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COMPETENCY-A BUZZING WORD IN MANAGEMENT EDUCATION

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Abstract: Several vital improvements laid the initial foundation for the competency tendency and added significantly to the management discipline. Education plays a significant role in grooming human resources for decision-making, rational thinking, and impact society and nations' economies. Competencies have become a significant matter in the higher education system. But even though there is no complete and comprehensible literature relating to the competency concept. This paper reviews and discusses the meaning of competency, the importance of competency, competency implementation challenges, and competency measurement methods relating to management Education. At the end article reduces the confusion of tongues on the competency terminology. Authors have depicted that the competency relating to generic and management education specific to the identified key areas is presented.

Keywords — *B-schools, Competency, Education, Management, MBA students, Assessment*

I. INTRODUCTION

Education plays a significant role in grooming human resources for decision-making, rational thinking, and impact society and nations' economies. The concept of Make-in-India is booming now. To make this happen, competency-based education is essential. Leadership is the driver's growth and development backbone and management education (B-schools) supplements. [12] said that competency is a means of knowledge, abilities, skills, and effectively meeting the performance standards by an employee.

Organization for Economic Co-operation and Development [18] revealed that today's societies place challenging individuals' demands. [19] reported that the employers demand that graduates be ready to work in complex environments like environments with contradictory information, characterized by unclear problems, abstract, handling incorporated processes and informal collaboration. [8] said that managerial competencies play a significant role in achieving an organizational goal. Now it is leadership.

[19] said that competencies have become a significant matter in the higher education system. [14] highlighted that several schools admit the significance of competencies/skills in graduate management education. In a few cases like the Dutch Vocational Education and Training, The Netherlands; Czech University of Life Sciences in Prague; Case Western Reserve University, Ohio, USA; Research Librarians in Kenya; Fondazione CUOA of Vicenza, Italy, competence-education and competency-based curriculum are being initiated. [16] have remarked that business- schools, to develop their capability to teach leadership, interpersonal skills, and management concepts, should reconsider their curriculum approach to management education. [5] researched that outcome-based study could add significance to a individual competencies in an MBA program. [14] explained that like emotional & cognitive-intelligence competencies can be enhanced in MBA Students' however not through a conventional MBA program.

After the extensive literature survey, we found that competency can be better understood by key areas relating to the background of competency, meaning of competency, the importance of competency, measurement of competency, and challenges of competency. A further review has been carried out on the key areas exploring generic competency & its application in management education.

II. MEANING OF COMPETENCY BACKGROUND

In their book, [4] "*Competency-Based Human Resource Management*", revealed the idiom competency evolution. Authors found that in 1954, John C. Flagan devised a method named as "critical incident technique" (CIT) to analyze the work carried out by the people. This CIT helped the psychologist and researchers to think and invent upon the term competency. The book also highlighted the concept of human competence. Joint work was carried out by the psychologists David C. McClelland and Robert White, and the same has reached the significance in human resource development. In 1959, the book revealed that White identified a human trait and named as competence. The authors also explored that the term competency coined by [11]. The book highlighted the study by [21], and he said that there is no perfect and complete consensus on what is and is not a competency. They reviewed that competency, competencies, and competence terms are used interchangeably in the different contexts.

The research on the concept of competency-based human resources has been evidenced since 1973. The literature explores the different definitions given by the authors or an organization. [6] [10] have used terminology skills and competencies as synonyms. [3] revealed a terminological ambiguity with term competencies with skill/competencies, abilities, capabilities, capacities & qualifications. [7] said that there are many notions about competence, both in theory and educational practice.

[8] explored that there are numerous definitions of competency words. Few of them are presented in Table 1.

Table 1: definitions of competency

Author	Definitions
Anderson (1992)	Competences (again) represent the underlying cognitive functioning.
Camuffo and Gerli (2004), Ennis (2008) & Weik et al. (2011)	He defined competencies as individual traits which includes skill, knowledge, attitude, and self image generally concerning to better performance in a work.
Dubois et al. (2004)	He described to produce critical outputs knowledge and skill should be part of competency. Competency as an essential attribute that "leads to successful performance in a life role. Competencies are those add value and help predict success.
Biemans (2004)	It is defined as the ability of an individual to attain explicit success.
Martina et al. (2012)	"Competency" is a generally used word for people's confirming their performance potential in actual actions.
McClelland (1973)	He defined competency as a characteristic that underlies successful performance.
OECD (1997)	It defined competency is beyond skills and knowledge.
Boyatzis et al. (2002) & Boyatzis (2008)	To make things happen and to be an effective leader one should apply knowledge and make activities to occur and these actions can be termed as competencies.
Blomeke et al. (2013)	Competencies are described based on the context and are attained to perform specific area concern activities.
White (1960)	Competence is defined as a useful behavior, and it is the idea of self-esteem.
Westera (2001)	Competency is defined as the capabilities of an individual to explanation rationally in idyllic situations.

