CHAPTER THREE
REVIEW OF RELATED LITERATURE

PROLOGUE

The present study is intended to develop Business Competencies among plus two students using a Specially Designed Instructional Package. Thus development of Business Competencies namely, Leadership Competencies and Communication Competencies was focused as the independent variable of the study. The investigator controlled the variables that would affect the experiment and these were ‘Business Aptitude’ and ‘Business Achievement’. Thus before taking up the study, the investigator reviewed the research literature related to these variables found in the form of books, research journals, abstracts, encyclopedia and browsed through various websites like www.google.com, www.ericsearch.com, www.yahoo.com, www.rediff.com, www.mendeley.com, www.scribd, and www.business.com. The present chapter details the literature reviewed for the present study under the captions, Studies related to Business Studies, Studies related to Aptitude, Studies related to Leadership Competencies and Communication Competencies.

3.0.0 INTRODUCTION

Research takes advantage of the knowledge which has accumulated in the past as a result of constant endeavour (John W.Best, 1988). It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. Review of the related literature allows the researcher to acquaint himself with current knowledge in the field or areas where the research is being conducted.
The review in the present study has been done under two captions, namely, ‘Review of related literature’ and ‘Analysis and conclusion.’ A brief picture of the related studies has been detailed under the first caption, i.e., ‘Review of related literature’ and an analysis and deduction of these studies have been presented under the second caption, i.e., ‘Analysis and Conclusion.’ The diagram 3.1 shows the classification of research studies identified by the investigator.

Diagram 3.1 showing the classification of research studies identified for the present study

1. Studies related to Business Studies
2. Studies related to Business Aptitude
3. Studies related to Business Competencies namely,
   I. Leadership Competencies
   II. Communication Competencies
3.1.0. Studies related to Business Studies

Seventeen studies have been identified related to business studies by the investigator. The details of the process and the results of these studies are given below.

Luke Pittaway et al (2010), conducted a study titled “Business education, a systematic review on the evidence”. The purpose of the study was to explore different themes within business education. The particular system of SLR (Systematic literature review) was used here. The findings of the study showed that business education has had an impact on student propensity and intentionality. The study also highlighted a lack of consensus on what business or enterprise education actually is when it is implemented in practice.

Christoph Zott et al (2010) conducted a study titled “The business model: theoretical roots, recent developments, and future research”. This paper provided a broad and multifaceted review of the received literature on business models in which it examined the business model concept through multidisciplinary and subject matter issues. The findings of the study revealed that different business models attribute the development of new business models by the students. It also identified business curriculum modified as per the requirements since business models can emphasis more unified study in business.

Michelle G. Simbulan (2010) conducted a study titled “Dominant logic and quantum leadership: how both relate to entrepreneurial aptitude among business and non-business students”. The study used the descriptive method. Questionnaires were distributed to and casual interviews were organized for randomly selected Business and Accountancy 4th year students in 2 public universities and 2 private higher education institutions. There were 160 student respondents. The business and non-business students agree about pro-activeness, routines, and learning in the dominant logic set of practices and strongly agree about external orientations. Both groups also agreed about auto-poetic flow, and uncertainty and ambiguity in the quantum leadership set of practices. There was a significant difference in the perceptions of business and non-business students.
about dominant logic and quantum leadership practices. Students from private and public educational institutions have significant differences in their perceptions about dominant logic and quantum leadership.

Wee-Liang tan (2010) conducted a study titled “business spirit among tertiary students in Singapore”. This study was particularly for university graduates who can command relatively high earnings and job security. Therefore they would prefer not to start out on their own which may entail higher risks. This study sought to explore whether business spirit exists among Singapore tertiary students or there was really a dearth of budding business among the tertiary students. The objective therefore was to verify the extent of truth in the press reports. A prior study (poon et al, 1993) was carried out but it was only limited to the students of the school of accountancy and business. The underlying motivation behind this present research was to assess the risk-seeking aptitude and innovative nature (creativity) prevalent among the tertiary students who represent the bulk of the young population and future leaders of Singapore. With the findings so gathered, suggestions and recommendations were put forward as to how to nurture or enhance the entrepreneurial spirit that is so vital to Singapore, at present and in the future.

Georg Von Graevenitz (2010) conducted a study titled “the effects of business education”. This study assumed that business education ranks high on policy agendas in Europe and the US, but little research is available to assess its impact. To close this gap, it was investigated whether business education affects intentions to be entrepreneurial uniformly or whether it leads to greater sorting of students. This study gave a model of learning in which business education generates signals to students. Drawing on the signals, students evaluate their aptitude for business tasks. The model was tested using data from a compulsory business curriculum course. Using ex-ante and ex-post-survey responses from students, the analysis showed that intentions to found decline somewhat although the course has significant positive effects on students’ self-
assessed business skills. The empirical analysis supported the hypothesis that students receive informative signals and learn about their business aptitude.

**Boztas et al (2010)** conducted a study titled “MBA student's perspective on doing business in Turkey”. This paper was studied to assess the students’ interest in a global economy, which they should all have to understand the business climate of the country. This paper highlighted the opportunities that Turkey offers to investors and some of the challenges of such opportunities. It also discussed how Turkey was dealing with those challenges and gave reflections that can possibly be generalized to similar countries. The study also revealed itself to be beneficial to professionals in the growing business world.

**May, G. L. (2010),** Conducted a study titled “Strategic Planning: Fundamentals for Small Business”. This study assessed how small business owner and managers can use strategic planning to gain a competitive edge, earn higher profits, and increase personal satisfaction. The analysis of the study revealed the models and practical illustrations that guide the small business planning team through the basics of the strategic planning process.

**Gary Gorman et al (2009)*** conducted a study titled “Research perspectives on business education, Enterprise education and Education for small business management”. This study reviewed the literature in the areas of business education and education for small business management. The findings of the study identified business aptitude a dominant factor in promoting e business traits in individuals.

**Schendel C, Hofer (2009),** conducted a study on “Strategic Management: A New view of business policy and planning”. This study has taken efforts to focuses on developing a new strategic management paradigm as the role and responsibilities of general management. The findings of the study depicted that the strategy implementation was better for understanding for most of the task in the strategic management process for business activities.
Hermann Frank et al (2007) conducted a study titled “The significance of personality to start up an intentions and business success”. The study assumed the various personality traits required to prepare an individual to enter into global business world with high business competency. The results of the study suggested that development of business start up is necessary for developing personality.

Stephen Meier et al (2004), Conducted a study titled "Do business students make good citizens?" The findings of the study indicated that the business students were often portrayed as behaving too egoistically. The critics call for more social responsibility and good citizenship behavior by business students. The study has also remarked that business education seems to change the citizenship behavior of business students.

Nancy Harding (2003), Conducted a study titled “personality traits academically of excellent business studies students”. The results of the study showed that there were no significant connections between a student falling into the academically excellent category and the individual financial status. The study also identified that providing sufficient opportunity in business circumstance can change personality traits into excellence in their performance.

Charles D koroli (2002), Conducted a study titled "Characteristics of Academically Excellent Business Studies Students" The study described an innovative module designed for the Business Studies/Administration courses in the Nottingham Business School. The findings of the study indicated that valuable and transferable insights form early experiences for adopting innovative approaches in business subjects.

Stefano Gerosa (2002), Conducted a study titled ' "Motives for enrolling on business degrees". The areas in the present study were mainly emphasized to the motives for deciding to participate in higher education. The findings of the study highlighted that self-esteem and academic self-concept significantly moderated the impact on the "financial pressure" and were the main reasons to the decision to go to university.
Alasdair Blair et al (2001), Conducted a study titled “The environment and business: A future of relationship”. It was an interactive study. It examined how business and environment interact each other. The findings of the study gave in-depth ways in which business and industry bring social changes in the economy. The study has also been suggested the need for building rapport between the society and business environment.

Peter Davies et al (1999) conducted a case study on “new vocationalism’. This study identified business studies as one of the most important subject that prepare students into global business. The findings of the study showed that business studies enjoy remarkable changes of status in the school curriculum. This study also suggested that transformation in business studies is needed to improve the status of business studies in classroom practices.

Gerhard Plaschka et al (1989), Conducted a study titled "Planning behaviour of successful and non successful founders of new ventures". The results of the study revealed that from empirical study comparing successful and non-successful founders of new ventures that not the extent of planning but the quality of planning is a critical factor. It has also been remarked that the ability to separate essentials from matters of secondary importance and to concentrate on key elements of the foundation and early start-up phase are related to success.

3.1.1 Analysis and conclusion related to Business Studies

The details of the process and the results of studies related to the present study as identified by the investigator are given below.

The studies listed above have highlighted a lack of consensus on what business or enterprise education actually is when it is implemented in practice. They have examined the need for different business models to implement changes to the business curriculum. The studies also acknowledged business education imparted by private and public institutions are significantly different in terms of perceptions of leadership. They recommended entrepreneurial spirit as something
vital to enhance the present and future business world. These studies have attributed a model of learning to generate signals to business education to evaluate students’ aptitude for business tasks.

