Identification of Competencies for Superior Employee Performance: A Review

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Abstract- Defining and scaling the performance of employees is the major challenge to all organization as it is the prominent criteria for training, compensation, promotion and even for organizational sustainability. Competencies are playing a crucial role in the performance level of employees. Numerous research contributions in this direction can be traced since the 1970s. This paper attempts to articulate some of the notable contributions in the area of employee competencies and prelude to the search for future research.

Keywords- Employee performance, Competencies for superior performance, Emotional and Social Competencies.

I.   INTRODUCTION

As the sustainability of business highly depends on the employee competencies and performance, organizations are compelled to redirect their practices towards the efficient utilization of human resources (HR). HR may be well utilized with diverse means, beginning with the right allocation of jobs to employees which suits their competency level. Emotional and social competencies of employees play a crucial role in the employee attitude, participation, and performance of employees at work.

Modern organizations are paying more attention to employee participation in management and employee empowerment for making the employees loyal towards the firm. Flexible work schedules for the autonomous work teams along with the profit sharing system also leads to the synergy of employee orientation and productivity gain in the organization. The need for employee development has to be identified and the capacity-boosting activities like management development and training programmes of organizations improve the performance level and competencies among employees.

HR assessment is also important for the sustainability of the business organization. An impartial assessment of employee performance improves the self-confidence among employees and foster employee commitment, which leads to organizational sustainability and increased profitability. Appropriate scales for performance measurement should be employed in order to obtain the better understanding of individual's potentials. The performance of employees can be measured through different mechanisms. Employee performance can be measured on the basis of role [84]. Task performance & contextual performance of employees [3] and the contribution of employees towards the vision, mission and overall strategy of the organization [5] [38] also can be measured. There are various factors that affect the employee performance such as diversity in demographic profiles, individual competency levels and work-related factors such as organizational culture, organizational climate, organizational commitment, job satisfaction, organizational justice, loyalty to supervisor, training, motivation, reward and job enrichment etc. This paper attempts to compile notable contributions in the areas of employee work performance, and competencies needed in different organizational sectors. The major objective of this compilation is not only to identify possible gaps in the studies carried out, that could provide opportunities for furthering insights in this area but also to provide the comprehensive reference for today's strategic HR researchers and practitioners.

II.   ORGANIZATION OF LITERATURE

Organization of literature on employee competencies and performance has been conceptualized mainly under three parts. Initially, theoretical background of the subject is explained through some definitions of employee performance. The second part presents, identification of competencies for superior performance while the third part is devoted to discussion of the various emotional and social competencies. Studies undertaken in this direction internationally and nationally are presented separately.
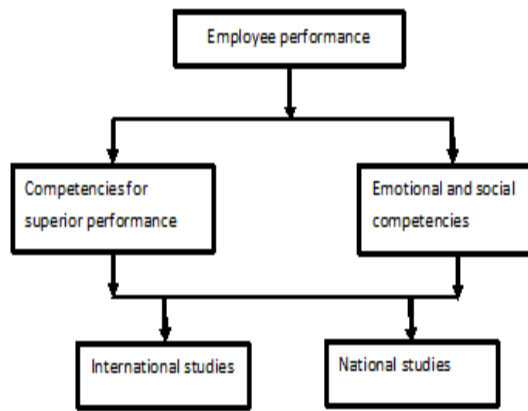
Figure 1. Organization of literature

III.   EMPLOYEE PERFORMANCE

John P Campbell et al [15] has been opined that Job performance really is multidimensional and defined Performance as "observable things people do (i.e., behaviors) that are relevant to the goals of the organization". In the words of Motowidlo and Borman "Job performance is the aggregated value to the organization of the discrete behavioral episodes that an individual performs over a standard interval of time. Individual differences in personality and cognitive ability variables, in combination with learning experiences, lead to variability in knowledge, skills, and work habits that mediate effects of personality and cognitive ability on job performance" [9]. Job performance can be classified into two: Task performance and Contextual performance. Task performance can be defined as "the effectiveness with which job incumbents perform activities that contribute to the organization's technical core either directly by implementing a part of its technological process, or indirectly by providing it with needed materials or services". Contextual performance defined as "a set of interpersonal and volitional behaviors that support the social and motivational context in which organizational work is accomplished" [8].

