

IMPORTANT LEADERSHIP COMPETENCIES – STUDY OF PERCEPTION OF INDIAN SME LEADERS

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Abstract-MSME forms a significant contributor to the economy. According to fourth all India census of MSME, the sector consists of over 36 million units leading to employment to over 80 million people. MSME contributes towards more than one third of manufactured output and more than one third GDP of India (**Annual report 2015-16, 2017**). With ever increasing global competition these small enterprises experience various challenges as well as opportunities. Large organizations manage the changing scenario, by committing to the efforts for ‘organization development’. The two pillars of this development include the improvement of the process and the improvement of capability. Capability that is put to use through action and that leads to better performance is termed as “competency”. (Boyatzis, 2008; Jacobs, 1989). Leadership competencies refer to skills and behaviours of the leaders of the organization that lead to superior performance. The SME leader, who is most often the owner of the enterprise, needs to develop the leadership competencies. However, the leadership development efforts in SMEs are often found to be unstructured and insignificant. In order to create a development oriented ecosystem for SMEs, it is important to identify the competencies that the leaders consider most important and desire to develop. Based on the data collected from 230 owner leaders across India this study is expected to help in orienting the development effort and thus help make SMEs more effective.

Introduction

This paper elaborates findings from an exercise that was part of larger study that focused on development of competency framework, behaviour indicators, understanding practice and important of competencies through empirical survey and case studies for development of SME leaders in India. This paper elaborates the importance associated with the competencies by SME leaders. Data was collected through survey to identify the competencies that SME leaders consider most / least important. The rationale behind this exploration was to make the development effort more relevant for the SME leaders, particularly SME leaders in India.

In the following pages, brief literature background is presented followed by elaboration of hypotheses formulated, details of data collected and result of statistical analysis of data. The findings provide insights for development of competencies and also potential challenges in development.

Literature review

Competency and Competency development is practiced in business organizations and is also addressed by any scholars. References related to competency, Competency frameworks, and Competencies practiced by SME are studied to develop understanding of the background of the study.

Competency:

In this paper, we focus on competency as an attribute of leader who is the individual. It should not be confused with the term ‘Core competency’ which is often used in the context of strategy of an organization.

Scholars have defined competency in various ways. Hornby and Thomas describe competency as “the ability to perform effectively the functions associated with management in a work situation” (**Hornby & Thomas, 1989**). Whereas Boyatzis et. al. define Competency as- ‘underlying characteristic of an individual that is casually related to superior performance in a job’ (**Boyatzis R. , 1982**)(**Boyatzis R. E., 2008**) Study of various definitions clearly highlights few words such as “Ability”, “Action” and “Superlative performance”

Various scholars as well as practitioners have indicated different competencies that are associated with superlative performance. The list of competencies is long however we can group them in few groups as follows:

Personal effectiveness and attitude competencies are the competencies such initiative, self-confidence as well as cognitive capabilities.(**Boyatzis R. , 1982**)(**Man & Lau, 2000**)Work place related competencies include managing self, working in team and managing personal growth. (**Leslie, 2009**), (**Gholipur, Mahmoodi, Jandaghi, & Fardmanesh, 2012**)(**LeBrasseur, Blanco, & Dodge, 2002**)Industry specific or job specific competencies are related to technical or functional competence. (**Ennis, 2008**)

Competencies related to operations and result are typically management oriented competencies such as operations management, decision making, managing people etc. (**Industry Canada, 2003**)(**Capaldo, Iandoli, & Ponsiglione, 2004**)Competencies related to relationship management includes competencies such as communication, networking, conflict management etc. (**Boyatzis, Goleman, & Rhee, 1999**)(**Capaldo, Iandoli, & Ponsiglione, 2004**)

Competencies related to workforce development included competencies such as participative management, people development (**Leslie, 2009**)(**Sherron, 2000**)(**Winterton, 2002**) whereas competencies related to self-development

included competencies such as self-awareness and self-management (Yukl, 2001)(Ramo & Saris, 2009)Competencies related to future of the business included competencies like developing vision, strategy development and change management. (Hayton & Kelley, 2006)(Vecchio, 2003)(Man & Lau, 2000)

Competency Frameworks

A competency framework is developed by identifying those competencies that are relevant for a specific industry as well as role. The competency framework is often used in corporates to identify, evaluate, and groom leaders. There are various references that elaborate competency models referred to and used by corporates (Bolden, Gosling, Marturano, & Dennison, 2003), (Ennis, 2008).