An identification of the challenges and opportunities of investors in the growing business world is also attempted by the researchers in the field. Studies have illustrated models and practical illustrations to business planning through the basics of the strategic planning process. Business aptitude has been identified as key factor in promoting business traits in individuals. Some studies depicted strategy implementation as a better approach for most of the tasks in the strategic management process for business activities. Importance of the development of business in developing ones personality has been highlighted by a number of studies. They have proved that business education would change the citizenship behaviour of business students.

The strategies of changing behaviour of business students also have been discovered and have demonstrated that providing sufficient opportunity in business circumstance can change personality traits into excellence in performance. Studies explored that valuable and transferable insights form early experiences for adopting innovative approaches in business subjects. A need for building rapport between the society and business environment also has been stressed. Studies have also explored self-esteem and academic self-concept as a few correlates and essential attributes for business decisions.

The above findings guided the investigator about the crucial need to work on business studies in the area of business education. It also provided a direction towards the need to explore new models to bring out desirable changes in the behaviour of students studying business as a subject. It also highlighted the weak practices of contemporary instruction in the field. These studies also gave a clue to explore the correlates of business studies.
3.2.0 Studies related to Business Aptitude

Ten studies have been identified related to Business Aptitude by the investigator. The details of the process and the results of these are given below.

Michael Siegenthaler (2011) conducted a study titled “Can a standardized aptitude test predict training success of apprentices? Evidence from a case study in Switzerland”. This study assumed that due to a widely spread distrust in the signalling value of school grades, Swiss employers required external, standardized aptitude test results when recruiting new apprentices. However, the predictive quality of such test results has never been thoroughly researched. Thus this study analyzed whether external aptitude tests could improve the quality of predicting success in apprenticeship training. The findings of the study showed that such information was not correlated with school grades at the end of compulsory schooling and did not add information that would explain either the success in VET schooling (school grades in the first and second year of apprenticeship training), the probability of unexcused vocational school absences or the likelihood of a premature ending of the apprenticeship contract.

Rituraj Kumar (2011) presented a study titled “Correlation Study of MAT Score, IQ and GPA of MBA Students”. In most management institutes of India, the Management Aptitude Test score is taken as the primary indicator of a student's ability to be enrolled in the management courses and excel in the same. It was observed in many instances during the group discussion and personal interview of prospective students for MBA course that candidates with poor MAT scores did very well whereas those with very high MAT score did abysmally. Faculty colleagues of other B-schools shared similar concerns. The present study has made an attempt to assess the predictive validity of MAT score in predicting future scholastic success and also explored the nature and strength of association between one's IQ, MAT score and academic achievement.

Laura Roberts (2010) conducted a study titled “Abstract of Validation Study for the Global Competence Aptitude Assessment”. This validation study
showed that both the Global competences and internal and external readiness scales exhibited internal consistency within the acceptable range for scales of this type. Tests of criterion validity examined hypotheses derived from theory about the latent constructs believed to be contained within the data. The analyses provided some evidence of criterion validity for both the construct and the instrument. More specifically, it was found that evidence consistent with the notion that while global consistency and internal readiness were relatively stable, internal, trait-like characteristic and was less influenced by experience. In contrast, global consistency and external readiness appears to be more heavily impacted by external experiences. Further evidence of criterion validity showed both internal and external readiness scores were correlated with a single-item self appraisal. Based on these findings, it was concluded that the global competence aptitude assessment measured two latent constructs entitled global consistency internal readiness and global consistency external readiness with acceptable criterion validity and reliability.

Matthew C. Sonfield (2010) conducted a study on “The business aptitude of prison inmates and the potential benefit of self-employment training programs”. This study compared a sample of prison inmates with various other business and non-business groups with regard to business aptitude as measured by the Miner MSCS-T test. The results of the study showed that inmates scored higher than "normative" businessmen, "slow-growth" business and "manager-scientists," but lower than "high-growth" business. The results also identified inmates scored the same regardless of type of crime, first-time versus repeat conviction, or enrolment or not in small business/self-employment training programs. The implications of these findings pointed out that the potential benefits of post-prison self-employment and of training programs for inmates.

Serena Cubico et al (2010) presented a paper titled “Describing the entrepreneurial profile: the entrepreneurial business aptitude test”. The present study was aimed to identify metric characteristics and selected research applications of an instrument that could be used to define aptitude for a business
profile. This study used ‘TAI business aptitude test’ that described entrepreneurial potential with regard to eight factors. The business aptitude test had acceptable metric characteristics and sufficient criteria reliability and presented significant correlations with career development in business. The analysis highlighted that the TAI and its specific items could be used to discriminate between businessmen and non-businessmen. The study presented research carried out in different fields of applications: seniors and juniors in generational transition and small business management, and analysis of entrepreneurial success and career guidance.

Serena Cubico (2008) conducted a study titled “Entrepreneurial Choice: Aptitudes, Motivations and Business Behaviour”. This study assumed that entrepreneurship represents an interesting way of developing professionally and personally people who have different levels of aptitudes; they are led to be entrepreneurs for various motivations, and put specific behaviours to use. The sample of the study consisted of 100 users of the Chamber of Commerce’s New-Entrepreneurial-Service in Verona who were interviewed by telephone. The results of the study revealed that successful entrepreneurs were (significantly) less willing to conciliate work and family, more intent upon realizing new ideas, and more oriented to a working without a boss (effects of age and educational qualifications are reported) and present different entrepreneurial aptitude levels related to behaviour.

Michael L Harris (2008) conducted a study titled “Examining the business aptitude of US management students”. The present study has examined the business aptitudes of undergraduate students enrolled in the small business Institute program at multiple universities in the USA. Research has encouraged a continuous study and refinement of the business profile, particularly for young adults. Past studies have linked certain personality constructs and entrepreneurship, and shown a connection between entrepreneurial intentions and past business experience. Results of the study indicated that the majority of students possessed business aptitudes. Furthermore, both student characteristics
and business experience were found to be associated with certain business aptitudes. Specifically, male students scored higher on both personal control and innovation, and students with family business experience had more developed business aptitudes. The study provided an examination of business aptitude that focuses on both demographics and past experiences for a unique educational program that helps promote business aptitude as a viable career option.

Renz Mallorca (2008) has undertaken a study titled “Students’ natural aptitudes and the required skills in their chosen program”. This study was a qualitative research, aimed to find out whether natural talents and interest of students based on NCAF results match the program they have enrolled in. The sample of the study consisted of one hundred and sixteen 1st year students. The analysis and findings of the study were based on the data obtained from the university guidance office. The results showed that the most of the respondents enrolled in programmes that do not match their occupational field of interest. It further revealed that majority of the first year students were seen to have the potential of becoming successful in other fields.

Stanley Cromie (2008) conducted a study titled “Motivations of aspiring male and female businessmen”. This study examined the aptitude that determines individuals into becoming business proprietors. More specifically, it aimed to discover if individuals have multiple motives for creating their enterprises, if non-economic motives predominate over economic ones, and if men and women have similar reasons for business founding. The results, based on personal interviews with 35 men and 34 women, indicated that both genders have a variety of reasons for founding and that women, as well as men, were primarily motivated by autonomy, achievement, a desire for job satisfaction and other non-economic rewards. The analysis showed that a desire to make money was not, however, an unimportant motive. Turning to differences in motives the analysis found that women were less concerned with making money and often choose business proprietorship as a result of career dissatisfaction. They also identified that
business as is a means of meeting simultaneously their own career needs and the needs of family.

Lanny Herron (2002) conducted a study titled “A structural model of the effects of business characteristics on venture performance”. This study has drawn the attention of a structural, causal model of the relationships between business characteristics and performance. This derivation is drawn upon current psychological, management, economic, and entrepreneurship theory. The study examined decision-making, skills, aptitudes, and training as components helping to refine candidates understanding of the role of motivation as a mediator and ability as a moderator in a model of the “business characteristics. The intent here was to identify specific variables that can be studied or acted upon to improve the impact of entrepreneurial behaviors. This study suggested that this would encourage future entrepreneurship research that seeks to examine causes of NVP to reintroduce “the businessmen as the focus of the research.

3.2.1 Analysis and conclusion related to Studies on Business Aptitude

The details of the process and the results of studies related to Business Aptitude identified by the investigator are given below.

The studies listed above have identified business aptitude as an accurate insight into individuals’ mental horsepower that gains a greater level of accuracy in the decision making process. The researchers presented business aptitude as assessment process for business exams in different college and professional institutions. A comparative scrutiny about academic background, previous experience is established in the study. It has been evaluated that current business aptitude is indispensable for the prospective employee or job-seeker to make them fully competent to justify their position in the current job profile.