"Performance of employees can be measured on the basis of four criteria. Measurement based on (1) competencies or traits, (2) behavior exhibited while doing the job, (3) tasks to be completed, and (4) outcomes or contribution. Competencies or trait approach of performance measurement, performance is defined in terms of cognitive abilities, personality traits, or competencies which are deemed important for carrying out the job. These competencies may include technical, managerial, and interpersonal competencies in different combinations. Behavior-based approach carries out the assessment of individuals in terms of behaviors that are oriented towards the organization's goals. The task-based approach focuses on what tasks are required to be done and to

what extent the same have been carried out to the degree of professionalism that is desired by the organization. Results or Outcomes-based approach emphasizes on the outcomes/ results that are produced" Bagchi [6].

IV.   COMPETENCIES FOR SUPERIOR EMPLOYEE PERFORMANCE

Competency is the term brought into light by David C. McClelland on 1973 through his paper "Testing for Competence Rather than Intelligence. He proved that competencies are the best predictors of performance than IQ and personality test. The term Competency is defined by different authors in different ways. Boyatzis [64] defined Competency as "the underlying characteristics of a person that lead to or cause effective and outstanding performance". In the words of Parry [58] "Competency is a cluster of related knowledge, skills and attitudes that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards and that can be improved via training and development". Schuler and Jackson [69] "Competencies are defined as the skills, knowledge, abilities and other characteristics that someone needs to perform a job effectively". According to Spensers and Spensers [76] "Competency is an underlying characteristics of an individual that is casually related to criterion- referenced effective and/ or superior performance in a job or situation".

Many studies have been done for the identification of competencies for improved employee performance in both national and international context. In 2001, Abraham et al. [3] conducted a study on management students in New York and identified twenty-three general competencies required for the job. Skill competencies such as teamwork, leadership, customer care, problem solving and communication along with result orientation have been found critical among them. The results also revealed that many organizations are not appraising these competencies in their managerial appraisal process. Analytical thinking, achievement orientation, self-control, and flexibility showed high correlations with a performance of employees of project-based organizations in the UK [18]. Authority orientation and benevolence orientation are the two distinctive competencies found for senior managers of Family firms in China by Zhong & Shi Kan [89] through the comparison study of the Competency model done by Shi et al. (2001). Beykan et al. [22] employed the Technical managerial competency Scale and Generic Managerial competency scale by Agut and Grau (2002) on middle-level managers of the five-star hotel in Turkey and identified the managerial competencies such as self-efficacy, self-control, proactive along with interpersonal relationship

skill are critical for the managers. Hashim & Junaidah [31] had investigated the job competencies required for managers in Malaysia and found that communication & managerial skill and job knowledge are the main competencies required for their jobs. The result also revealed that most of the managers acquired these competencies through self-directed learning. Wickramasinghe et al. [85] had investigated the competencies required for executives in Telecommunication sector in Sri Lanka and the results identified that competencies such as written communication & listening skill, risk-taking and technical competence are the highly loaded competencies in principal component analysis. Ryan et al. [65] had conducted two studies among executives of two different European companies to identify the competencies which are consistently linked to their job performance using structural equation modeling (SEM). The result revealed that the competencies such as achievement orientation and team leadership are consistently linked to performance in both studies. Interactive skill competencies such as persuasion, influencing, communication, interpersonal sensitivity along with social confidence were highly correlated with overall Performance of the Officers of British Royal Navy [87]. Skill competencies like planning & organizing, strategic management, problem solving, decision making, interpersonal relationship, communication and situational adaptability were found to be critical for managers in both Thailand and Hong-kong by Tawit & Fredric [81]. Xuejun June and Wei Wang [86] identified that team building, communication, learning and coordination are the critical managerial skills required for the success of middle managers in China. Lloyd & Härtel [47] had investigated the impact of intercultural competencies on performance among IT managers of Finance and service sector in Australia. The results revealed that cognitive complexity, learning orientation, dissimilarity openness, tolerance for ambiguity & emotion, and conflict management skills are positively related to the employee performance. Skill competencies like written communication, presentation, database management, problem-solving and human relation were found to be critical for managers in Irish hotels [56]. In 2011 Kalargyrou & Robert [41] had investigated the competencies required for Training professionals in the Hospitality industry in the USA and the results found that the skill competencies of technical, people, creativity, communication along with humor sense and self-confidence were found important for training professionals. Skill competencies like motivational, direction-setting, communication, human resource expertise along with the breadth of experience were found critical for Public Library managers in Canada [32]. Chuttipattana & Shamsudin [21] had identified skill competencies such as Partnership and Collaboration along with visionary leadership to be critical for primary health care managers in Thailand.

