

Modelo de competencias directivas en escenarios globales para las instituciones de educación superior

Model of managerial skills in global scenarios for higher education institutions

Minerva Martínez Ávila

Universidad Autónoma del Estado de México, México

mmartineza@uaemex.mx

María del Carmen Hernández Silva

Universidad Autónoma del Estado de México, México

[difucultural@yahoo.com .mx](mailto:difucultural@yahoo.com.mx)

Jessica Yael Gómora Miranda

Universidad Autónoma del Estado de México, México

yessica.files@gmail.com

Resumen

En los últimos años las competencias han cobrado importancia debido y es muy común que se hable de ellas en cualquier ámbito organizacional. Las competencias directivas son el conjunto de conocimientos, habilidades y actitudes observables que debe poseer un directivo que dirige las Instituciones de Educación Superior (IES), las cuales le permitirán alcanzar el éxito en el desempeño de sus funciones en el contexto global.

Las instituciones de educación superior establecen en sus planes y programas de estudio las competencias que debe desarrollar el estudiante; sin embargo, es importante partir de la premisa de que el directivo también debe adquirir las competencias que le permitan conducir a su organización hacia la eficacia y la eficiencia.

El presente trabajo tiene como objetivo proponer un modelo de competencias directivas en escenarios globales para los directivos de las IES, como resultado de una investigación documental basada en revisión de literatura y postulados de autores como Hellriegel, Jackson y Slocum , 2010; Puga y Martínez, 2008; y Whetten y Cameron, 2005.

Palabras clave: competencias, conocimiento, habilidades, actitudes y valores.

Abstract

In recent years they have become important skills due and is very common to talk about them at any organizational level. Management skills are the set of knowledge, skills and attitudes observable that must have a manager who directs Higher Education Institutions (IES), which will allow you to achieve success in the performance of their functions in the global context.

Institutions of higher education established in their plans and curricula must develop skills that the student; however, it is important from the premise that the manager must also acquire the skills that allow you to drive your organization to the effectiveness and efficiency.

This paper aims to propose a model of managerial skills in global scenarios for management of the IES, as a result of documentary research based on literature review and postulates of authors like Hellriegel, Jackson and Slocum, 2010; Puga and Martinez, 2008; and Whetten and Cameron, 2005.

Key words: skills, knowledge, abilities, attitudes and values.

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Introduction

From the eighties began to investigate further the competence variable. Today, in a globalized world of highly dynamic changes and a competitive environment, higher education institutions face the challenge of providing quality education and develop skills in students so that in the near future face the working reality.

That is, in individual competition terms is defined as the way a person uses their resources to resolve a specific activity in their work or professional level. In this sense, the competition includes knowledge, skills, attitudes, skills and values that the person has.

Moreover, managers of higher education institutions are the first who must have skills, skills, values and attitudes necessary to carry out an administrative management excellence and efficiency.

Competition Autopersonal and Self-Learning, Competency for Planning and Strategic Management, Competition Focus Quality Competition Technology and Innovation: In this situation a model of managerial skills in global scenarios for management of the IES, which includes five competencies is presented and Multicultural Competition.

Of these six directives derived skills: leadership, analysis and problem solving, emotional intelligence, communication, conflict management, motivation and teamwork; all within a framework of values and attitudes. This documentary research was based on the review of literature and authors such as Hellriegel postulates, Jackson and Slocum, 2010; Puga and Martinez, 2008; and Whetten and Cameron, 2005).

Theoretical considerations

The concept of competencies

In education the term has different skills and very important implications. the Royal Academy of Language defines competition as: Here are some concepts that allow better explain the issue presented "skill, aptitude, suitability to do something or act in a particular case" and referring to the competent defined as "a connoisseur of art, a discipline, an art" (Van-der, 2006).

Therefore, the competition involves the acquisition of knowledge, attitudes, values and skills to successfully perform an activity in the workplace. The powers are necessary in any profesionista and especially in management, who must develop and then implement in their institutions of higher education; hence the importance of proposing their model and acquisition.