III. IMPORTANCE OF COMPETENCY

[7] said that competency-based education is the foremost example for improvement. [2] highlighted that the importance of competence is increasing because the stakeholders' expectations from management education are changing every day. [18] revealed that globalization and modernization create an increasingly diverse and interconnected world. In this context, the OECD reviewed that if an individual wants to cope with such a challenging environment, they need to master the competencies.

[7] revealed that the popularity of competence is escalating in the management field because competency-based education helps reduce the gap between industry and education. [15] researched that at Case Western Reserve University, Ohio, USA, assessed an MBA program focused on competency-based education. The assessment revealed a significant increase in the competencies, 40% to 50%. [7] said that competency-based education gives more practical exposure and assists to better performance in their career.

IV. COMPETENCY MEASUREMENT METHODS

[1] The Association to Advance Collegiate Schools of Business (AACSB) started a chain of research on outcome-based assessment management education. [18] launched the Programme for International Students Assessment (PISA) to identify the extent to which individuals have a thoughtful approach to knowledge and learning that emphasizes the competency framework. [14] said that in terms of program impact, merely a small number of management institutions had incorporated outcome-based assessment (entry and exit) and explored that many institutions have undertaken different kinds of outcome-studies, namely perspective by employers and alumni. [2] said that to measure the effectiveness of a management education program integrated approach, competency-based tools should be used in all stages (design, deliver, and monitor an MBA program). [9, 17] revealed that evaluating higher-education competencies is considered a broadly ignored study field.

V. CHALLENGES OF COMPETENCY IMPLEMENTATION

The review says that competency-based education is helping to reduce the gap between industry and education. Still, the challenge is each stakeholder's involvement & making them agree to adopt a new system. [2], [7] said that the challenge is teaching & assessment methods must be restructured in relations with all stakeholders (students, industry, teachers, institutions, government, and social partners).

[19] said that competence in education is a confusion of tongues and is persisting. [14] verified that the challenge is to incorporate competencies into the program of study as a critical component. The authors also explore that students are showing a negative attitude towards learning soft skills. [15] reviewed that universities face a double challenge: first is that whether graduates use the methods used to develop the competencies effectively, and the second one, universities' effort to integrate competencies into the curriculum. He also said that in management education still typical lecture and discussion methods are being used. These methods focus only on knowledge acquisition rather than competency development. [16] revealed that the present curricula-competency alignment reflects the methods used by an MBA program of the United States rather than regional demand. [3] said that adapting the competencies sustainability of adapted system will be a challenge. [1, 15] emphasized that outcome assessment is critical in management education. Perhaps, only a few universities are accredited by AACSB are adapted competency based outcome assessments.

VI. CONCLUSION

The research on the idea of competency-based human resources has been evidenced since 1973. Yet, there is no clarification on competency and a flexibility based usage in the perspective context and sectors. Terms competency, competence, and competencies are used as synonyms. Competency includes knowledge, social motives, thought patterns, skills, aspects of self-image, feeling, traits, mindsets, ways of thinking, abilities, capabilities, capacities, social roles, attitudes, acting, values, and self-esteem. The concern here is to reduce the confusion of tongues on the competency terminology. Authors have depicted that the competency relating to generic and management education specific to the identified key areas is presented in Table 2.

Table 2: clarification on the competency relating to generic and management education specific on the identified key areas

Particulars	Generic	Management Education
Meaning of competency	Competency is defined as a fundamental attributes that is required for superior performance. [5]	Competency is described as skill or knowledge traits play a significant for generating required outputs [13]
Importance of competency	Competence-based learning is the important framework for innovation. However, its importance should be taken more seriously from pre-school rather than concentrating during post-graduation.	Competency-based assessment improves student performance and also helps to ease the gap among the industry and management education. Although the outcome-based assessment in management education was proposed in 1978, present management education still practices traditional measurements to assess the students. Hence, it is time to adopt competency-based education in management education.
Challenges of competency implementation	Discusses the gap between industry & institute and highlights the resistance to change by the stakeholders. Moreover, in this approach, competency is used as context-bound.	There is no standard method to assess competency and to identify a set of competencies as key competencies applied to any context.

The review also says that most of the competency-based research was carried out in the US and Europe. The study outlined the key areas that may invite more significant empirical research.

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