In 2012 Ryan et al. [66] had done a further study among managers in North America and the European Union to identify the competencies which are critical for their job. In addition to achievement orientation and team leadership competencies, the study also found that the competencies like the ability to develop others and influencing skill are important for their job performance. Mohd & Nirachon [55] had done a further study on primary health care managers in Thailand and identified four more managerial skill competencies such as planning and evaluation, information management, communication, the ability for the promotion of health and prevention of disease which is critical for the primary health care managers. The most frequently required interpersonal competencies for club managers in the USA are listen to members, maintain working relationship and good communication with all departments, displays consistency between words and actions, and achieves a positive working relationship with employees based on work interactions. Leadership competencies such as treats people with respect, leads by example, works to establish strong relationships with members, considers membership needs and ethical implications when making decisions were also found important for club managers [36]. On the other hand, Sutton & Watson [78] identified that competency of understanding business only showed a significant relationship with job performance among employees in Pubs and restaurants in the UK. Bucor [14] conducted a study among managers from three Romanian companies to identify the competencies which are linked to managerial performance in different managerial level. The study identified the skill competencies such as influencing, strategic thinking, learning, and motivation for Top management level. Competencies such as team management and leadership skill also were identified for middle-level management. For line management level, only team management competency was identified. Competencies, like working with others, stakeholder management, leading others and social awareness, were considered critical for construction project managers in China for developing their social competencies and thus contributes better performance at the workplace [88].

Martínez et al. [50] conducted a comparison study on competency levels of Civil servants in the Spanish public Administration and managers in Spain. The result indicated that the most relevant competencies for both the groups are self-confidence, self-assurance, communication, and teamwork. Civil servants in the Spanish Public Administration showed a self-assessed level of competence far below than that of the managers. Critical competencies required for Nurses in Romania were identified as the ability to understand the general health care needs, ability to provide general health care, skill to identify roles and responsibilities in a

multidisciplinary team and skill to apply effective techniques and working relationships within the team and in relation to patient [30]. Carmen et al [16] identified three dimensions of leadership competencies for managerial professionals in Spain. (1)Tasks oriented leadership –Responsibility for setting goals and responsibility for deciding work strategies (2) Relations oriented leadership – Rely by colleagues and inform colleagues the new development in work and (3) Change oriented leadership – Product & service innovation, technology innovation and knowledge innovation in professional environments. Leadership competencies associated with the role of Innovator, Director and Mentor were found contribute more to managerial effectiveness in Greek manufacturing firms. Leaders with Innovator role showed competencies such as live with changes, creative thinking and fosters changes in the organization. Director role showed skills for visioning, planning, goal-setting, organizing and delegating effectively. The mentor must have the ability for understanding self and others, communicating effectively and developing subordinates [82]. According to Hanan & Robert [29] the expatriate managers working within UAE must have leadership competencies such as communication, team building and ability to handle local nationals. These competencies were found to have a critical effect on expatriate adjustments and success in managing UAE organization. A.A. de Waal & Michella [1] identified two profiles of competencies for high performing Dutch employees. Both the profiles of competencies raised the skills for honesty and integrity, decision making, team building, interpersonal along with technical know-how and innovation for superior performers.

In India Mily &Maran [51] identified 15 broad categories of competencies for the employees of IT sector. Drive for results, process management skill, functional expertise, personal effectiveness, innovation, team effectiveness, customer service skill, self-development, analytical thinking ability, physical ability, knowledge, attitude, self-motivation, communication and leadership skills were the critical competencies required for IT employees. Further, Mily [52] had investigated the competency gap exists between the employee's current performance level and the expected performance level of the employees of two IT firms in South India. In addition to the 15 competencies, five more critical competencies were identified such as negotiation & social skill, managerial ability, ability to uphold personal values and technical competence for IT employees. Balaji & Vimala [7] found high competency gaps in job-related skills and the meta qualities of employees in Indian service sectors.