Some researchers have identified the potential benefits of self-employment through the training programmes is the output of business aptitude. Studies assessed that due to a widely spread distrust in the signaling value of school
grades, students require external, standardized aptitude test to evaluate their performance. It was revealed that successful entrepreneurs were significantly less willing to conciliate work and family and they are more intent upon realizing new ideas, oriented to a work without a boss and presented different entrepreneurial aptitude levels related to behaviour.

Focus on both demographics and past experiences for a unique educational program to promote business aptitude as a viable career option have also been acknowledged. Studies highlighted that the success in business career is usually determined by a collection of aptitudes. Therefore business aptitude has the competence to lead individual to achieve success in their business ventures.

Studies established a direction towards the need to look at new areas of business aptitude having the potential to become successful in business and even other fields and to bring out desirable changes in students behaviour so as to promote aptitude in business subject. It also indicated that the lack of aptitude in business curriculum and that student who enroll in the programmes do not match their occupational field of interest. The study examined that aptitude has multiple motives that act as a specific variables to create one’s own enterprises.

The above findings informed the investigator about the indispensable need to work on business aptitude in the area of business education and these studies has also given indicated the need to explore the correlates of business studies.

3.3.0 Studies related to Leadership Competencies

Thirty five studies have been identified related to Leadership Competency by the investigator. The details of the process and the results of these are given below.

Elham Shahmandi et al (2011), have undertaken a study titled “Competencies, Roles and Effective Academic Leadership in World Class University”. This study examined a question as to how an academic leader can become more effective? This research question is examined in the context of
middle level leadership in research universities that includes the Deans and Head of Departments. It is based on a review of literature that focuses on the investigation of effective academic leadership. It is suggested that effective academic leaders use the four styles proposed by Hersey and Blanchard that includes “telling, selling, participating and delegating”. The findings revealed that styles should be used in relation to ability and willingness of followers to perform the assigned tasks. It has also been remarked in the study that to be effective, academic leaders require certain competencies to perform the necessary roles in order to lead. Effective academic leaders need the skills and abilities to lead research universities towards excellence. To summarize, effective academic leaders utilized various leadership styles according to certain situations and possessed the required competencies. It is therefore important that systematic leadership development programms should be developed to ensure academic leadership effectiveness.

Kevin S George (2011) conducted a study titled “Leader cultural intelligence in context testing the moderating effects of team cultural diversity on leader and team performance”. This study assumed that despite clear calls from industry to better understand cross-cultural leadership competencies, academic research on leader cultural intelligence is remarkably sparse. To date, very few empirical studies have examined the unique contribution of leader cultural intelligence to leadership performance outcomes beyond the effects of competing leadership competencies. Data from 99 culturally diverse organizational leaders and 321 of their followers demonstrated that leader cultural intelligence predicted follower perceptions of leader performance and team performance in contexts where work teams were characterized by significant ethnic and nationality diversity. Furthermore, leader cultural intelligence predicted follower perceptions of leader performance and team performance on culturally diverse work teams beyond the effects of leader emotional intelligence and other leadership competencies. Implications for cultural intelligence theory, future research directions, and management practice are discussed.
Kurt Johnson, et al (2011) conducted a study titled “Virtual leadership: required competencies for effective leaders”. This study explored leadership in virtual settings and how was it changing as more teams move away from traditional team environments. This study indicated the responsibilities and roles of virtual leaders in an effort to better highlight the core competencies needed in today’s virtual settings. This has also looked at competencies required of global virtual leaders that would address how these competencies can be cultivated to ensure leaders were more effective in leading teams in these new environments.

Mateja Lorbe (2011) conducted a study titled “Leadership competencies of nursing leaders in Slovenia”. The paper studied the relationship between dependent variables (demographic data, leadership style, leaders’ characteristics, and leaders’ training) and an independent variable (leadership competencies) by correlation and multivariate regression analysis. The results of the study indicated that Leaders and employees significantly differ in where leaders rated themselves higher for vision and goals, communication, conflict resolution, motivation, interpersonal relationship, problem solving, delegation, teamwork, decision making, emotional intelligence, and human resource management. Multivariate regression analysis showed that leadership competencies were explained by leadership style, leaders’ training, leaders’ characteristics, and type of employment in 86% of cases. It was concluded that Leaders in nursing too frequently used inappropriate leadership style. Forming a unique model for all health care institutions in the country would facilitate the evaluation of competencies for constant monitoring of leaders' work results.

Isla Campbell (2011), Conducted a study titled “What makes great police leadership? What research can tell us about the effectiveness of different leadership styles, competencies and behaviours”? The purpose of this study was to present a review of the current evidence base on what makes a great police leader – in terms of leadership styles, behaviours and competencies. It focused on internal police leadership for all ranks from first line managers (sergeants) to chief
executives (chief constables/commissioners) and summarises findings from relevant UK and international research studies published in English over the last three decades (1979-2008.) An extensive systematic literature search was conducted to identify relevant research evidence that reported on outcomes and impact of police leadership. The standard of evidence offered by the reviewed studies was not high enough to draw strong “What Works” conclusions.

**Wang Baorong (2011)** conducted a study titled "The exploratory study on the competency model of small team leadership". This study assumed that there were still rare competency studies which regard to small team leaders as the research object so far, and this study could make up for the gap to some extent. By conducting an investigation on 140 people through questionnaires A, B and C, it was attempted to build the competency model for small team leaders. After the analysis of the reliability and validity, 31 competences were left to compose the model. The Aim as to separate too many competences involved in “individual qualities”. In this study several exploratory factor analysis of dimension was carried out, which compared the two-factor, three-factor and four-factor models. Considering the naming degree and the cumulative percentage of variance of each model, the two-factor model was chosen and it was decided to improve it by doing another exploratory factor analysis to its first dimension, to improve its practicability. The final competency model consisted of five dimensions concerning “task management modes”, “team management modes”, “traits of character”, “knowledge level”, and “accumulated social resources” having wide application prospect in ability test, selecting, training and performance management of small team leaders.

**Mozhgan Amirianzadeh (2010)** conducted a study titled “College student leadership competencies development: A model”. The study has designed a model for assessing student leadership competencies development and affecting factors in university. 400 college students were randomly selected from 26 institutions. The study used qualitative (Focus group, individual in-depth interview and library) and quantitative (path analysis) methods. Numerous studies have been carried out
examining the effects of involvement and environment variables, leadership attitude and leadership behaviour on the student leadership competencies development. The model signified that systematic thinking, challenging the process, inspiring a shared vision, enabling others to act; modeling the way and encouraging the heart were considered important in student leadership competencies development. The study proposed that student affair practitioners need to rethink some of the key assumptions of their student leadership and practices in order to meet the needs of a changing student body. Also, colleges and universities need to be cognizant of these differences, as they develop leadership programmes, training opportunities, and leadership courses and co-curricular and extracurricular activities.

**Pin Quart, (2010),** conducted a study titled “Influences of socioeconomic status, social network, and leadership competence on subjective well-being in later life: A meta-analysis.” Meta-analysis was used to synthesize findings from 286 empirical studies on the association of socio economic status, social network, and leadership competence with subjective well-being in the study. All three aspects of life circumstances were positively associated with socioeconomic status. Income was correlated more strongly with well-being than education. The quality of social contacts showed stronger associations with socioeconomic status than the quantity of social contacts. This study also revealed that there were higher associations between life satisfaction and quality of contact with adult children when compared with quality of friendships. Moderating influences of gender and age on the effects of socioeconomic status, social network, and competence on socioeconomic status were also investigated during the period of the study.

**Zachary A. Smith (2010),** conducted a study titled “Higher education leadership competencies: quantitatively refining a qualitative model”. This study was an exploratory research in which a qualitative higher education leadership competencies model was refined through quantitative methods. Three groups of higher education leaders have been identified or the important competencies necessary for effective leadership. The survey was administered and analyzed.
This study also identified five competency categories namely analytical, communication, student affairs, behavioural, and external relations.

**Nancy R et al (2010)**, conducted a study titled “India: Building sustainable leadership competency”. This study identified that in Indian companies, change is occurring rapidly since the world economy is becoming increasingly challenging. This study remarked that sustainable leadership competency is important for stability and growth of India’s domestic and global organizations. Finally it concluded that leadership in Indian companies in the context of the cultural and economic climate as well as through research offers both clarity and questions about the appropriate pathways to build sustainable leadership.

**Richard H Beinecke (2009)** conducted a study titled “Introduction: Leadership for dishonest Problems”. This study analyzed the problems that happen due to wickedness and its simple formulations for its easy solutions. This study has remarked that since it needs dynamic leadership at both transactional and transformative levels to drive future managers and leaders at all levels of organizations. Five core leadership competency areas were described in the Leadership and Management Skill Set: personal skills and knowledge, interpersonal (people) skills, transactional (execution, management) skills, transformational skills, and policy and programme knowledge. Public leadership and competent leaders will be keys to success in the millennium.