Meanwhile, Posada (2008) notes that the concept of more widespread and accepted competition is "know-how in a context" which means having the ability to apply it in different working spaces.

Spencer and Spencer (1993) define competence as an underlying or outstanding characteristic of an individual, which is causally related to effective or superior performance in a work situation or in terms of judgment. For Levy-Leboyer, according Alles (2006), there are individual skills and core competencies of the company or organization that maintain a close relationship: the powers of the organization are constituted by the integration and coordination of individual skills, same involving the coordination of knowledge and individual qualities. Also, Alles (2006) defines the learning capacity as a competition associated with the assimilation of new information and its effective implementation, relating to the transposition cognitive behavioral repertoire of new models and ways of seeing things.

Is the concept of Sagi, (2006, p. 86), ie, the "body of knowledge (knowledge), skills (skills) and attitudes (knowing how to be and wanting to do) that, when applied in the performance of a particular liability or professional contribution, to ensure a good achievement. " In this regard, this author states that competition consists of three elements that interact with each other come to achieving it. The first is the knowledge that includes knowledge, followed knowhow corresponding to the skills, and attitudes containing wanting.

And Donald Schön (2011) consider that perhaps learning all forms of professional art¹ They depend on conditions similar to those produced in the workshops, and point out three aspects that lead to the development of skills in students: knowledge into action, reflection on action and practice. According to this view, a professional is competent when applying known theories and techniques that have been generated by scientific researchers to solve problems instrumental actual practice.

¹ Schön utiliza el término "arte profesional" para referirse a los tipos de competencia que los profesionales muestran algunas veces en situaciones prácticas y que resultan singulares, inciertas o conflictivas.

Meanwhile, Argyris and Schon (1978) broadly defined organizational learning as the ability of an organization to detect and correct errors through change. This means that we can focus the student toward learning and skills development based on the error detection and correction.

Argyris (2001) states that organizational learning is a competition that all organizations must develop and that the more effective organizations are learning, more likely they are to be innovative.

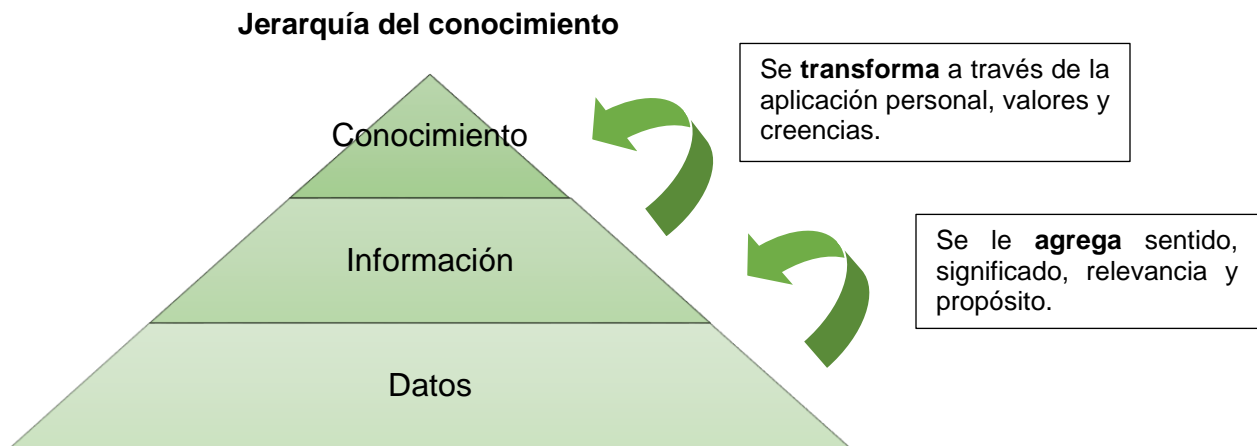
Elements of the powers

Arroyo (2012) considers that the powers consist of knowledge, skills and attitudes.