In 2013 Jain [34] identified the competencies like performance focus, entrepreneurial drive, quality orientation,

people development and customer responsiveness is important for Indian pharmaceutical managers. Chouhan & Srivastava [20] had proposed a competency model for IT employees in India which includes the skill competencies such as interpersonal, leadership and analytical skill along with technical know-how and business knowledge to be critical for the job performance.

Customer service, decision making, time management, and result orientation were the critical competencies found for Bank managers in India [37]. Competency gap was also found among few managers of Co-operative and Private Banks in India. K.Nithyavathi & Radha [40] had also done a study on Banking sector in India and identified skill competencies such as management, communication, teamwork, analytical, decision-making, problem-solving, leadership, time management, creativity, initiative, job knowledge and self-confidence are critical for Bank managers.

Sambedna & Chandan [68] identified the competencies which are critical for middle and lower level managers of manufacturing firms in India. Vision to spot business opportunities, understanding of market drivers and competitors, ability to work independently and taking proactive measures to achieve goals, ability to develop others and skill competencies such as problem-solving, decision-making, strategic thinking, leadership, influence and conflict management were identified as the predictors for superior managerial performance. Competencies critical for Indian hotel employees were found to be knowledge of product and services, ability to understand customer's feeling and dealing customers, communication and persuading skill [44].

Johnsi Mabel et al. [39] had conducted a study on Nurses at Government hospitals in South India and identified the most important competencies required to perform their job as job knowledge, focus on patients, communication, and technical skills. Competencies required for construction project managers in India are structural knowledge background, skill for project estimation and quantity surveying, contracts management, ISO standards management, safety management, cost management, communication, teamwork and skills in the application of project management software [4]. Aashish Sangwan [2] opined that most of the Indian MNCs have given priority for improving the skill competencies such as leadership and technical skills along with adaptability for their employees.

V. EMOTIONAL AND SOCIAL COMPETENCIES

Many studies have been devoted in search of emotional and social competencies and the interrelationship with other variables and the measurement scales. The following sections present notable contributions of the researchers in these directions.

Salovey and Mayer [67] first used the expression "emotional intelligence" and described as knowing and handling one's own and others' emotions in terms of four domains: Perceiving emotions, facilitating thought, understanding emotions and managing emotions. Goleman [28] defined an emotional competence as "a learned capability based on emotional intelligence that results in outstanding performance at work". Integrating the work of Goleman [28] and Boyatzis [64], Boyatzis et al. [11] described emotional intelligence competencies as "emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation".

After integrating a great deal of research, Goleman [28] presented a model of emotional intelligence with twenty-five competencies arrayed in five clusters. Boyatzis and Goleman [11] rewrote items for the non-cognitive competencies and developed a 360-degree multi-rater instrument for emotional competence measurement with broader applicability across all occupations and life settings, named ECI (Emotional Competency Inventory) with twenty competencies arrayed in four clusters. Gradually ECI was modified and developed ECI-2 with eighteen competencies arrayed in four clusters. ECI-2 includes (1) Self-awareness - emotional awareness, accurate self-assessment, self-confidence (2) Self-management - emotional self-control, transparency, adaptability, achievement, initiative, optimism (3) Social awareness – empathy, organizational awareness, service orientation (4) Relationship management - developing others, inspirational leadership, change catalyst, influence, conflict management, and teamwork & collaboration. Boyatzis et al. [13] had done a study among management graduates in the USA for understanding the role of cognitive and emotional competencies in management education. Time series results showed that cognitive and emotional intelligence competencies can be developed in MBA students when the curriculum gives more emphasize to improve the emotional competencies of students like goal setting, initiative, and self-confidence. Cognitive competencies such as sense-making, information gathering and analysis, theory building, quantitative analysis and use of technology also should be given priority.

