## THE TEACHING AND BEHAVIORAL MEASUREMENT OF MANAGERIAL/ORGANIZATIONAL COMPETENCIES: DEVELOPING EXPERIENTIAL EXERCISES AND SIMULATIONS

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### ABSTRACT

This panel/workshop investigates the teaching/acquisition of both organizational and managerial competencies. The basic questions addressed are: can and how such traits, motives, social roles and self-schema be taught, can gaining of competencies be measured, how can they be taught in function courses, and is the teaching of OD relevant to the task? After brief presentations by the two co-facilitators "mini-workgroups" will "brainstorm" possible experiential exercises and simulations which have been or might be developed to aid the teaching of managerial/organizational competencies.

### THE TEACHING OF ORGANIZATIONAL COMPETENCIES: THE ADDITIONAL CHALLENGE

#### Donald Warrick

From the vantage point of Organizational Development (OD) one way to utilize the forward thrust of the competency-based movement is to distinguish between incompetent" and "incompetent" organizations. Along this line, it is useful to list ten areas of organizational goals/competencies, many of which directly relate to the master list developed by the AACSB and AMA. These organizational competencies are:

1. A sound organizational philosophy/value set - both the need to have it clearly stated and communicated to all employees
2. Effective leadership
3. Effective management
4. Human resources management
5. Capital resource management -
6. A sound organizational structure based on particular situation (environment of company, competition, nature of industry, etc.)
7. Management of organizational processes (e.g. communications, problem-solving, decision-making, conflict management, etc.)
8. Management of growth and development (both of the organization and the individual)
9. Managing the work climate
10. Getting results (i.e. productivity, satisfaction, return on investment, low turnover, etc.)

Goal/competency number 1 ties directly to level 6 (self-schema e.g. business values) of Kline's Figure 2. Number 4 above links directly to the entire AACSB list via the training and development activities in any organization. Number 7 refers to such competencies as written/oral communications, and non-verbal communications which are all level 2 skills in the Kline Figure 2.

In response to the four basic questions to be addressed by the panel and workshop via the "mini-groups", the following is offered:

Question 1: How do you teach organizational competencies?
Answer 1: Create an awareness in the organization of what behaviors to look for which are unique to a given organization. It is really a sort of "two-layer cake" where the bottom layer is the master AACSB list in the Kline hierarchy and the second layer is the adaptation of the list to the particular "situation" of the organization. You also need a basic competency model.

Question 2: How do you measure behavioral change in each selected competency area?
Answer 2: Build response questions into the commonly utilized organizational attitude surveys administered to employees.

Question 3: How do you integrate the teaching of managerial/organizational competencies into a particular functional area (e.g. marketing).
Answer 3: Using such a mechanism as MBO in the correct manner (as a system intervention) build the acquisition of selected competencies into the written measurable, clearly-stated, time-phased objectives unique to a functional area.

Question 4: Should the teaching of Organizational Development (OD) be structured into a competency-based, undergraduate management program?
Answer 4: Yes, OD is the field of industry linked to the teaching of organizational competencies just as, in a parallel fashion, Organizational Behavior (OB) is the field of inquiry linked to the teaching of Managerial competencies

### MANAGERIAL COMPETENCIES: A TEACHING FRAMEWORK

#### Donald S. Kline

The historical path an institution could take in the seeking of accreditation through the AACSB may be labeled the "research" track. Under this mode the criteria were and still are "inputs" oriented (number of Ph.D.'s or D.B.A.'s on faculty, number of volumes in the library). Of course, examination of course syllabi and other teaching matters also entered into the decision process. More recently, a second path to accreditation is being actively explored by the AACSB. This track, labeled "teaching" would utilize "outputs" bases and would focus to a great degree on what has been called the competency-based approach to business and management education.

Regarding the structure of a generalized undergraduate business management program, Figure 1 pictures six levels progressing sequentially from "tools" to "capstone" the first three levels combine to form what the AACSB bias referred to as a "common body of knowledge" (CBK).

Figure 2 views the concept of competency as a hierarchy or "ladder" moving from student acquisition of generic knowledge, at the lowest level, up to skills acquisition, motives, traits or personality, social roles, and finally, at the upper level, self-schema. Shown within the levels of Figure 2 are the specific "non-cognitive attributes" or competencies identified by the AACSB in Phase I of work done by the Accreditation Research Committee.

LEVEL VI
CAPSTONE
- Business Policy

LEVEL V
APPLICATIONS
- International business
- business and society

LEVEL IV
SPECIALIZATION
In
- marketing
- finance
- production
ect.

LEVEL III
FUNCTIONAL AREAS
- marketing
- finance
- human resources
- production/operations

LEVEL II
FOUNDATIONS
- principles of management
- organizational behavior

LEVEL I
TOOLS
- microeconomics
- macroeconomics    - calculus/mathematics
- financial accounting
- managerial accounting

FIGURE 2

A LADDER OF COMPETENCY LEVELS

(BASED UPON AACSB PHASE 1 ACCREDITATION RESEARCH)



LEVEL 6  SELF-SCHEMA
- creativity
- personal impact
- values of business*
- self-objectivity

LEVEL 5  SOCIAL ROLES
- leadership
- perception of threshold social cues
- behavioral flexibility
- social objectivity

LEVEL 4  TRAITS
- resistance to stress
- tolerance of uncertainty
- general mental ability

LEVEL 3  MOTIVES
- primacy of work
- leadership orientation
- energy
- inner work standards

LEVEL 2  SKILLS
- organizing and planning
- decision making
- oral communication/presentation
- written communication

LEVEL 1  GENERIC KNOWLEDGE
(i.e. in marketing, finance)
- analytic thinking
- range of interest

* largely "manipulative" but needing to evolve to "existential."
See: Clare Graves, "Levels of Existence: An Open System Theory
of Values." Journal of Humanistic Psychology, Fall 1970, Vol. 10,
No. 2, pp. 131-155.

