required before recruitment.

This part in its own mental dimensions can be divided to variable sections that will be of greater importance according to the job or job category.

Such as:-

- Perceptual abilities, intellectual abilities, verbal abilities and…

Generally, there are four categories of tests in the behavioral sciences area:

1- IQ test
2- Personality test
3- Diagnostic test
4- Cognitive tests

3.4. Knowledge:

Knowledge is a theoretical or practical understanding of a subject, fact and information.

In the area of knowledge the individuals data is basically measured with degrees or specialized encyclopedias (the same source).
In this case individual degrees and section and passing the various courses at certain levels traditionally examine in our country and other countries.

Owing to the fact that knowledge of management is constantly changing and developing, managers should update their own information in this area.

3.5. Experience:
Experience is considered one of the main factors of learning.
The meaning of experience is the influence obtained from environment and the impact which has on environment by a series of interactions.

Setting experience before skill in suggested model it’s because of individuals who reach to an average level of knowledge and common experience after sharing their valuable experiences that somehow mangers will be more ready and uniform in courses for skill and behavioral period.

3.6. Skill:
Skill is an action which performs in minimum time with maximum quality and performance by spending the Minimum quality and performance spending the minimum energy.
Main indicators of skill in performance one of speed and accuracy and activities related to the job.

3.7. Organizational behavior:
Behavior is declined as interaction of a person in various situations or in other words is a reaction one shows from himself against stimulus.

We can call an individual a competent person when he reaches to adequate level of knowledge ability, skill and organization behavior.

Important and delicate points which are somehow intangible dimension of competency and should focus on is that, individual appears in the form of a role.

Nowadays organizational behavior is not defined just in forms of rules and regulations and organizational tasks because when we call a one competent we expect him more than tasks citizenship behavior.

Castro and his colleagues define such behaviors as impersonal behaviors that has gone beyond the formal explanations of organization and be of importance for effective performance and organization success and also it occur from an individual voluntarily that is not recognizable by formal reward system and promote the functions of the effectiveness of the organization greatly.

3.8. Capability:
Capability is capacity and competence of a person which God has put within an individual.
The definition above is of a same direction with Peter Principle.

Laurence Peter indicates that employment as a reason of competency in a job promote to higher position in organizations and this process to be continued until they reach in competency in a job and there they remain.

3.9. Competency:
Competency has some specification that is defined in above and these are evidence indicating that one has characteristics to superior and effective performance.

It can be concluded that competency is like an umbrella which covers anything having direct or indirect influence over job performance.

In other words, competency demonstrates an image of mature man who has preparations from every direction for performing a job or a role.

According to detailed which tried to be from reliable sources can demonstrate competency dimensions like figure 1.

[Diagram of Competency dimensions]

*Fig. 1: Competency dimensions.*
If not exaggerating, each organization set some indicators as a criteria to select and appoint of its human force especially its leaders and considering type of organization and culture of its own community the stated indicators adherence to a particular ideology up to membership in a party or group of friends, having family relationships degrees, sense of commitment and loyalty towards officials and also it contains technical and perceptual capabilities.

But in fact and in practice, which one of these indicators are related with success in performing tasks assigned?

The current article accepts the claim of researchers such as Mc Cleland, Boyatziz... Without judging the correctness or falsity of stated indicators and with regard to this idea researchers believe that a set of these indicators are related with success.

Competency is the factors associated with the success and in this respect it is claimed that if organizations are looking for effectiveness in appointing of human force especially managers and leaders at first they are obliged with regard to competencies approach and design competencies model which is proportionate with its own organization and put it in the criteria for selection and appointment of members.

4. The proposal model of development and training managers based on competency:

The question that must be answered here is that “what should we do?”, “what matters should consider in performance?”

Major theoretical foundations of learning are confirmed with this view that only managers’ use of all learning resources provides areas of development of their capabilities but also maximizes the result of development by correct, precise, continuous, integration of the resources. Use of strategies to learning adaptation with organizations term and goals also focusing on characteristic features of individual among the factors that increase the effectiveness of learning.

The main elements of managers’ developmental and training model: Assessment center training courses, skill courses, and self development courses, coaching and mentoring courses.

![Managers developmental and training Model.](image)

4.1. Assessment Centre:

It should be noted that before holding such courses should focus on inconvertible features or those which making changes on them would be difficult. Characteristic features and individual ability are two factors that associated with a person managerial training is a complicated and difficult task especially the native literature of Iran is not rich enough so it seems illogical, selecting of an individuals without concerning about inconvertible of an individuals without concerning about inconvertible features or those which would be so difficult or slow to make change on, therefore, selecting and individual through managerial assessment centre process should be so critical.
4.2. Training course:
Early insight and visibility to managerial knowledge is one of the requirements of the training course which starts from the beginning of the project.
It can be argued that existence of training courses for managers does not matter because of having more experience or knowledge from management or management theories but the fact always has shown the opposite. Because the manager who is working in an organization for years perhaps he has high ability and skill in planning, organizing, coordinating and controlling, but the question can be asked is that wouldn’t be a good idea to promote from good to excellent?
We can comprehend with a little reflection that our managers’ steps to knowledge of the past for reaching to experiment seem useless due to increasing acceleration of organizations.
Informing individuals is the starting point for a change in behavior.
Going through such a work, provide required platform to achieve an attitude toward change in managers.
The greater the managers knowledge, the better the managers look to issues and organization would be.