Cavallo & Dottie [17] had conducted a study on three hundred and fifty-eight Managers across the Johnson & Johnson Consumer & Personal Care Group (JJC&PC Group) globally to assess if there are specific leadership competencies that distinguish high performers from average performers using 360 degrees ECI. Results showed that the highest performing managers have significantly more "emotional competence" than other managers. There was strong inter-rater agreement among Supervisors, Peers, and Subordinates that the competencies of Self-Confidence, Achievement Orientation, Initiative, Leadership, Influence and Change Catalyst differentiate superior performers. The high potential managers received higher scores in the emotional competencies by Peers and Supervisors, but not by Subordinates. Some gender difference was found, with Supervisors rating females higher in Adaptability and Service Orientation, while Peers rated females higher on Emotional Self-Awareness, Conscientiousness, Developing Others, Service Orientation, and Communication. Direct reports scored males higher in Change Catalyst.

In addition, Boyatzis [10] had done a study on management students in the USA and Spain using SEM, employed 360-degree instrument, ECI-U (Emotional Competency Inventory - University version) to determine whether the assessment of EI competencies means the same in samples reflecting different cultural backgrounds. ECI-U consists of eighteen competencies grouped in five clusters: (1) Self-Awareness (Emotional self-awareness, and Self-Confidence); (2) Self-Management (Emotional self-control, Adaptability, Achievement, Initiative and Optimism); (3) Social Awareness (Empathy, Organizational Awareness and Leveraging Diversity); and (4) Social Skills (Developing Others, Inspirational Leadership, Change Catalyst, Influence, Conflict Management, Teamwork and Collaboration); (5) Cognitive skills (Systems Thinking and Pattern Recognition). The comparative analysis confirms the robustness of the clusters of leadership, which includes Inspirational leadership, Optimism, and Influence, and Cognitive, including Systems thinking and Pattern recognition.

Osman Yildirim [57] investigated the level of emotional intelligence based competencies among employees of sales and IT division of different sectors in Turkey using Emotional Competency Inventory (ECI, 2.0). Dimensions of emotional and social competencies such as self-awareness, self-management, social awareness and social skill were considered for the study. Independent sample t-test results showed that IT and sales employees were significantly different from each other in all main dimensions of ECI except for self-management.

Boyatziz & Argun [63] had done a study as an extension of the earlier work summarized in Boyatzis et al. [13] as an update and a view of 20 years of attempting to develop the emotional, social and cognitive competencies in management students using LSP and self-assessment questionnaire (SAQ) and external assessment questionnaire (EAQ). The result revealed that emotional, social and cognitive intelligence competencies that predict effectiveness in management and leadership can be developed in adults through a graduate management program. These improvements can sustain out as far as seven years. But this degree of value added can be eroded by a tumultuous organizational climate. Furthermore, Kenneth Rhee [42] had conducted an exploratory, inductive study for understanding the development of emotional and social intelligence competencies in management students in the USA over two years by administering the self-reported instruments, Learning Skills Profile (LSP). Time series analysis results indicated that technology and quantitative competencies were developed much earlier in the management program, while help and relationships competencies were developed during the summer break or toward the end of the program competencies like informational analysis, theory, and goals and action were developed.

Margaret M and Diana [48] found that self-confidence, achievement orientation, inspirational leadership and change catalyst are the four social and emotional competencies that distinguish the most successful managers among top level executives of financial institutions in the USA. In addition, Elizabeth & Steven [25] had examined the relationships among team leader emotional intelligence competencies, team level emotional intelligence, and team performance of US. SEM results showed that team leader emotional intelligence is significantly related to the presence of emotionally competent group norms on the teams they lead and that emotionally competent group norms are related to team performance.

Jamali et al. [23] had done an exploratory study of Emotional Intelligence (EI) in the Lebanese context, investigating empirically variations in EI competency scores (self-awareness, self-regulation, self-motivation, social awareness and social skills) among Lebanese managers using self-developed self-report instrument. t-test results found differences in EI scores across different EI competencies for males and females, with males scoring higher on self-regulation and self-motivation, and females scoring higher on self-awareness, empathy and social skills, and that EI levels increase significantly with managerial position.