Various references in scholarly publications elaborate frameworks based on their study. Bolden et.al (Bolden, Gosling, Marturano, & Dennison, 2003)refer to Zenger Miller Grass-Roots Leadership Model, whereas R G Hamlin has attempted to define a universalistic model. Boyatzis elaborates a model that has five main clusters (Boyatzis R. , 1982). Similarly, the leadership gap study conducted by Jean Leslie (Leslie, 2009) elaborates a framework of 20 competencies.

The “Competing Values Framework”(Quinn, Breight, Sue, & Faerman, 2015)represents inherent tension faced by leader in terms of internal and external demands as well as the need for stability to perform in near term future and flexibility to continue performing in long term thus indicating that a leader has to demonstrate balance between potentially contradicting competencies.

SME leaders' competencies

We are particularly interested in the competencies required by SME leaders. As Heneman et al. have indicated “Current human resource theory is often developed and tested in large organizations. Thus, little is known about the extent to which the theory extends to smaller entrepreneurial organizations.” (Heneman, Tansky, & Camp, 2000).

Various studies have tried to identify competencies in SMEs such as Industry Canada (2003), European Commission (2003), Hill (2001), etc. However, it has been observed that the competency clusters, that were based on theory reference and empirical data, differed significantly (Boyatzis, Goleman, & Rhee, 1999). Hence, in this study a grounded list of competencies was arrived at by analysing the interviews and this list was then further analysed.

Framework used in this study

The framework used in this study is derived based on the study of framework available in literature and the qualitative research that used in depth interview of SME leaders to identify the competencies practised by SME leaders in India(Duvedi & Bhupatkar, 2017)(Duvedi & Bhupatkar, 2017).This framework, derived from the Competing Value framework concept, and populated using grounded data collected from SME leaders in India is shown in Figure 1. The framework classifies competencies based on internal / external and now/ future perspectives. The description of each competency is elaborated in the appendix A.

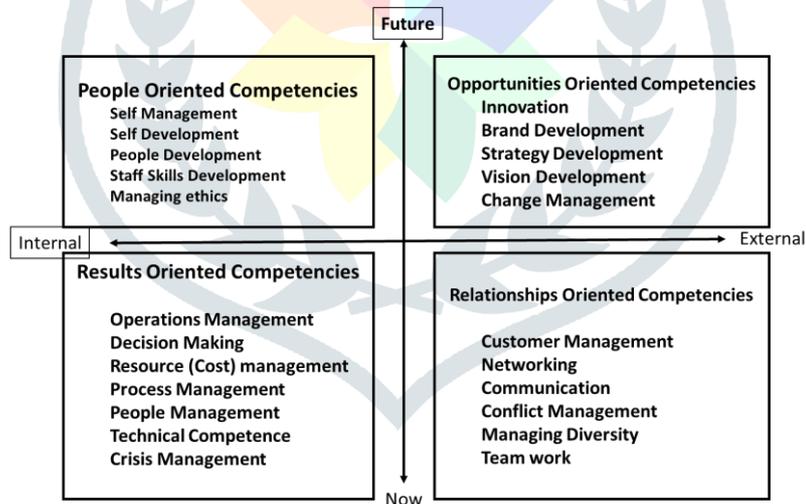


Figure 1: Leadership Competencies Used in this Study

Methodology

Although Competing Values Framework indicates a need to balance between all four quadrants for superlative performance, but practising managers may not consider all the competencies equally important. In order to understand the importance associated with these competencies by SME leaders a systematic study was undertaken A leader will be more interested in developing those competencies which he/she finds more important. So, the hypotheses were formed to check ‘Do the leaders consider all competencies equally important’ - or ‘most leaders consider certain competencies more important than other’. Thus the hypotheses of difference were framed as follows

Hypothesis related to importance of competencies(H1)

An important assumption in the study is that the leader intends to develop in all four dimensions with equal intensity and does not show any specific bias towards a group of competencies. Thus, the hypotheses, aims to establish even distribution of competencies w.r.t. importance.

H1 - There is no significant difference in number of leaders that consider a competency most important

Hypothesis related to averseness towards a competency(H2)

The importance associated with competency indicates priority associated with development, whereas averseness indicates potential resistance / indifference towards development of competencies.