**Ralf Muller et al (2009)** conducted a study titled “Leadership competency profile of successful project managers”. This study examined the leadership competency profiles of successful project managers in different types of projects. Four hundred responses to the Leadership Development Questionnaire were used to profile the intellectual, managerial and emotional competences and respectively of project managers of successful projects. Differences by project type were accounted for through categorization of projects by their application type (engineering & construction, information & telecommunication technology, organizational change), complexity, importance and contract type. Results of the
study indicated those high expressions of one IQ sub-dimension (i.e. critical thinking) and three EQ sub-dimensions (i.e. influence, motivation and conscientiousness) in successful managers in all types of projects. Other sub-dimensions varied by project type. Comparison was made to existing profiles for goal oriented, involving and engaging leadership styles. Implications derived were the need for practitioners to be trained in the soft factors of leadership, particular for their types of projects. Theoretical implications include the need for more transactional styles in relatively simple projects and more transformational leadership styles in complex projects.

Moss & McKellan (2009) conducted a study titled “Leadership competencies for hospitality management: do faculty and students concur on leadership competency?” This study was one in a series of establishing what competencies the various stakeholders (students, industry mentors, and faculty) think were the ideal competencies needed by employees in the hospitality field in places such as hotels, food service providers, restaurants and lodges, compared to those actually displayed by hospitality management students. The results of the study concluded that the faculty should focus on ensuring students were aware of the leadership competency and management competencies they need in order to conduct themselves in the business world of hospitality with confidence and capability.

Greta Cummings et al (2008) conducted a study titled “Factors contributing to nursing leadership competencies: a systematic view”. The findings of the study accredited that leadership can be developed through specific educational activities, and by modelling and practicing leadership competencies. However, the relatively weak study designs provide limited evidence for specific factors that could increase the effectiveness of current leadership or guide the identification of future leaders. It also suggested that the Robust theory and research on interventions to develop and promote viable nursing leadership for the future are needed to achieve the goal of developing
healthy work environments for health care providers and optimizing care for patients.

Rob Silzer et al (2008), have undertaken a study titled “Competency Models: A Boom or Bane to leadership development?” The results of the study signified experienced practitioners perform with the competency models to practice leadership development. The study highlighted the different points of view that exist among I/O psychologists with respect to competency models, and examined the assumptions and experiences behind these differences, and encouraged an open dialogue. These also emphasized organizations have readily taken on this task and can cite the benefits of developing a leadership competency model.

Haitham Jahramj et al (2008) conducted a study titled “Leadership competencies in the context of health services”. The research was undertaken to develop an understanding of the limits to the conceptual and methodological basis of leadership competency modelling in health services context. The results of the analyses indicated a weak identification with the competencies in the sense of revealing low levels of discriminatory sophistication on the part of subjects. This study suggested that it might be necessary to reconsider the efficiency of human resource activities that rely solely on the competency approach.

Milan Pagon et al (2008), conducted a study titled “Leadership Competencies for successful change management” The finding of the study revealed that the importance of competencies namely, Multicultural skills, Understanding, innovating and changing the organization, Emotional intelligence and self-control. This study also suggested that implementation of new cultural values acts as the key guide for promoting leadership competency.

Von Eck, A Verwey (2007), conducted a study titled “Change dynamics and related leadership competencies”. The purpose of this study was to develop a framework containing a set of leadership competencies required for major change types. It also compared the views of managers and employees on the importance of
these competencies as well as the degree to which managers display the competencies. Ten leaders participated in the qualitative phase of the study and 60 managers and 74 employees responded to the survey. The major outcomes of the study included the competency framework as well as the competencies where statistically significant differences between the managers’ and employees’ views on, a) the degree to which the managers display the competencies as well as b) the importance assigned to the competencies, were found.

Nico Martins et al (2007) conducted a study titled “Organizational culture, employee satisfaction, perceived leader emotional competency and personality type: An exploratory study in a South African engineering company”. The purpose of this study was to investigate employees’ experiences of their organization’s culture and general satisfaction levels and to explore whether potential explanations for these could be derived from measures of the perceived emotional competency and dominant personality type of senior management as aspects of their predominant leadership style. The results of the study indicated significant differences between the various biographical groups regarding the measured dimensions. The Emotional Competency Profiler and MBTI results showed the affective and social aspects of leadership behaviour to be a development area for senior management. This study makes an important contribution to the expanding body of knowledge that focuses on the evaluation of organizational factors and leader attributes that influence the motivation, commitment and satisfaction of employees in South African organizations.

Letitia Van Der Merwe et al (2007) conducted a study titled “Leadership meta-competencies for the future world of work”. The purpose of this study was to define the nature and work of leaders within the context of the future world of work. A leadership meta-competence model, based on levels of work theory, was developed. This model was validated by senior managers in the retail industry. Subsequently a questionnaire assessing the perceived importance of these competencies, currently and in the future, was designed and completed by more
than 100 managers from various retail industries. The results of the study indicated that there was a significant difference between the perceived current and future definitions of the nature and work of leaders.

**Ann Hannel (2007)** conducted a study titled “TExES School Community Leadership Competencies as Predictive of Academic Accountability Ratings in Texas Middle Schools”. This study investigated the associations or relationships, if any that exist between the domain of school community leadership and the campus accountability rating received each year from the Texas state accreditation agency. The analysis depicted that the three competencies of school community leadership revealed a significant relationship exists between the school community leadership and individual campus accountability rating received, predicting group membership in regard to classification rankings of exemplary and unacceptable.

**Bolden, R et al (2006),** conducted a study titled Leadership Competencies: Time to change the tune?” This study indicated how the competency approach to leadership could be conceived of as a repeating refrain that continues to offer an illusory promise to rationalize and simplify the processes of selecting, measuring and developing leaders yet only reflects a fragment of the complexity that is leadership. To make this argument it drew on two discrete sets of data: a review of leadership competency frameworks and an analysis of participant reports from a reflective leadership development programme. A lexical analysis comparing the two data sets highlights a substantial difference with regards to the relative importance placed on the moral, emotional and relationship dimensions of leadership. The implications of these differences were considered, as the ways in which the competency approach could be aligned more closely with the current and future needs of leaders and organizations.

**Deke John et al (2006),** conducted a study titled “Valuing student leadership competencies: Which ones predict post secondary educational attainment and earnings, and for whom?” This study examined how indicators of academic and non-academic competencies are related to post secondary
educational and labour market outcomes. The study revealed that the benefit of incremental gains in leadership competency depend on the mix of skills each student possesses, and that, when choosing between improving subject skills, various non-academic competencies may not be possessed. This study also signified that it is better for students to improve in areas where they are weak than where they are above average.

**Mollo K Stanz et al (2005)*** conducted a study titled “Leadership competencies in a manufacturing environment”. The aim of this study was the identification of shortcomings regarding leadership competencies within a particular manufacturer. Semi structured interviewing was used within a grounded theory research design. A stratified random sample of participants contributed to the study. Opposing perspectives about several themes emerged from the data such as, vision direction, communication channels, growth, rewarding performance, leadership-role, and change problems. This study recommended Seminars and workshops towards improvement of competencies in leadership.

**Joseph R. Betancourt (2005)*** conducted a study titled “leadership competency: A key perspective and trends”. This study analyzed that leadership competence gained attention as a potential strategy to improve quality and eliminate disparities among the students at graduate level. 300 graduate students consisted of the sample for the study. In this study, interviews with experts in leadership competence from management field, government sector, and academicians was conducted to identify their perspectives in the field. The analysis of the findings identified recent trends in leadership competence focusing on awareness, practice, and professional education. The analysis also revealed that developing initiatives in leadership competence enhance mission and goals, in students about their profession.

**Tiina Jokinen (2004),** Conducted a study titled ‘Global leadership competencies’. It was a review and discussion oriented study. This study suggested that comprehensive framework of global competencies required for global leaders.
It also discussed the deficiencies in the use of terminology and research methods used in leadership competencies studies. This study has given suitable suggestions for further research in leadership competencies.

**Diana S. Contino (2004)** conducted a study titled “Leadership competencies: knowledge, skills, and aptitudes nurses need to lead organizations effectively”. This study signified a compilation of practical managerial skills for critical care nurses in formalized managerial roles, as well as leadership skills that are useful for all nurses. This study has also been referred to those practical managerial skills that are based on managerial and leadership experience as also the findings of numerous experts, and healthcare and business resources. This has also illustrated the need for open-minded leaders who collaborate with colleagues and peers to prepare for and respond to the multifaceted challenges that arise every day.