A three-dimensional matrix is depicted in Figure 3. The first dimension, that of height, Is the six-tiered model of the generalized undergraduate curriculum. The second dimension (width) relates to the "ease" or "difficulty" of

teaching (or creating an environment for the learning) of a particular competency. The third dimension (depth) is the six level model of the AACSB competencies.
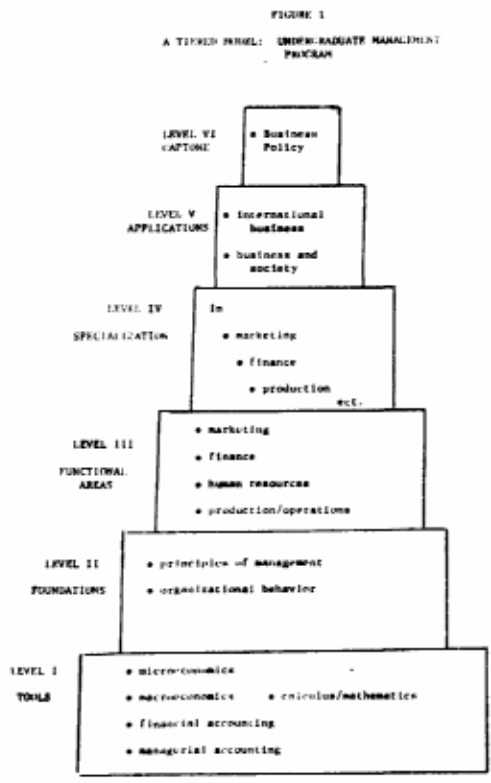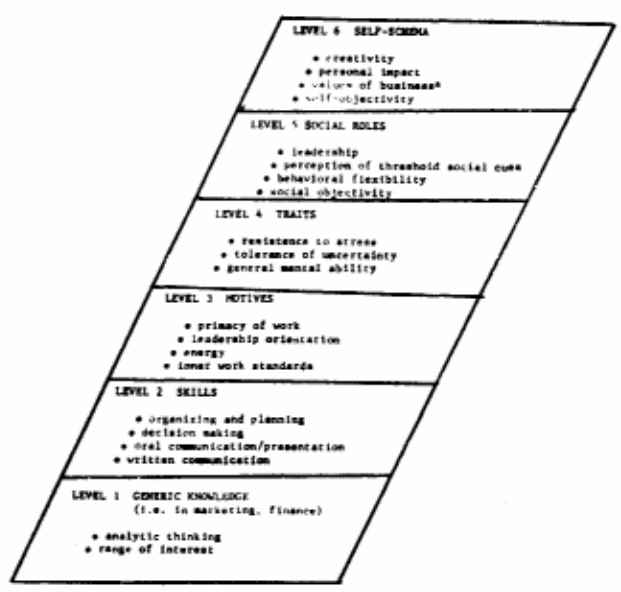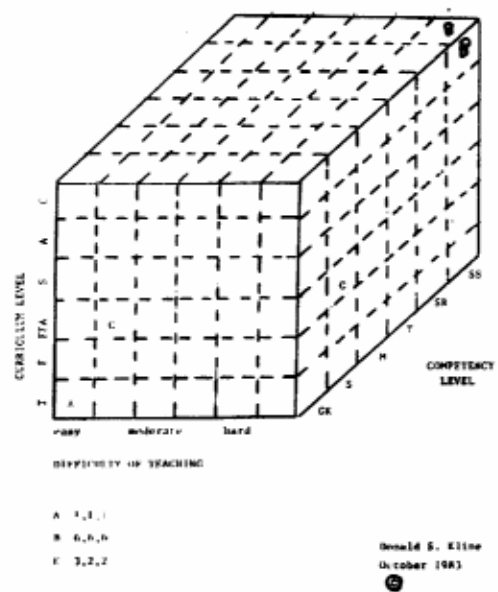
FIGURE 3

TEACHING FUNCTIONAL COMPETENCIES:  A THREE DIMENSIONAL
MATRIX



A  1,1,1
B  6,6,6
C  3,2,2

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Point A (1,1,1) would represent the relative ease of teaching (inculcating) generic knowledge in a course such as microeconomics at the tools level of the curriculum. Here the pedagogy would probably be lecture/ discussion or, better yet, the use of programmed, self- paced instruction. Point B (6,6,6) depicts the extreme difficulty of teaching creativity in the capstone (policy) course. Point C shows an intermediate situation.

In conclusion, the matrix shown in Figure 3 permits a full exploration of the feasibility and methodology of teaching (or creating a learning environment for) a range of competencies under pedagogical options ranging from easy to very difficult.