H2 - *There is no significant difference in number of leaders that consider a competency least important*

Hypothesis related to desire to develop towards a competency(H3)

The competencies that the leader considers important but is not able to practice are the competencies that are best candidates for development interventions

H3 - *There is no significant difference in number of leaders that consider a competency most important but is not practiced as much*

Data collection

During data collection the list of 23 competencies elaborated in the framework was presented and each leader was asked to pick 3 most important and 3 least important competencies from the list. They were also asked to pick 3 competencies that they felt that they should practice but they can't due to circumstances. Mail was sent to 3500+ leaders requesting data about practice as well as intent through questionnaire. 256 responses were received out of which 230 complete responses were used for data analysis

Demographic Distribution

In order to understand the profile of the respondents, the data was also captured in terms of location, revenue, employee strength.

Sample Distribution by Location

The data was collected across India from manufacturing industries involved in various types of manufacturing such as auto component, chemicals, electrical panel manufacturers, plastic part manufacturers etc.

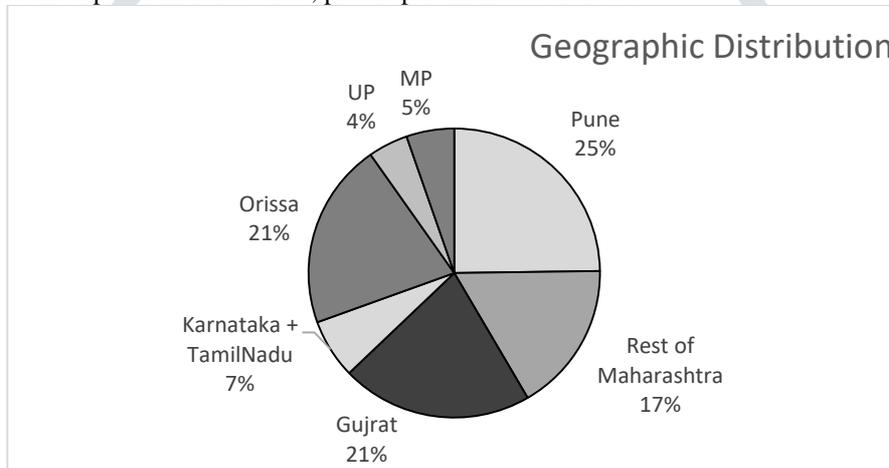


Figure 2: Geographical distribution of respondents

Sample Distribution by Turnover

The reported turnover data has been collected to capture the profile of the respondents in terms of business volume. Almost 82% organizations have reported turnover < 100 Million INR.

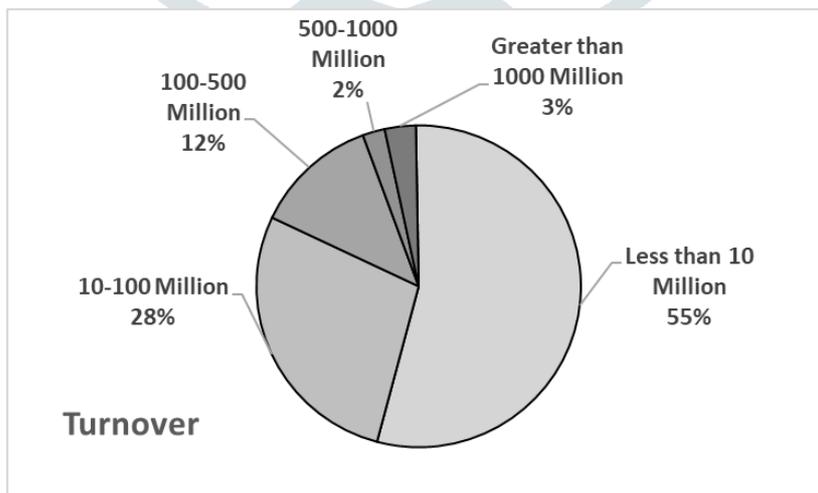


Figure 3: Turnover based distribution of respondents

Sample Distribution by Employee Count

SMEs contribute to economy by generating employment. At the same time, a larger employee count indicates presence of stronger HR process. The profile of the organizations that participated in the survey indicates that most organizations (78%) employed 50 or less people