**Lori L. Moore (2004)**, conducted a study titled “Leadership Skills and Competencies for Extension Directors and Administrators”. From the data, it was concluded that extension leaders need competence in six leadership skill areas namely human, conceptual, and technical, communication, emotional intelligence, and industry knowledge skills. This study also identified that there appear interrelationships between leadership skills within and between skill areas. Those were expected to be identified by participants to develop leadership competencies within five of the six areas identified. It was also found that communication in skills, a leadership skill area is the major leadership competency emerged to be a leader’s behaviour.

**Teresa Comey (2004)**, Conducted a study titled “Identifying leadership competencies to create a leadership succession plan process”. The findings of the study depicted that language had an impact in identifying and promoting leadership competencies since language socializes the vision, values and mission of an organization and helps to carry the message back to the employees of the
organization. This study has been given suitable suggestions for further research in leadership competencies.

**King Jacque L (2003)** conducted an experimental study titled “the effect of Perfectionism in leadership competencies”. This study aimed to explore the link between leader self-esteem, leaders-efficacy and leader perfectionism as leader’s competencies. The findings showed that leaders perfectionism correlate positively with leader esteem and negatively with leaders efficacy for building leadership competencies.

**Jang D et al (2002)**, Conducted a study titled “Would transformational leadership positively result to the follower’s precipitins of empowerment, group cohesiveness and competency?” This study was conducted to examine whether transformational leadership would positively result in the follower’s precipitins of empowerment, group cohesiveness and competency. The study revealed that transformational leadership was positively related to empowerment and building leadership competency.

**Russell S Shraples (2002)** conducted a study titled “The Importance of Leadership Competencies: Perceptions of North Carolina Community College Presidents”. The purpose of this study is to determine if the presidents of large, high enrollment growth and urban North Carolina community colleges have different perceptions about the relative importance of leadership competencies than do the presidents of small, low enrolment growth and rural North Carolina community colleges. The results of the study identified that significant differences in presidential perceptions were detected in several individual competencies, suggesting that size, enrollment growth and geographic location may indeed have an influence upon the perceptions of presidents about the importance of certain leadership competencies. The competencies for which differences were detected between large and small college presidents were the Motivator, Advocate, Accomplishment, and Fulfillment, Resolving dilemmas, Self-esteem, Self regulation and Thinking competencies. Differences in perceptions of high growth
and low growth college presidents included the Disseminator competency. For presidents of urban and rural colleges, differences in leadership perceptions were noted for the Advocate, Change Agent, Social Skills, and Communication Skills competencies.

**Lori L. Moore (2005)** conducted a study titled “exploring leadership competencies in extension”. The purpose of this study was to provide insight into the question, ‘Do subordinates and superiors seek the same leadership skills in Extension leaders?’ Using a nominal group technique, participants in the session generated a list of leadership skills needed by extension leaders in each of six leadership skill areas. The list that was generated was then compared with the findings of a research study conducted to create a leadership competency instrument for use with Extension leaders in state director and administrator positions. When the two lists were compared, several similarities and overlaps were found. There were also some obvious differences between the two lists. Findings suggested that various groups were seeking similar leadership skills in Extension leaders, but that all levels of the organization need to be involved in the identification of core leadership skills and competencies for leaders.

**Lucas Stephen et al (2002)** conducted a study titled “Student leadership competency among the principal transformation leadership, school leadership and school culture”. This study assumed the features of student’s leadership competency and the style of leadership in accordance with the school culture. The findings revealed that the school culture factors resulted to exert the greater influence upon competency leadership among the students.

**Barker Bernard et al (2001)**, Conducted a study titled on ‘leadership competencies among from five British schools’. The sample was collected from among ten British schools. The purpose of the study was to analyze the various measures taken by the school to promote leadership competence. The findings of the study revealed that the students had well balanced leadership styles and strategies in to take up responsibilities.
Leith Wood Kenneth et al (2000) conducted a study titled “Teachers and principal’s leadership competency on students’ engagement with schooling.” The major objective of the study was to see how far the teachers and principals’ are competent to prepare the students to engage the students. This also revealed that teachers and principal’s leadership competency can influence students and these can lead to motivate students to practice leadership competencies. This study also recommended future research in leadership competencies.

3.3.1 Analysis and conclusion related to Studies on Leadership Competencies

The details of the process and the results of studies related to Leadership Competency identified by the investigator are given below.

The studies listed above have identified leadership as an effective academic competency in the context of middle level leadership and it was found that all the levels of the organization need to be involved in the identification of core leadership competency for leaders. The present study made an attempt to identify a designed model that signified a systematic thinking, a challenging process, inspiring a shared vision, enabling others to act, modelling the way and to encourage the heart to develop leadership competencies among students.

The investigator has observed that analytical ability, communication, student affairs, behavioural and external relations as leadership competencies. Researchers have taken efforts to explore how leadership competencies can be cultivated to ensure effectiveness to lead the team in the new environment and advocated systematic leadership development programmes to promote effective academic leadership. It is remarkable to observe that studies have identified sustainable leadership competency as important for stability and growth for India’s domestic and global organizations in the context of the cultural and economic climate. A higher association between life satisfaction and quality of contact with adult children when compared with quality of leadership was referred to studies.
The authors revealed that to date, a very few empirical studies have examined the unique contribution of leader cultural intelligence to leadership performance outcomes beyond the effects of competing leadership competencies. The need to investigate the potential effectiveness of different leadership styles, competencies and behaviours to foster desirable changes as part of the learning and doing process of leadership was signified in the identified study. Perceived differences between the current and future definitions of the nature and work of leaders in terms of their competency to cultivate global virtual leadership for an effective team in the new environment were observed in the studies.

Forming a unique model for all health care institutions in the country to facilitate the evaluation of leadership competencies among nursing students is highlighted in some studies. Since the efficiency of human resource activities relies solely on the leadership competency approach, organizations have readily taken the task of developing a standard procedure for a leadership competency model to evaluate the output of the workforce is examined in some studies. As the potential effectiveness of different leadership styles lies upon the competencies/behaviours of leaders, the student affair practitioners need to rethink some of the key assumptions of student leadership and practices to meet the needs of a changing student body. It also suggested that college and universities need to be cognizant of developing leadership competency programmes, training opportunities, and leadership courses and co-curricular and extracurricular activities.

Since the school culture factors resulted to exert the greater influence upon competency leadership among the students, the teachers and principal can influence students to practice leadership competencies. This enhances balanced leadership styles and strategies in order to take up responsibilities among the students was emphasised in the research studies. The study highlighted that competency-based organizations can adjust activities to support employee development in the core competencies. Compensation and reward strategies can be tailored to motivate growth along with the organizational competency and some
studies have identified a gap with regard to traits of character of leadership competency

The above findings guided the investigator about the pivotal need to work on Leadership Competency in the area of Business Competencies.

3.4.0 Studies related to Communication Competencies

Thirty five studies have been identified related to Leadership Competency by the investigator. The details of the process and the results of these are given below;

**David Conrad (2011)**, Conducted a study titled “Business communication competency: Attitudes of human resources manager versus business educator”. The present study was an exploratory survey with stratified sampling methods. The sample consisted of 500. The findings of the study showed that business leaders and business instructors agree on the importance of overall student/employee communication competency.

**Shanahan, Daniel (2011)**, conducted a study titled “Communication apprehension among business and accounting students”. The findings identified that communication apprehension, or fear of communicating, as a major factor which inhibits an individual’s willingness to communicate and his/her capability to develop effective communication skills. The study also suggested the proper remedy to overcome the identified problems issues in communication.

**Gordon W Blood (2011)** conducted study titled Communication apprehension and self-perceived communication competence in adolescents who stutter”. The purpose of this study was to examine the communication apprehension and self-perceived communication competence of 39 adolescents who stutter and 39 adolescents who do not stutter. Using two standardized communication measures, significantly higher levels of communication apprehension and poorer scores on self-perceived communication competence were found in adolescents who stutter when compared with adolescents who do not stutter. Sub score test
data revealed that adolescents who stutter had significantly greater fears about speaking in group discussions and interpersonal conversations than they had about public speaking and talking during meetings, when compared with students who do not stutter. They also had significantly poorer perceptions about their own communication competence on the Talking to Strangers sub score test when compared with students who do not stutter. A significant positive relationship among stuttering severity, communication apprehension, and self-perceived communication competence total scores was found. Students who stutter severely had greater fears about speaking in group discussions and interpersonal conversations. Implications for stuttering therapy and the need for specifically addressing communication apprehension in treatment sessions are discussed.

Anjali Thakur (2011) conducted a study titled “Developing English communication competency: An experiment with instructional design”. This paper was an attempt to point out the stumbling blocks of ELT (English Language Teaching) and Developing English Communication Competency and to share the fruitful academic experience that is based on ID, which uses a scientific method that follows: Development Implementation, evaluation and Maintenance logically. The whole attempt was to do away with traditional behaviourist approach and embrace Constructivist approach, so the learning is not instructor controlled but naturally facilitated by Instructional Designing. The study developed the content based on the analysis done of the different Engineering students and according to their need. Constructivism, the learning approach was adapted to ‘Implement’ the material and classroom activities. The study concluded that Instructional design is ‘the tool’ for developing the content for enhancing English communication competency.