Boyatzis & Franco [62] investigated the competencies that distinguish effective managers and leaders in a large Italian company and in Italian cooperatives using behavioral event interview and SAQ. The study found that emotional, social and cognitive intelligence competencies such as efficiency orientation, initiative, self-confidence, networking, oral communications, persuasiveness, systems thinking, pattern recognition, planning, empathy, group management, and use of concepts and developing others predict effectiveness in management and leadership roles in a variety of Italian organizations. Laura et al. [46] found that the competencies such as achievement orientation, organizational awareness, developing others, change catalyst, inspirational leadership is more significantly related to the employee performance in three Spanish public sector organizations.

Mina & Melika [53] had examined the effectiveness of emotional intelligence training among employees of Iran public bank. Employee effectiveness was measured before and after attending the EI training sessions, using a 360-degree measurement tool, ECI-2. Significant improvement was found in relationship management competencies such as change catalyst, conflict management, teamwork & collaboration, and inspirational leadership on both self-rating and others-rating. Self-confidence; initiative and emotional self-control were found improved in self-awareness and self-management competencies.

Boyatzis et al. [12] had examined the role of Emotional and Social Intelligence competencies (ESC) on leader performance among the financial consultants in the USA using the 360-degree instrument, ESCI. The ESCI assesses 12 competencies: Emotional Self- Awareness, Adaptability, Achievement Orientation, Emotional Self-Control, Positive Outlook, Empathy, Organizational Awareness, Inspirational Leadership, Influence, Conflict Management, Coach and Mentor, and Teamwork. Multiple linear step wise regression results showed that Adaptability and Influence competencies were significant predictors of the leadership effectiveness.

Segundo & Scott [70] had done a study among employees of a copper refinery in South America to determine the influence of emotional and social competence (ESC) on job performance by considering self-ratings and the ratings of others (supervisor, peer and subordinate) using a multisource feedback assessment, ECI-2. The multiple linear correlation results revealed that 70 percent of the variance of working performance is explained linearly by the total average of ESC, with four significant competencies – self-confidence, achievement orientation, optimism, and teamwork & collaboration.

Stephen & Amy [77] had investigated the similarities and differences between the UK and Malaysian undergraduates in terms of perceived social and emotional competencies (SEC), their effect on academic performance. UK students rated "Conscientiousness" as the most important competency while Malaysian students perceived "Teamwork and Collaboration" as one of the most important competencies compared to the other SEC variables. The result of regression analysis revealed that among the UK students, "Self-Awareness" domain and "Service Orientation" competency contributed uniquely to academic performance. However, no significant results were found for the Malaysian students.

Dusan & Stephen [24] had done a quasi-experimental study for understanding the effect of mind–body (MB) training on the development of emotional competencies of European managers, using ESCQ-45 (Emotional skills and competency questionnaire with 45 items) by Salovey & Mayor [67] with dimensions of ability to understand and perceive emotions, ability to express and label emotions; and ability to manage and regulate emotions. The result revealed that MB training generates a significant improvement in practitioners' ability to understand and perceive emotions, ability to express and label emotions; and ability to manage and regulate emotions before and after training test. The study also concluded that emotional intelligence may be treated as a competency and is responsive to training programmes.

The predominant distinguishing emotional and leadership competencies demonstrated by the US physician leaders included: empathy, initiative, emotional self-awareness and organizational awareness. Communicating deliberately, getting buy-in from colleagues, focusing on the mission of the organization and showing respect for others were also found to be essential practices of these effective physician leaders through thematic analysis [49].

In India, Punia [59] had investigated the influence of emotional intelligence competency on leadership behavior and performance among corporate executives. The linkage between emotional intelligence of leader and the performance indicated a positive correlation. When a leader exhibited competencies like initiative, nurturing attitude, team building, self-confidence, achievement motivation, and empathy, the performance is bound to be more effective.

Rajendran et al [61] had done a study to assess the reliability of the Workplace version of the Swinburne University Emotional Intelligence Test (Workplace SUEIT) in an Indian population. The results found that the emotional recognition & expression and emotions direct cognition dimensions reliabilities are lower than in the Australian normative data. The study suggested that the items that comprise these two dimensions need to be altered or modified for future use with Indian populations. Singh [74] investigated the influence of emotional intelligence competencies on leadership styles among IT professionals, using ECI-2. The result of stepwise regression analysis revealed that the skill to manage relationships at workplace causes more variance in the leadership capability of the male as well as the female software professionals. Singh & Modassir [75] had examined the relationship of emotional intelligence with transformational leadership and organizational citizenship behavior of the followers. Regression results revealed that the EI of managers had a positive correlation with the conscientiousness and altruism of the subordinates.