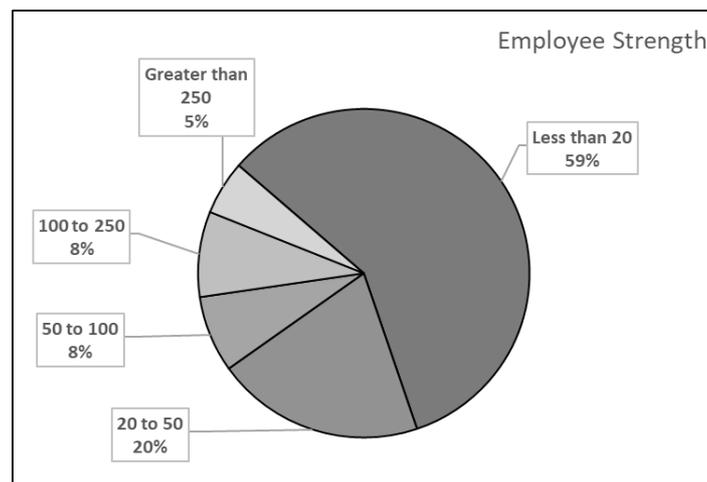


Figure 4: Employee count based distribution

The sample distribution w.r.t location, reported turnover and employee count indicates that most of the respondents are very small / small enterprises, employing up to 50 people.

Content Analysis

Results of Hypotheses of Difference for Importance of Competencies

The leaders were asked to select three most important competencies, three least important competencies and three competencies that they aspire most from the list of 23 competencies using a dichotomous scale (1 = ‘Y’, 0 = ‘N’). Since the dichotomous scale is used for capturing response, Cochran’s Q test has been used for analysis.

Cochran’s Q test is an extension of McNemar test. It is used for testing $k = 2$ or more matched groups, where a dichotomous value is associated with each category within each subject. (When Cochran’s Q test is computed with only $k = 2$ groups, the results are equivalent to those obtained from the McNemar test.)

The null hypothesis states that the proportion of “successes” is the same in all groups. The null hypothesis is rejected if p value is less than 0.05.

In this case, the twenty-three competencies represented 23 groups. Cochran’s Q test has been conducted to assess the preference in terms of the most important competencies, least important competencies and most desired competencies

Result of Testing Hypothesis of Difference (using Cochran’s Q test) for “Most Important Competencies”

The most important competencies selected by SME leaders indicate the ‘intent’ behind developing the competency. The SME leaders will be more willing to develop these competencies because these are considered important by them.

Hypothesis related to Most Important Competencies (H1)

Null hypothesis H01: There is no significant difference in number of SME leaders who consider a competency most important

Alternate hypothesis H11: There is significant difference in number of SME leaders who consider a competency most important

Based on findings of Cochran’s Q test, the null hypothesis is rejected and hence, it is concluded that as per opinion of the SME leaders, ‘most important competencies’ significantly differ in frequency. (Refer Annexure B.) To find out where the difference lies, frequency table for value = 1(“Y”) is referred to. (Refer Table 1.1)

Table 1.1 Most important competencies

Sr. No	Competency	Frequency
1	Decision making	75
2	People Management	74
3	Innovation	60
4	Brand Development	53
5	Cost Management	46
6	Technical work	46
7	Strategy Development	39
8	Operations Management	29
9	Communication	29
10	People Development	29
11	Self-development	28
12	Networking	24
13	Process Management	22
14	Customer Management	22
15	Crisis Management	21
16	Managing Ethical Conduct	20
17	Staff skills Enhancement	19
18	Vision Development	13
19	Team Work	8
20	Self-Management	7
21	Conflict Management	6
22	Change Management	4
23	Handling diversity	3

Interpretation: As presented in Table 1.1, the top four competencies that most respondents consider important are ‘decision making’, ‘people management’, ‘innovation’, and ‘brand development’; whereas ‘handling diversity’, ‘self-management’, ‘change management’, ‘conflict management’ and ‘teamwork’ are competencies that are considered important by the least number of SME leaders. The top-ranking competencies are the competencies where the SME leaders will consider development more seriously and hence should be the focus of competency development activities. It also indicates potential challenges. For example – can subordinates of SME leaders take most of the decisions so that the leader is free for other development? At the same time, the fact that competencies like change management, conflict management, self-management and teamwork can explain source of challenges for SME leaders. For example, SME leaders who do not consider change management as important may not be agile and flexible and such businesses may not survive over long periods. Managing diversity is not important for almost all – except 3. This can be explained by localized nature of SMEs. However with many Indian SMEs aiming to capture global markets – this competency will become important for such MEs in future.