Andy et al (2010) conducted a study titled “Competency research on customer managers in china mobile telecommunications industry”. This research employed a questionnaire method to explore the competencies of customer managers in mobile telecom industry of China empirically and builds up a competency model which includes a critical competencies, definitions and
behavioural performance. Through investigating nearly 500 respondents of Jinan and Qingdao Company of China Mobile Group Shandong Co., Ltd. six competencies are identified which are customer service oriented, marketing skills, communication abilities, details oriented, learning abilities and social relations. The findings of the study listed the customer manager’s competencies for the reference to the HR practitioners and researchers. Analyzing those population variables, it was found that women pay more attention to customer service and details; with the increase of education they are better at learning marketing skills, and have broader social relations. The place of birth also influences the social relations; managers with long working time can serve customers better because of their high competency in customer service orientation. The results and findings in this research are helpful to customer managers of mobile telecom industry including recruitment and selection, training and development, performance management and career development planning.

Yi-Ching Pan (2010) conducted a study titled “Enhancing students’ communicative competency and test-taking skills through TOEIC preparatory materials”. The study was done with the objective of enhancing students’ English proficiency The study suggested that preparing students for international standardized tests such as TOEFL, TOEIC, and IELTS is often considered unethical because of concerns over the issues of narrowing the curriculum, overemphasizing test-strategy instruction and mechanical practice, neglecting high-order thinking skills, and causing test-wiseness. The prime aim of this study which concentrated to have a foundation in the meta-cognitively-based approach, was to offer teachers a variety of activities dealing with how to both teach the TOEIC listening and reading test interactively and to prepare the students for success.

Al- Mahrouai Abdullah (2010) conducted a study titled “Attitudes towards and Perceptions of Women Managers and Their Communication Competencies in the Sultanate of Oman”. This study was concerned on the under-representation of women in leadership positions in the Sultanate of Oman. In
particular, it focused on the attitudes of Omani people towards women as managers and the perceptions of these managers’ communication competencies. It also explored reasons for the under-representation of women in managerial positions. The study used a mixed-method approach that included both quantitative and qualitative methodologies to collect the data. The survey findings showed that, first the participants held both positive attitudes towards women in managerial positions and positive perceptions of women managers’ communication competencies. Second, gender was not found to have significant influence on either the attitudes or the perceptions of communication competencies. Prior experience with women managers, on the other hand, did have significant influence on participants’ perception of women managers’ communication competencies but not on the attitudes towards these managers. The findings also indicated that there was a weak correlation between attitudes towards women managers and the perceptions of their communication competences. Finally, the findings showed a significant relationship between satisfaction of working with women managers and attitudes towards women managers, while there was no relationship between attitudes and being overseas.

Kiymet Selvi (2010) has undertaken a study titled “Teachers’ Professional Competencies”. The aim of this study was to discuss and clarify the general framework of teachers’ competencies. The general framework regarding teacher competencies were explained in nine different dimensions as field competencies, research competencies, curriculum competencies, lifelong learning competencies, social-cultural competencies, emotional competencies, communication competencies, information and communication technologies competencies (ICT) and environmental competencies. Teachers’ competencies affect their values, behaviours, communication, aims and practices in school and also they support professional development and curricular studies. The findings of the study identified that the teachers’ competencies to improve the teaching-learning process in school was necessary and significant.
Woraporn limpornpugdee et al (2009) conducted a study “Communication Competence Factors as Moderators to the Relationship between User Participation and Information Quality”. The objective of this study was to find the factors that influence information quality of the system by utilizing participative decision-making theory and communication competence framework. Based on this framework, this study tested the effects of certain users’ characteristics on information quality. Results indicated that there was a positive correlation between user participation and information quality. Moderated regression analyses showed that users’ job experiences negatively moderated the relationship, while a component of communication competence modelling cognition—positively moderated it. The findings of this study have implications for selecting users to participate in information systems projects.

Thompson et al (2009) conducted a study titled “Building Collective Communication Competence in Interdisciplinary Research Teams”. This study used a grounded theory approach where the investigation addressed how an interdisciplinary research (IDR) team negotiates meaning and struggles to establish and sustain a sense of collective communication competence (CCC). The findings of the study showed that certain communication processes were foundational to building Collective communication competency, such as spending time together, practicing trust, discussing language differences, and engaging in team tasks. Demonstrating presence, engaging in reflexive and backstage communication, and shared laughter facilitated and often expedited Collective communication competency development. This study also revealed that sarcastic humor, unproductive debates on expertise, expressions of boredom, and jockeying for power challenges are deteriorating to collective communication competency.

Kenneth C. Gehrt (2009) conducted a study titled “Enhancing the communication competency of business undergraduates: a consumer socialization perspective”. This study explained how individuals acquire the necessary skills and knowledge to effectively participate in society as often accomplished through
Socialization Theory. This study investigated numerous socialization agents and their relationship with the communication competency of university business majors. Communication competency (reading, writing, and verbal) was measured via both a standardized skill test and self report. Exploratory analysis was conducted upon high and low communication competency groups that were identified via cluster analysis. The findings of the study indicated that the most important socialization agents were via personal interactions whereas the least important socialization agents were influencing via primarily electronic or media-based methods.

**Safranj Jelisaveta (2009)** conducted a study titled “Students’ communicative competence”. The aim of this research was to investigate self-perceived communicative competence (SPCC) of students of Engineering Management in General English and English for Specific Purposes (ESP). A longitudinal study was carried out starting with the first year students at the Faculty of Technical Sciences in Novi Sad and was repeated with the same sample of students during their second and third year of study. Participation was voluntary and took place during regular class time. The measure of communicative competence employed was the Self-perceived Communication Competence Scale.

The results of the study indicated that differences in SPCC between the years do exist. The SPCC gradually improved between the first, the second and the third year. The research was also motivated by gaining better overview of the teaching activity. An anonymous questionnaire provided many useful hints and ideas for further work and thus, the language teacher made a thorough analysis of the overall teaching procedure.

**Abdullah Conducted (2009)**, has undertaken a study titled “The impact of Communicative competency in the Arabic language: Communicative strategies”. The research aimed to measure the level of communicative competency among students, to relate the various variables selected with the level of communicative competency, to identify the obstructions faced by students while communicating in the Arabic language, and to identify the various communicative strategies used by
the students when having difficulties in communicating in Arabic language. It was a cross-sectional descriptive research using quantitative and qualitative approach when analyzing data. The findings of the study showed that the level of communicative competency was satisfactory. The highest level of communicative competence is the ability to describe oneself, family and society and the lowest level is the ability to communicate on current social issues. The communicative approach used by teachers in the teaching of the Arabic language showed a very significant relationship on communicative competency. The findings also showed the main obstructions for respondents communicating in Arabic are the problem of lack of the Arabic lexical. The respondents with a higher level of communicative competency in Arabic language reflect a higher percentage in using approximation strategy and circumlocution strategy. Model suggested - Model of Communication Strategies in the Arabic Language. It suggested that this study would make an impact on the pedagogical method used in the teaching and learning process of the Arabic language in Malaysia.

Sue De Wine (2009) conducted a study titled “Evaluation of organizational communication competency: The development of the communication training impact questionnaire”. This study assumed that as organizations devote more time and financial support to the development of training programmes, the field of organizational communication needs to meet the demand for applications of organizational theory to the work world. This research study brought out the development of an evaluation instrument designed to go beyond participants’ reactions to the training program, and assess the application of a specific skill to work tasks. The degree to which the participants perceive they have mastered the skill also is assessed. Data were collected on 267 participants in various communication training programmes. Strong internal reliability, validity tests and factor analysis indicated that the Communication Training Impact Questionnaire could be used to assess two of Kirkpatrick’s levels of training impact. The study which has given suggestions for using the instrument was discussed and implications for the field of organizational communication were presented.
Gregory Anne (2009) conducted a study titled “The competencies of senior communicators in the UK National Health Service”. This study presented the findings of original research into the competencies, or behavioural repertoires, of board-level communicators in the UK National Health Service (NHS). Eight core competencies specific to that group were discovered and these were presented along with the supporting behaviour sets. This study made attempts to compare and contrast these competencies with those of communicators in other public sector organizations and with a group drawn from the private sector. While the research found that there were a large number of similarities between the NHS and these other sectors, there are a number of significant differences. This study discussed these differences in depth and signified that communication practitioners aspiring to take on a board-level role in the NHS would need to learn these behaviours and enact them if they wish to be successful in their search for promotion. Similarly, board-level communicators who wish to equip their team with higher-level competencies in readiness for promotion to senior levels could also use the research as a blueprint for coaching and training. The paper concluded with recommendations for further research.