Singh K. [73] had examined the relationship between the emotional intelligence of executives in Indian business organizations with their personal competencies. The result suggested that emotional intelligence (self-awareness, commitment, resilience, optimism, compassion, interpersonal connectivity, personal integrity and emotional regulation) is significantly related to the personal competencies of employees and the variables of personal competency namely, people success, system success, and self-success have a predictive relationship with emotional intelligence. In addition, Mishra & Mohapatra [54] found that the three dimensions of EI, i.e., competency, maturity, and sensitivity contributes towards EI and in turn contributes to the overall job performance of Indian executives. The findings further revealed that working experience has the capacity to predict emotional intelligence than that of gender and educational qualifications of employees. Vij et al. [83] found six emotional competence proficiencies such as ironic perspective, authentic dealing, empathy with customers, emotional acceptability, ethical emotional flexibility, and self-presentations, which represent the EC skills of the Indian salespeople.

Holeyannavar & Itagi [33] found that increase in the emotional competence (adequate depth of feeling, adequate expression, and control of emotions, ability to function with emotions, ability to cope with problems emotions, and encouragement of positive emotions) reduced the stress levels of the primary teachers. In addition, Competencies like developing others, service orientation, inspirational leadership and empathy were found to have high in managers of manufacturing and service sector in India [60]. Moreover, Sharma [71] had opined that the person who is high on the EI skills doesn't avoid the conflict but tried to restore it, as the emotional intelligence of Indian executives have a significant relationship with problem-solving, asserting, compromising and accommodating styles of conflict management while employing the ECI.

Sindhuja et al. [72] investigated the nature of Emotional Intelligence (EI) and the Personality type among trained Indian military pilots and to ascertain the association between trait emotional intelligence and personality. The result revealed that the variables of EI such as well-being, self-control, emotionality, and sociability have a positive significant relationship with the four personality dimensions: Introversion/ Extraversion, Perceiving/Judging, Sensing/Intuition and Thinking/Feeling.

Krishnakumar & Lalitha [43] investigated the relationship between emotional intelligence and occupational stress among BPO executives. The results revealed that there is a strong positive relationship between emotional intelligence and occupational stress as people with high emotional intelligence has moderate and high stress due to role overload and conflict. In addition, Kumar [45] had examined the relationship between emotional intelligence and job performance among the University employees, using a self-designed instrument of EI with dimensions of self-management, self-awareness, social awareness and relationship management. The regression result revealed that all dimensions of EI have a direct impact on the job performance of employees. Jain V [35] had examined the impact of emotional intelligence on service quality of the employees in four Indian private banks. The study found that people with high Emotional Intelligence (self-awareness, managing emotions, self-motivation, recognizing the emotions of others and handling relationship) are the best performers and have high levels of interpersonal skills. Tajeddini et al. [79] found that there were no significant differences between Indian and Foreign students with respect to total score of Emotional Intelligence but it was found that foreign students showed higher Emotional Intelligence as compared to Indian students in two dimensions of EI: Other's Emotion and Optimism. Gill & Shelly [27] had examined the relationship between emotional intelligence and emotional maturity & emotional competence of Indian secondary school students. The study found a positive relationship between emotional intelligence and emotional competence of the students.

VI.   COMMENTS ON LITERATURE AND FUTURE DIRECTIONS

By reviewing the literature on competencies for superior performance in the international and national level studies, researchers have made a primary discovery on the topic. The salient areas of contributions of the various studies and investigations undertaken are compiled in order to elicit possible directions for furthering research in this potential area is attempted.