Result of Testing Hypothesis of Difference (using Cochran’s Q test) for “Least Important Competencies”

The importance associated with competency indicates priority associated with development, whereas least importance indicates potential resistance / indifference towards development of competency

Hypothesis related to least importance accorded to a competency (H2)

Null hypothesis H_0 : There is no significant difference in the number of SME leaders who consider a competency least important

Alternate hypothesis H_1 : There is a significant difference in the number of SME leaders who consider a competency least important

Based on findings of Cochran’s Q test, the null hypothesis is rejected and hence it is concluded that as per opinion of the SME leaders “least important” competencies significantly differ in frequencies. (Refer Annexure B.) To find out where the difference lies, frequencies table for value = 1 (“Y”) was referred to. (Refer Table 1.2.)

Table 1.0.2: Least Important Competencies

Sr. No	Competency	Frequency
1	Change Management	52
2	Handling diversity	49
3	Communication	44
4	Technical work	42
5	Crisis Management	41
6	Brand Development	41
7	Operations Management	38
8	Self-Management	38
9	Conflicts Management	34
10	Process management	30
11	Teamwork	26
12	People Management	24
13	Vision Development	24
14	Networking	23
15	Decision making	22
16	Customer Management	21
17	Self-development	20
18	Managing ethical conduct	20
19	Cost Management	19
20	People Development	16
21	Innovation	14
22	Strategy Development	12
23	Staff skills Enhancement	10

Interpretation: As it can be seen from Table 1.2, that the top five competencies that maximum number of respondents consider least important are ‘change management’, ‘handling diversity’, ‘technical work’, ‘crisis management’ and ‘brand development’; whereas ‘staff skills enhancement’, ‘strategy development’, ‘innovation’ are the competencies that are considered least important by the least number of SME leaders. The response in this group indicates that ‘innovation’, ‘strategy and skill improvement’ will most likely not be neglected. ‘Brand development’ is most important for some respondents and it is least important for some. It

shows that the understanding about the competency is evolving and the need for the competency is highly contextual. ‘Communication’ is considered least important by many leaders. The leaders may be taking the proficiency in communication as “given” and do not consider it as a competency that needs attention. Technical competence is considered as least important, indicating that the leader can delegate such work to a consultant or employee.

Result of Testing Hypothesis of Difference (using Cochran’s Q test) for “Most Aspired Competencies”

Besides collecting information about most important and least important competencies, the respondents have been also asked to mark three competencies that they consider important but cannot practice adequately. The competencies thus represent “aspiration” in the minds of the SME leaders and are best candidates for development interventions.

Hypothesis related to most desired competency (H3)

Null hypothesis H_{03} : There is no significant difference among the SME leaders with respect to “most desired competencies”

Alternate hypothesis H_{13} : There is a significant difference among the SME leaders with respect to “most desired competencies”

Based on findings of Cochran’s Q test, the null hypothesis is rejected. And hence, it is concluded that competencies significantly differ in terms of “desire to practice”. (Refer Annexure B.) To find out where the difference lies, frequencies table for value = 1 (“Y”) was referred. (Refer Table 1.3)

Table 10.3: Competencies considered most important but not practiced

Sr. No	Competency	Frequency
1	Brand Development	65
2	Self-development	65
3	Innovation	56
4	Cost Management	43
5	Staff skills Enhancement	38
6	Vision Development	37
7	People development	37
8	Networking	30
9	Communication	30
10	Teamwork	27
11	Strategy Development	26
12	Self-Management	26
13	Change Management	22
14	Operations Management	21
15	Process Management	21
16	Handling Diversity	20
17	Customer Management	19
18	Technical work	18
19	Conflicts Management	16
20	Managing ethical conduct	14
21	Crisis Management	13
22	People Management	12
23	Decision making	6

Interpretation: Table 1.3 shows that the top four competencies that most respondents aspire to develop include ‘brand development’, ‘innovation’, ‘self-development’ and ‘cost management’ whereas ‘decision making’, although is most important, they are practicing the same all the time and thus do not consider it to be lacking. Of these, ‘brand development’ and ‘innovation’ are the competencies that are part of “future – external” quadrant, but at the same time leaders also aspire to develop ‘cost management’ competency to sustain the business. Most of the respondents consider competencies related to future – being important but less practiced.