David H. Skuse (2009) conducted a study titled “Social Communication Competence and Functional Adaptation in a General Population of Children: Preliminary Evidence for Sex-by-Verbal IQ Differential Risk”. This study assumed that the proportion of schoolchildren with mild social communicative deficits far exceeds the number diagnosed with an autistic spectrum disorder and also focussed to ascertain both the population distribution of such deficits and their association with functional adaptation and cognitive ability in middle childhood. Social and Communication Disorders Checklist scores were continuously distributed in the general population. The analysis revealed that boys had mean scores 30% higher than girls. The study highlighted that social communicative deficits were associated with functional impairment at school, especially in domains of hyperactivity and conduct disorders. A sex-by-verbal IQ interaction effect occurred: verbal IQ was protective against social communication
impairments across the range of abilities in female subjects only. In male subjects, this protective effect did not exist for those with above-average verbal IQ.

Madlock, Paul (2008) conducted a study titled “Communication Competence, the Key to Leadership, Conflict Management, and Employee Job Satisfaction”. The purpose of the current study was to extend prior research by examining the relationship between a manager's leadership styles (task or relational), conflict management (non-confrontation, control, compromise, and collaboration), communication competence, and employee job satisfaction. Second, this study sought to advance communication research by examining the association between communication competence, leadership, and conflict management and employee job satisfaction. Participants were 245 full-time working adults from a variety of organizations in the Midwest. The findings indicated that the communication competence of managers served to be the greatest predictor of employee job satisfaction followed by relational leadership style and the conflict management behavior of collaboration. Further, communication competence was found to play a key role in determining employee job satisfaction. The study concludes with a discussion of the implications of the findings for practice and future research.

Melton, J.H (2008), conducted a study titled “Lost in translation: Professional communication competencies in global training contexts”. This study identified a case study of a global training team and focused on an important ability for professional communicators: collaborating with translators. The study confirmed the value of approaching translation as a collaborative recreation rather than mere information transfer and suggested the need to integrate translation with localization and to develop team rapport. It also highlighted that global educational and research partnerships are an ideal way to pursue intercultural communication goals and this can improve research methodology and challenge culturally based assumptions about translation-related communication roles and competencies.
Linda S. Henderson (2008) conducted a study titled “The impact of project managers' communication competencies: Validation and extension of a research model for virtuality, satisfaction, and productivity on project teams”. The present study assumed that Current research continues to establish the importance of communication in the management of projects. However, little was known about the behavioural aspects of project managers' communication competency, especially as they relate to crucial outcomes in virtual environments. The study reported on a survey-based research study of 564 respondents from the Chief Project Officer Web site that validates and extends a research model of project managers' competencies in decoding and encoding communication, the satisfaction and productivity of their team members, and the degree of virtuality present in the project. The findings indicated that the project managers' competencies in decoding and encoding communication significantly contribute to team member satisfaction and productivity. In addition, geographic dispersion plays an unexpected and significant role in how project managers' competency in decoding and encoding communication impacts team member satisfaction and productivity.

Joy Koesten (2007), conducted a study titled “Family communication patterns, sex of subject, and communication competence”. The results of the present study indicated that both family communication patterns and sex of subject influence the ability to enact certain communication skills in both same-sex friendships and romantic partnerships and those growing up in a strong conversation oriented family are more likely to report the ability to enact a greater number of interpersonal skills in both types of relationships. Implications and future research directions were also discussed in this study.

Douglas Altamiro Consolo (2006) conducted a study titled “On a (re)definition of oral language proficiency for EFL teachers: Perspectives and contributions from current research”. This study dealt with the issue of oral language proficiency of non-native English as foreign language (EFL) teachers (OLP-EFLT). It presented a theoretical review and findings from a large ongoing investigation that aimed at defining the language domains, the levels of language
analysis and the objective criteria to assess OLP-EFLT in such domain and within such levels of language. The study identified that the issue seems to require an investigation which includes the participation of teachers and graduating student-teachers in countries such as Brazil, where a large number of non-native EFL teachers work. The researcher discussed how the concepts of oral competence and proficiency relate to data collected in contexts of English language and literature undergraduate courses in Brazil (Letters courses) so as to advance the articulation of conceptual knowledge and existing views of OLP-EFLT in the professional field. Analysis of the data compared the characteristics of an ‘idealized’ competence and that which was realistically attained by students who graduate from Letters courses. The discussion was also focused on the experience of learning EFL at university and its contributions for OLP-EFLT.

**Barrett, D.J. (2006),** conducted a study “Leadership Communication among graduate students”. The present study used a questionnaire and collected a sample of 600 in simple random technique method. The results of the study indicated the developing communication competencies indispensable in classroom practice. This also suggested that students need to improve communication competency for decision making capacity as leaders.

**Frah Jennifer (2006)** conducted a study titled “Developing communicative competencies for a learning organization”. The purpose of this paper was to contribute to the developmental needs of managers operating in continuous change contexts. Special attention is drawn to communicative competences through the use of Kent and Taylor’s (2002) five principles of dialogic communication. A case study was used to illustrate the communicative challenges in creating a learning organization. The research used longitudinal case study methodology and specifically, participant observation, focus groups, and document analysis. Findings of the study suggested that existing management development literature needs to reconceptualise change communication as communication during change, rather than to communicate the change. In so doing attention was drawn to the power of communicative expectations and communicative competence. Successful
transformation to a learning organization is hampered by a misalignment of the employee’s communicative expectations and management delivery of change communication.

Sherry Anders et al (2005) conducted a study titled “Adult attachment style, interpersonal communication competence, and social support”. This study assumed Individuals with a more secure attachment style report having larger and more satisfying social support networks Individuals with a more anxious or a more avoidant attachment style, by contrast, report having smaller and less satisfying support networks The present study examined the role of interpersonal communication competence (ICC) as a possible mediator of the association between attachment and social support in a sample of college undergraduates. Strong support was found for the described model. The findings of the study revealed that global deficits in ICC could account for the smaller social support network sizes and lower levels of satisfaction among both more anxiously attached and more evidently attached individuals. In addition, subsequent analyses examining specific dimensions of ICC revealed that the lower support satisfaction among more anxious individuals could be uniquely accounted for by a lack of assertiveness in social interactions. For more avoidant attached individuals, smaller network sizes could be uniquely accounted for by lower levels of self-disclosure, and less support satisfaction could be uniquely accounted for by a lack of assertiveness in addition to lower levels of self-disclosure. The implications of these findings and suggestions for future research were discussed.

Caldwell et al (2005) conducted a study titled “Identification of strategic communication competencies for county extension educators: a Delphi study”. The purpose of this study was to identify strategic communication competencies for county Extension educators nationally as perceived by a panel of experts. The objective of the study was to obtain consensus regarding strategic communication competency statements for county Extension educators in the United States. The researcher used a modified Delphi Technique to identify the
competency items essential for county Extension educators to perform strategic communication functions. A purposive sample of twenty professionals familiar with Extension and communication served on the panel of experts. The analysis of the study indicated that there are four strategic communication competency areas including: research, strategy, tactics, and evaluation.

David A Griffith (2002) conducted a study titled, “The role of communication competencies in international business relationship development”. The study was aimed to assess effect of communication competency in international business relationship. The findings of the study revealed that in proactive management of communications, a firm can develop stronger international business relationships that facilitate the rapid response to market opportunities and challenges. This study also made suitable suggestions for further research.

Mary Jane Collier (2002) conducted a study titled “Cultural and intercultural communication competence: Current approaches and directions for future research”. This study overviewed several critical issues in cultural and intercultural communication inquiry including the need for clarity in conceptualizations of culture, intercultural communication, representational and statistical validity of constructs, consistency in ontological and epistemological assumptions, clarity in culture general or culture specific goals in the research endeavour, and appropriate discussion of implications and applications. The results of the study recommended four selected approaches to the study of various communication competencies in light of the issues they were ethnography of speaking approaches, behavioural skills approaches, cross cultural attitude approaches, and, finally, an approach schematizing cultural identity and competence.

Gary S. Neiman (2002) conducted a study titled “Changes in communication apprehension, satisfaction, and competence in foreign dialect and stuttering clients”. This study examined changes in predispositions
toward communication over the course of therapy. Results indicated that both foreign dialect and stuttering clients had significantly lower levels of communication apprehension and higher levels of communication competence after 3 1/2 months of their respective therapies; each client group also demonstrated significant improvements in the speech parameters upon which treatment focused. This study also focused discussion on the utility of using communication measures with clinical populations.

Cindy Akers et al (2001) conducted a study titled “High school agricultural communications competencies: A national Delphi study”. The rationale of this study was to identify competencies that should be achieved by high school students who complete courses in agricultural communications. The identification of the competencies came from industry leaders, high school agricultural education teachers, and agricultural Communications university faculty. The findings of the study signified that the mode responses that were drawn from the panel were determined that the competency should be introduced. The study strongly recommended introducing all the competencies at high school level in agricultural education in order to improve the communication competencies of the students.