4.3. Self development course:
The learning process in education happens mainly through lectures and classes while learning process in development achieves mostly through experience.
Experience can be the greatest teacher of life.
Managers of human resources shouldn’t rely just on their own experiences about this matter but what it goes to consideration is getting experiences of others in the field of human resource management which the realization of this requires forming a communication network and systematic exchange of experiences among HR managers, mainly managers achieve managerial competencies through experiences, therefore, self development the mention of individual motion and manager responsibility for learning et as component of the main program, for this purpose, there is various ways which will be referred at the end of this essay.

4.4. Skill courses:
The increase in theoretical knowledge of managers should only be considered as prologue on programs of skill courses.
In current conditions, skill courses and real problems of management are not set in training course, therefore the best and most effective skill methods contains the act of learning through the use of techniques: case method from real experiences, immersion experience program and field base learning.

4.5. Coaching and mentoring course:
Coaching and mentoring relies on assisting of an expert person to make individuals ready in job and life success.
Mentors have varied roles such as tutorship, sponsor, leading, role model, and supporter.
Coaching approach relies on motivation, encouragement and individual training to enhance their performance and organization.
In this approach the association of organization is more obvious and it emphasis on aims of organizations.
A mentoring or coaching plan should contain a combination of formal and informal aspects.
Require structure and legalization of supportive mechanism from training aspects not controlling ones.
The most important function of coaching relation is to facilitate learning and change behavior.
Developmental and training methodology and tools of competency factors. Managers development and training model can be a year course and consisting of specific headlines and based on special competencies model of each organization.
Organizations usually use different strategies and methods to promote training and develop knowledge, skill and individuals behavior. The techniques and skill achievements are changeable depending on importance and knowledge based of managements’ organizations. There are various approaches with different influence such as: Comprehensive process in educational course. Emphasizing on practical leaving through case-based methods, experience transition and make the environment more real to increase the ability of managerial decision making, managerial games, developmental movies with analysis, using management clinic and…..

5. Conclusion and administrative policies:
Owing to the fact that experience regard as a greatest learning resource of managers, designing and executing the courses in a way that lend the managers to past experiences, think about and learn from them.
Development of management should lead to organizations development, thus, the content of the courses should consist of the type of subjects, strategic matters and scientific illustrations which participants bring in to the class from their office.
These matters would be checked mostly through the course and some of them will be solved or eliminated during the program.
It would be much better if the course observe out of the office so that participants have enough domination on the subjects and be presented with minimum mind preoccupation about job cases in the current courses.

Since, courses focus on developing of competency and making changes that are almost stable in participant’s behavior, some various methods such as case study, playing role, conference and group discussion, visits, analysis and presentation of the movie, time analysis and study, games and managerial tasks are used as well.

Attendance of various companies and organization will lead to solution or organizations matters as well as promotion of individuals group work.

One of the important resources of managers learning is apprehending from each other, so this courses present the situation that experiences can be transferred and also participants can become more familiar with various attitudes.

Courses in addition to promoting knowledge should prepare skill, directors meeting, development of business net works therefore, plans develop informal relationships, and these courses should provide the latest theories and updated approach about training topics.

Shouldn’t forget that learning happens through practice and repetitions as a result this programs are based on practical learning.

So that participants solve the important organizational issues with the help of theories and teaching approaches then, fulfill their own decisions analyze the result and transfer to others.

Thus, training projects should be participant’s tasks.

Performance of topics and terms of holding should be in a way that participants have the feeling of achieving new experiences. In fact participants experience new things.

The content of training sessions somehow should be set with requirements of participants in other words, participants individual and group needs should be taking into consideration in each course.

Perhaps the most important recommendation is that training managers should change more from science educating toward skill educating consideration on behavior. Training should be practical in other words, issues should combine with industry. Classes and workshops and their contents should contain concrete examples.

The presence of senior managers of companies and organizations or well experienced people and expertise would be useful for some classes and workshops.

The content of the courses and teaching methods, coaching and mentoring should lead to adult education. This requires cases plan, case study, current issues, understanding society of the theory, discussion about topics and performing practical work and workshops. Managers have their own involvement and engagement, and multiple job preoccupations and responsibilities is a barrier to participation in training courses. Therefore, their training should be in various forms like recreation and in attractive town with social events. Knowledge and techniques of training should submitted to managers in an update way. For this purpose it is necessary to exchange and communicate with training centers and reliable institutions.

Training classes and workshops can be a place for self-assessment of managerial capabilities of participants, this means that participants will be evaluated in terms of characteristic features and management skills by together or themselves. Observation of the dynamic principle and flexibility in contents of lessons and courses with regard to current and future trends of environment is essential to create a macro change in policies and programs of the government. Education of managers requires continuous training and multilateral efforts, management are not only knowledge that could be presented to managers by a short-term and fast course. Thus, managers require designing a comprehensive system during long terms (at least one year) and in different ways.

REFERENCES