So, this analysis indicates the direction that leadership development efforts should focus on. The competencies that they aspire to develop are the competencies that leaders will be most inclined to develop. Hence, SME leadership development initiative should focus on ‘brand development’, ‘innovation’, ‘self-development’ and ‘cost management’. Amongst the competencies that are least aspired, ‘decision making’ and ‘managing people’ are amongst the competencies that are practiced the most. Clearly, these are pain points that leaders would easily delegate if their subordinates develop these competencies. Thus, development effort for managers in SME should focus on ‘Decision Making’, ‘People Management’, ‘Cost management’ etc.

Conclusion:

These hypotheses were based on most important, least important and the most aspired competency as stated by the SME leaders. This list is not necessarily a list that they would be practiced in reality. However, it indicates their inclination and hence provides a direction regarding the development preferences.

By considering the most as well as least important frequencies together, it can be observed that 'decision making', 'managing people' and 'innovation' are the areas where the focus of competency development should rest. Although the SME leaders are carrying out these activities day in and day out, they may not know how to approach it in a structured way. Their immediate subordinates may not be equipped for taking up activities in these competencies (leading to less delegation). Thus, the development interventions should focus on creating infrastructures such as processes etc that will help in decision making process and allow the leader to delegate part of it.

The study clearly indicates that SME leaders are not considering the tension between Now v/s Future and internal v/s external as equally balanced. They accord higher importance to few of these competencies. One important aspect to note that average ranking for 'People Development', 'Self-development' This competency will propel development of other competencies. Although some SME leaders consider it to be important, most other leaders consider other competencies to be more important. Commitment to development effort will require higher importance accorded to this competency.

By engaging with SME leaders in terms of developing 'Innovation', 'Brand Development', 'Cost management', and 'Decision making' SME leaders can realize the value of investment in developing the competencies and will thus realize the importance of people development competencies. (Most SMEs are small and it may be less practical to roll out development intervention through external help – so they have to act as coach / mentor / trainer for their staff)

Way forward

The study highlights the direction to be taken in leadership development for SME leaders. Corporate organizations have a structured talent development function that focuses on the leadership development, whereas leadership development of SME leaders present many challenges – The consultants engaged in such development try to use similar content and methods used in corporates in SME and thus the SME leaders find these training inadequate or inappropriate. This study has helped in identifying the competencies that these leaders consider important and will thus be more willing to invest in development. The competencies that are considered least important also indicate potential challenges for SME leaders.

Leadership development of SME leaders is a topic that is most acknowledged but least acted, and when acted upon it is often inconsistent. This study can further be extended to study impact of competency development on performance of the SME through case studies involving impact analysis of development interventions that are oriented towards the competencies indicated here.

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Appendix A:
The detailed competency model:

Competency	Behaviour description
Results oriented competencies	
Operations management	Set targets, Check Status against the targets, Take corrective actions when targets are not met, Ensure safe and clean operation
Decision making	Take decisions related to daily operations, Take decisions related special situations, take specific decision related to purchase / customer
Cost management	Manage day-to-day cash., Check and monitor inventory, Identify area of wastage. Ensure capacity utilization
Process management	Create Standard Operating Procedure (SOP), Train workers on standard procedures, Check that SOPs are followed
Manage people	Interact with workers, Train workers for day to day activities, Train workers for quality / Safety, Provide specific instructions to workers
Technical work	Solve technical issues, Involve in Technical Design of a new product., Conduct technical review of designs made by the team, Conduct technical review of sales proposal
Crisis Management	Motivate the team and help them manage crisis; Change the plan due to crisis situation; Handle day to day operations because of crisis
Relationship oriented Competencies	
Managing existing customers	Communicate with existing and old customers, Customer meeting for specific purpose, Track the status of orders and delivery
Networking	Attend industry association meetings; Visit exhibitions and seminars; Meet customers for networking, Meet people not connected with the business; Meet old friends and acquaintances