Roberts et al (2001) conducted a study titled “relationship among willingness to listen, receiver apprehension, communication apprehension, communication competence, and dogmatism”. This study investigated whether subjects, 94 college students, vary in their willingness to listen (WTL) and whether this variable relates to dogmatism, receiver apprehension, Self-Perceived Communication Competence (SPCC), or communication apprehension. The results of the study indicated that the WTL scale was a reliable and valid measure of an individual's habitual propensity to listen. The findings also have been added that WTL to be positively related to communication skills and negatively related to receiver apprehension, sender-based communication apprehension, and dogmatism.
Naoki Kameda (2000) conducted a study titled “Communication competency of Japanese managers in Singapore”. This study assumed that these days of internationalization and electronic information, communication competency is truly required for global managers. Japanese global managers, however, are often criticized as lacking the power of expression. It is said that they are very poor at communicating with their foreign counterparts because they are not good at English. Is it really so? The discussion was focused on the author’s research on Japanese managers’ use of English as a means of business communication with local businesses in Singapore. The research was to see if the cause of their communication blunders is related to English or to fundamental differences in communication patterns. The results revealed that the author’s claim that their problem was not because of a lack of English grammar but was due to the lack of communication competency irrelevant to grammar. This study concluded that Japanese global managers should understand that English alone cannot be a panacea for communication blunders.

Kasch, Chris R (2000), conducted a study titled “Interpersonal competence and communication in the delivery of nursing care”. This study noted that, despite the importance generally attributed to communication in nursing, little systematic attention has been directed toward exploring the interface between communication and interpersonal competence in the delivery of nursing care. Primary factors that have tended to impede research were considered. Interpersonal competence was presented as a potential exemplar for guiding nursing communication research. This study suggested that research can be profitably aimed at understanding how the social-cognitive and communicative abilities of nurses interrelate with the socio-cultural context in health care to influence interpersonal competence. It also recommended that research directions include investigations of social-cognitive competence and functional-behavioral competence. The potential influence of the health care context on interpersonal behavior is discussed in terms of cultural influences on communication; roles, rules, and relationships; and the impact of the situation on interpersonal behavior.
Mark V. Redmond (2000) conducted a study titled “The relationship of intercultural communication competence with stress and the handling of stress as reported by international students”. This study focused upon the relationship of intercultural communication competence (ICC) with the amount of stress and the effectiveness of handling that stress as reported by international students attending a university in the Midwest United States. In this study the intercultural communication competency was defined as multidimensional concept consisting of communicating effectiveness, adaptation, social integration, language competency, knowledge of the host culture and social decentring. The analysis showed that reported communication effectiveness, adaptation and social integration were the best predictors of the reported effectiveness in handling stress. The relationships among the six components of ICC were analyzed in this context and variations in ICC and stress were examined on the basis of each participant’s native country or region.

Todd Imahori T, et al (2000) conducted a study titled “Relational model of intercultural communication competence”. This study examined a new theoretical conceptualization of intercultural communication competence. This was presented in an effort to incorporate these different approaches. Four axioms were developed regarding theoretical assumptions of intercultural communication competence based on a relational, interactive perspective of intercultural communication competence. Specifically, the new conceptualization calls for a need to integrate all three dimensions of competence. Intercultural communication competence is viewed as deriving from dynamic interactive processes of intercultural relationships and such competent intercultural interaction should lead to an effective relational outcome. This study signified that the new conceptualization emphasizes both appropriateness (skills-oriented interactive competence) and effectiveness. The analysis of the model explained the dynamic process of ICC competence in an intercultural relationship between a sojourner and host national. Based on this model, specific theorems were presented as research.
Allwright Richard (2000) conducted a study titled “Language Learning through Communication Practice”. This study assumed that communication has been accepted as an essential result of language teaching, but has been neglected as an essential component of the language teaching process. This study analysed that teaching comprehensively for communicative competence would cater to a large extent to developing linguistic competence, whereas teaching for linguistic competence would tend to cater very little to developing communicative skills. It also remarked that reorienting language teaching towards a major focus on communicative skills involves three basic elements, samples of the target language, guidance concerning the nature of the target language; and management or directed learning activities. These elements can all be brought together in communication practice.

3.4.1. Analysis and conclusion related to Studies on Communication Competencies

The details of the process and the results of studies related to Communication Competency identified by the investigator are given below.

The studies listed above have identified the importance of employee communication competency with respect to the students and employees overall growth to endorse them as a business leaders and business instructors. A positive correlation between user participation and information quality for communication competence was identified in this respect. The present studies made an attempt to point out the stumbling blocks of English Language Teaching and Developing English Communication Competency and to share the fruitful academic experience by using Instructional design content for enhancing English communication competency. 

The review has also been ascribed a necessary and significant general framework regarding teacher competencies in different dimensions to improve the teaching-learning process in schools. The investigators have observed that communication competencies improve public speaking, interpersonal
communication, group communication, interviewing, and self-confidence. They have made an attention that communication competency enhances students’ English proficiency to deal with a variety of activities specially listening and reading test interactively and to prepare the students for success.

Some studies highlighted that adolescents who stutter had significantly greater fears about speaking in Group Discussions and Interpersonal Conversations than they had about Public Speaking and talking during Meetings, when compared with adolescents who do not stutter and identified a gap between attitudes towards women managers and the perceptions of their communication competencies.

It was also found that sarcastic humor, unproductive debates of expertise, expressions of boredom, and jockeying for power, challenges are deteriorating Collective communication competency and identified communication apprehension, or fear of communicating, as a major factor which inhibits an individual’s willingness to communicate and his/her capability to develop effective communication competency.

Communications competencies are basic skills in improving the personality of an individual and it has meaningful applications in social settings relevant to students’ social flexibility, social composure, and articulateness was identified in some studies. Researchers have found that listening is the most critical factor in academic success. And deficiencies in listening were found to be the major determining factor of failure in the freshman year of college students.

Authors observed that communication competencies have strong impact to enact a greater number of interpersonal skills and teaching comprehensively for communicative competence would cater to a large extent to developing linguistic competence, whereas teaching for linguistic competence would tend to cater very little to developing communicative skills. Due to internationalization and electronic information, communication competency is truly required for global managers in order to foster the competency in global communication.
Some study found that despite the importance generally attributed to communication in nursing, little systematic attention has been directed toward exploring the interface between communication and interpersonal competence in the delivery of nursing care. The study identified that the highest level of communicative competence is the ability to describe oneself, family and society and the lowest level is the ability to communicate on current social issues. The value of approaching translation as a collaborative recreation rather than mere information transfer and the need to integrate translation with localization to develop team rapport through communication competency was indicated through the present review.

There is a growing need to design and develop an evaluation instrument to go beyond participants' reactions to the training program, and assess the application of a specific skill in communication competency was also put forward by the researchers. The women in managerial position were not found to have significant influence on either the attitudes or the perceptions of communication competencies. Attitudes towards women managers and the perceptions of their communication competences are found to be weak. Therefore the need to take measures to improve the competencies in communication was one of the significant findings of the present review. It was suggested that that existing management development literature needs to reconceptualise change in communication rather than to communicate the change. It was found that development of interactive teaching learning methods can be used in Instructional design for developing the content of English communication competency. Teachers’ communication competencies have to be improved as the teaching-learning process in school was necessary and significant in the era of competency based education as specially emphasised in the literature.

All the above detailed studies have aided the researchers in determining Communication competency as a major component to be developed among the
student at plus two level to foster an outstanding performance in both life and profession.

3.5.0 Final deduction from the related Studies

The above studies facilitated the investigator to deduct a number of points in the process of undertaking the research.

Firstly, the studies revealed the need for different business models to implement changes in the business curriculum to develop entrepreneurial spirit in the present and future business world.

Secondly, Studies assessed that due to a widely spread distrust in the signaling value of school grades, students require external, standardized aptitude to evaluate their performance and Business aptitude has the competence to lead individuals to achieve success in their business ventures has also brought forth.

Thirdly, the studies identified that leadership and communication would be appropriate in the process of intervention while developing selected business competencies related to business studies among plus two level students. The need to investigate the potential effectiveness of different leadership styles, competencies/behaviours to foster desirable changes as part of the learning and doing process of leadership was signified in the above studies and an attempt has been made to identify a designed model to encourage the heart to develop leadership competencies among students.

Investigators identified that communications competencies are basic skills in improving the personality of an individual and they have meaningful applications in social settings relevant to students’ social flexibility, public speaking, interpersonal communication, group communication, social composure, and articulateness.

Hence the investigator was able to locate the proper ground, framework, and methodology to proceed with the problem under study.