Knowledge	What i know?
Ability	What I can apply?
Attitude	I am willing?

a. Knowledge

The study of human knowledge is as old experience as the history of mankind. Knowledge has been fundamental basis of philosophy and epistemology since the time of the Greeks, but in recent years has claimed its importance (Nonaka y Takeuchi, 1995).



Fuente: adaptación a partir de Bender y Fish, 2000.

Knowledge is information that a person has a usable way for a purpose; contains beliefs, values and commitments; It is a valuable resource.

Current technological changes are based on knowledge, so that HEIs should adapt to them in order to generate momentous changes.

Knowledge is intangible, unlimited and dynamic and if not used in a specific time and place ceases to have value (Nonaka and Konno, 1998). Information becomes knowledge once it has been processed in the mind of an individual; and knowledge again becomes information when it is articulated or communicated to others by means of a written text, in electronic form, orally or by other means.

Moreover, all knowledge is divided into two main areas: tacit and explicit knowledge. Tacit knowledge is practical and subjective ability of a person or group of people working together to perform work or activity efficient and effective manner. That is, it refers to individually learned through experience. By contrast, explicit knowledge is formal knowledge that can be encoded in documents, which facilitates that other people can buy since there through some documented information company property (Ibarra, Dasi, Dolz y Ferrer, 2014).

b. Skills

Peter Drucker, one of the leading business gurus of this century, considered one of the major organizational problems is the lack of direction. In this situation, every manager must develop a range of skills and abilities. Among the basic skills to perform the work of directors are: representativeness, communication, decision-making and problems, negotiation, self-control, flexibility, leadership and management style.

Attitudes and values

Attitudes and values has been an ongoing theme in all areas of society. All human beings should have them to develop in the workplace and generally in any scenario.

Attitudes are part of the behavior of people in relation to feelings, thoughts and predispositions of the individual to act with some aspect of their environment.

The term value implies qualities or moral principles to lead the internal and external context of the IES.

Based on the theoretical analysis and in order to meet this objective, the figure x shows the proposed "model of managerial skills in global scenarios of the IES" model.

Managerial skills

Hellriegel, Jackson, and Slocum (2010) propose a model of competencies related to the administration, which called managerial skills, same as defined as "sets of knowledge, skills, behaviors and attitudes that a person needs to be efficient in a wide range of management tasks and various organizations. " They state that people are judged not only for their intelligence, but today should demonstrate a range of skills that are part of intelligence; and that the goal is to develop six key interrelated skills that will result in effective management.

Figure 1: Model of managerial skills



Fuente: Hellriegel, Jackson y Slocum (2010, p. 6).

Management skills

Throughout life, people learn a host of skills that enable them to improve their relationship with the environment; however, the skills are linked to a specific task and have a relationship with the environment, and are demonstrated by the successful completion of a task. Skills are learned; mastering a task requires a learning process. In this context, managers have different skills, whether basic, technical, tactical, strategic or interpretative (Riviera, 2005).

Management skills form the link through which the strategy and practice of management, tools and techniques, attributes of personality and style work for effective results in organizations (Whetten, DA, Cameron, K. S , 2005). That is, are the essential tools that must have a manager to conduct an IES.

In this sense, these authors create a model of management skills:

Model management skills



Fuente: Whetten D.A, Cameron, K. S (2005).

Management skills have recently been included in the concept of emotional intelligence (Goleman, 1995, 1998). Emotional intelligence, according to Goleman, is the skills of self-awareness, self-regulation or self-control, motivation.

Within this model, the essential management skills are grouped into three categories:

1. Interpersonal Skills

Conflict management

Employee motivation

Gain power and influence

2. Group Skills

Formation of effective teams

Direction towards positive change

Empowerment and delegation

3. Personal Skills

Analytical and creative problem solving

Stress management

Development of self-knowledge

Reference to the models described above, the authors propose the "Model Management Skills for Managers in Global Scenarios of Higher Education Institutions".



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