Communication	Manage my mails and other communication personally, Write documents (e.g. proposals, reports, manuals), Give presentations, Train the team to improve their communication
Handling diversity	Interact with customers of different cultural background, Deal with people from different cultures, Deal with employees from different regions
Managing conflicts	Manage politics at customer's end; Handle internal conflicts; Balance between various parties with conflicting demands. Confront people who have conflicting demands
Being part of a team	Participate in team activity as team member (and not leader), Work in a group and lead that group, Engage in social activities as a group member
Opportunity Oriented Competencies	
Innovation	Develop new product or service; Introduce innovative changes in existing process; Encourage team to come up with new ideas; Implement new ideas
Brand Development	Give presentations in seminars / conferences about my company; Participate in exhibition for Product / services display; Meet people who can be of potential benefit for my company; Participate in brand development. (Creating logo, marketing literature.)
Strategy Development	Find out about industry trends; Perform systematic Strengths/ weakness / opportunities and threats (SWOT) analysis; Define strategy for the business. Get the strategy reviewed by experts. Share strategy with team
Vision Development	Think about the future of the company; Prepare a formal statement of the vision; Discuss the vision with employees; Share the vision with other stakeholders
Change Management	Identify changes in the organization; Discuss changes and their impact with the team; Implement the change; Identify triggers of changes outside organization
People Oriented Competencies	
Managing yourself	Engage in activities that provide relaxation; Is not stressed; Feel satisfied with the way you work; Get feedback about self
New knowledge development	Attend training; Attend seminars and exhibitions to know about the technology trends. Use internet to gather knowledge; Read related to my business.
People Development	Include the team in planning. Support the team and let them take their own decisions; Mentor some members so that they can grow in role; Give feedback about personal performances to the employees; Establish a formal appraisal process.
Staff skills Enhancement	Arrange specialized functional training for the staff.; Arrange soft skills training for the staff; Provide my team, various opportunities to know more (such as visits / seminars etc.); Establish job rotation process
Managing ethical conduct	Explain value system to employees; Ensure that the value system is followed; Reprimand employees for not following value system

Appendix B:

Cochran's Q Test SPSS results

Table B.1: Cochran Q Test - Most Important Competencies - Test Statistics

Test Statistics	
N	226
Cochran's Q	363.625 ^a
Df	22
Asymp. Sig.	.000

Table B.2: Cochran Q Test - Most Important Competencies - Frequencies

Sr. No.	Frequencies		
		Value	
		0	1
1	Decision making	151	75
2	People Management	152	74
3	Innovation	166	60
4	Brand Development	173	53
5	Cost Management	180	46
6	Technical work	180	46
7	Strategy Development	187	39
8	Operations Management	197	29
9	Communication	197	29
10	People Development	197	29
11	Self-development	198	28
12	Networking	202	24
13	Process Management	204	22
14	Customer Management	204	22
15	Crisis Management	205	21
16	Managing Ethical Conduct	206	20
17	Staff skills Enhancement	207	19
18	Vision Development	213	13
19	Team Work	218	8
20	Self-Management	219	7
21	Conflict Management	220	6
22	Change Management	222	4
23	Handling diversity	223	3

Table B.3: Cochran Q Test - Least Important Competencies - Test Statistics

Test Statistics	
N	226
Cochran's Q	126.859
Df	22
Asymp. Sig.	.000

Table B.4: Cochran Q Test - Least Important Competencies - Frequencies

Sr. No.	Frequencies		
		Value	
		0	1
1	Change Management	174	52
2	Handling diversity	177	49
3	Communication	182	44
4	Technical work	184	42
5	Crisis Management	185	41
6	Brand Development	185	41
7	Operations Management	188	38
8	Self-Management	188	38
9	Conflicts Management	192	34
10	Process management	196	30
11	Teamwork	200	26
12	People Management	202	24
13	Vision Development	202	24
14	Networking	203	23
15	Decision making	204	22
16	Customer Management	205	21
17	Self-development	206	20
18	Managing ethical conduct	206	20
19	Cost Management	207	19
20	People Development	210	16
21	Innovation	212	14
22	Strategy Development	214	12
23	Staff skills Enhancement	216	10

Table B.5: Cochran Q Test - Most Desired Competencies - Test Statistics

Test Statistics	
N	226
Cochran's Q	217.585
Df	22

Table B.6 Cochran Q Test - Most Important -less practiced Competencies - Frequencies

Sr. No.	Frequencies	Value	
		0	1
1	Brand Development	161	65
2	Self-development	161	65
3	Innovation	170	56
4	Cost Management	183	43
5	Staff skills Enhancement	188	38
6	Vision Development	189	37
7	People development	189	37
8	Networking	196	30
9	Communication	196	30
10	Teamwork	199	27
11	Strategy Development	200	26
12	Self-Management	200	26
13	Change Management	204	22
14	Operations Management	205	21
15	Process Management	205	21
16	Handling Diversity	206	20
17	Customer Management	207	19
18	Technical work	208	18
19	Conflicts Management	210	16
20	Managing ethical conduct	212	14
21	Crisis Management	213	13
22	People Management	214	12
23	Decision making	220	6