- International studies on employee competencies had been carried out in various sectors namely, education, hospitality, financial or banking, construction, manufacturing, telecommunication, public library, IT and health care. In similar lines, Indian studies could also be undertaken in the pharmaceutical, IT, banking, construction, hospitality and manufacturing sectors.
- Among the studies relating to the identification of competencies for superior employee performance, competencies identified for IT managers in International context are cognitive complexity, learning orientation & dissimilarity openness, tolerance for ambiguity and emotion, and conflict management skills. In Indian context the competencies identified for IT employees are drive for results, process management skill, functional expertise, personal effectiveness, innovation, team effectiveness, customer service skill, self development, analytical thinking ability, physical ability, attitude, self-motivation, communication skill and leadership, managerial ability, negotiation skill, ability to uphold personal values, social skills, technical competence, business knowledge and interpersonal skill.
- For financial or banking sector employees, competencies identified in International context comprise self-confidence, achievement orientation & inspirational leadership and change catalyst. But in the Indian context, the competencies identified for managers are customer service, decision making, time management, result orientation, self-confidence, communication skill, creativity, teamwork, analytical skill, initiative, problem-solving skill, job knowledge, management and leadership skills.
- In hospitality sector, the competencies identified for hotel and restaurant managers in International context are self-efficacy, self-control, interpersonal skill, proactive, listens to members, maintains working relationship and good communication with all departments, communication skill, treats people with respect, leads by example, works to establish strong relationships with membership and considers membership needs and ethical implications when making decisions and understanding business. In the Indian context, the hotel managers should have the competencies of knowledge of product and services, ability to understand customer's feeling and dealing customers, communication skill, and persuading skill.
- Competencies for construction project managers identified in International context are analytical thinking, achievement orientation, self-control and flexibility, working with others, stakeholder management, leading others and social awareness. In Indian context structural knowledge background, skill for project estimation and quantity surveying, contracts management, ISO standards

management, safety management, cost management, communication, teamwork and skill for application of project management software are the competencies critical for construction project managers.

- Competencies needed for employees of manufacturing sector in International context are flexibility, empathy, creativity, goal-setting ability and delegating effectively and skill competencies such as organizing, interpersonal, communication, visioning, planning and effective leadership skill are also needed. In Indian context, researchers identified the competencies such as service orientation, vision to spot business opportunities, understanding of market drivers and competitors, ability to work independently and taking proactive measures to achieve goals, ability to develop others and skills for problem-solving, decision-making , strategic thinking, influence and conflict management.

- In health care sector, competencies identified for primary health care managers in International context are skills for partnership and collaboration, planning and evaluation, information management, communication, and visionary leadership along with the ability for the promotion of health and prevention of diseases. Competencies for nurses are the ability to understand the general health care needs, ability to provide general health care, skill to identify roles and responsibilities in a multidisciplinary team and skill to apply effective techniques and working relationships within the team and in relation to the patient. In Indian context competencies required for nurses are job knowledge, communication skills, focus on patients and technical skills.

- The competencies identified among managerial professionals, who were undergoing management programs in the international context are result-orientation, team worker, and skills for leadership, customer care, problem-solving and communication. Critical skill competencies identified for managers in telecommunication sector are written communication, listening, risk-taking and technical competence. Effective people skills, motivational, direction-setting, human resource expertise, communication and breadth of experience are the competencies identified for public library managers.

- Emotional and social competencies are measured mostly from the dimensions of Self-awareness, Self-management, Social awareness and Relationship management. Few Indian researchers used the dimensions of well-being, self-control, emotionality, sociability, competency, maturity, sensitivity etc.

- Most of the International and Indian researchers used the scales developed in western studies like ECI and ESCI for measuring the emotional and social competencies. Few of

the researchers used the scales developed in India. The developed instruments possess' high degree of validity and reliability in their context.

- Most of the studies reported have employed structural equation modeling to interrelate variables influencing competencies and employee performance both in the Indian and foreign arena. Future research work can be directed towards employing different modeling techniques such as Fuzzy neural models for interrelating competencies and employee performances with related factors.

VII. CONCLUSION

As strategic human resource management is a newer concept of management, numerous studies have done for the identification of competencies for superior performance for the accomplishment of organizational goals.   Strategic alignments of employee competencies and performance to organizational goals are still lagging in most studies. Measuring the employee performance based on efficiency and effectiveness is an outdated approach unless the contribution aspect of employees is not ignored. This paper is an attempt to articulate notable contributions from national and international researchers in this direction. Additionally, this articulation also highlights research findings and offering scope for further research.

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