Emotional and Social Competency Display: a Motivational Model

Autoria: Alaíde Sipahi Dantas

The objective of this paper is to propose a model that explains the process through which emotionally and socially competent behaviors are displayed. To do this, this theoretical paper addresses the following question: what is the process by which a motivational pattern, resultant from the combination of the social motives achievement, power and affiliation, is expressed through emotionally and socially competent behavior?

The motivational model of emotional and social competence display integrates two previously unrelated theories of work motivation: the goal setting theory (Latham & Baldes, 1975; Locke & Latham, 1984; Locke, 2003) and McClelland's social motives theory (McClelland, 1976; McClelland, 1982, McClelland et al., 1989). Moreover, it advances research in the field of emotional and social competence. Motivational theories are mainly concerned with the reason why people behave the way they do. Implicit motives, more stable and difficult to change, are responsible for the behavioural tendencies. Explicit motives, less stable, incite cognitive decisions as goal setting. These two sources of behavioural selection and exhibition can allow a better understanding of the emotional and social competencies display. Studies have revealed that the efficacy of organizations and professionals is rooted in the emotional and social competencies (Spencer, 1997; Boyatzis et al., 2002; Goleman et al, 2002). According to those findings the emotional and social competencies explain considerable part of the variability of work outcomes.

Based on these premises this paper presents a model of emotional and social competencies display based on the three social motives affiliation, power and achievement. The model and its propositions derive mainly from the field of work-motivation and competencies. The basic idea of the model here proposed is that one's social and emotional goals will moderate the relationship between one's behavioral impulses/tendencies and the display of emotionally and socially competent behavior. The positivity of the relationship between behavioral impulses and emotional and social competencies is going to be considerably stronger when a person's behavioral impulse (e.g. expressing his/her provocative opinion during a research meeting) is channeled according to his/her social and emotional goals (e.g. questioning the social dynamics of the meetings while avoiding conflicts) than when the social and emotional goal is not taken into consideration. At the same time, the likelihood of emotionally and socially competent behavior display is reduced when the behavioral impulses (e.g. expressing his/her provocative opinion during a research meeting) are not channeled according to the emotional and social goals (e.g. speaking up what he/she thinks before considering the best way to avoid people blaming each other), thereby changing the direction of the relationship between behavioral impulse and emotionally and socially competent behavior from positive to negative.

Introduction

Competencies have a central position in the contemporary conception of workers' role inside organizations. Indeed, the current organizational discourse lies in the promise that through the display and development of individual competencies the workers are entailed to drive the organizations as well as themselves to success (du Gay et al., 1996). As a consequence, and despite the controversies that surround the meaning of the term competency (Collin, 1989; Woodruffe, 1993; Shipmmann et al., 2000), more and more organizations have employed efforts on competency modeling (du Gay et al., 1996; Mansfield, 1996; Shipmmann et al., 2000, Morgeson et al., 2004) and development (Woodruffe, 1993; McLagan, 1996; Haland & Tjora, 2006). A recent example of the strength of the reliance on the competency approach to the achievement of organizational and individual endeavors is the signature, in 1999, of the Declaration of Bologna; made by twenty nine Education Ministries from European Union countries. The courses designed under this declaration are based on a competency framework and all the colleges from European countries had until 2010 to adapt their curriculums to it.

However, as pointed by Woodruffe (1993), a crucial aspect to the development of competencies, is to understand the causes of behaviors. This makes necessary that a previous effort is made in order to understand what underlies the competencies display. Different definitions of competency, such as a) "an organism's capacity to interact effectively with its environment" (White, 1959, p.297), b) "the capacity to get in touch with the environment in a constructive way" (Ingalls, 1979, search pg.), c) "sets of behaviors that are instrumental in the delivery of desired results or outcomes" (Bartram et al., 2002, p.7) and d) "a set of related but different sets of behaviors organized around an underlying construct called intent" (Boyatzis, 2009), have two common denominators. They are primarily concerned with an organism's successful fit with the environment and what are the behaviors that allow that. Or, in other words, what are the behaviors people present that allow them to be effective. Both themes encompassed by the competencies definition point to a central challenge: to map and develop the behaviors that will be useful for the adaptation to the environment. If, as previously stated, the understanding of the display and the development of competencies is dependent on the comprehension of the causes of behaviors it is of primary concern to investigate what are the antecedents of the behaviors. This premise is the basis for the proposition made in this article of a motivational model of emotional and social competency display.

Previous to the model presentation, the first section of the paper will explore the competency movement. This construct has definitely entered the practitioner world and impacted the way organizations are managed (du Gay et al., 1996).

Moreover, the recognition that emotional and social competencies play an important role in the personal and organizational effectiveness widened the research agenda, previously concentrated on the technical competencies (Spencer, 1997; Boyatzis et al., 2002; Giardini & Frese, 2008). The section on competencies will explore the emotional and social competency approach to competencies, as the emotional and social competencies are also the focus of this paper.

The second section of the paper will concentrate on the role of motivations in driving people's behaviour and briefly discuss the main theories of work motivation. In the following sub-section, the discussion will be centred on the implicit and explicit motives that drive behaviours, specifically the three social motives theory (McClelland, 1989). The discussion around the competency movement and motivations will settle the terrain for the main aim of the paper that is the proposition of a motivational model of emotional and social competency display. Further, implications of the model for individuals and organizations will be explored. The limitations and an agenda for future research will be discussed in sequence. A final section of conclusion will end the paper.

Competency movement

In 1973, McClelland wrote Testing for Competencies rather than Intelligence which since then has had a growing impact on professional as well as public opinion, despite criticisms (Barret & Depinet, 1991). The main arguments presented by McClelland (1973) were: a) aptitude tests do not predict job success and b) competency-based testing, through search of effective behaviors, are better predictors of life outcomes. As a consequence, the author suggested that people should be tested for competencies rather than intelligence.

In an attempt to grasp what enabled professionals to be more effective, McClelland (1973) started to observe the behaviours that were considered to lead to outstanding performance, named competencies, in diverse fields of work. He was pioneer in suggesting that the observation of workers' behaviours would better show what differentiated the better performers from the regular ones. When approached by the U.S. State Department's Information Service, concerned with the fact that the aptitude tests the applicants were requested to take correlated negatively with performance, McClelland – through the observation of the information officers' behaviours - was able to show that competencies were more reliable for explaining the performance of workers (Spencer, 1997). Spencer (1997) echoed McClelland's ideas and pointed out that the competencies are better indicators of professional ability and that the competency movement has been responsible for promoting a better assessment of the best performers' competencies.

Competency modeling achieved even greater influence as the job-based approach to organizing and managing showed to be less suited to face the contemporary organizational challenges than the focus on individuals and their competencies (Lawler & Ledford, 1992; Lawler, 1994).

According to Lawler (1994) there are four main forces that push organizations towards a shift from the job-based approach to the competency-based approach: 1) the nature of the work, that is moving from mass production to differentiation through adaptability and focus on core competencies, 2) the global competition, that brought unpredictability to the organizational scenario, thus demanding that workers have a more active role by giving quicker answers and learning faster, 3) the organizational change, that has to be accomplished faster and counts on people's flexibility to do different things and in different ways, and 4) the organization structure, that became flatter and thus more dependent on people's self-management and accountability for their own performance. Such forces, and the changes they demanded, are coherent with the finding of Spencer (1997), according to whom professionals from the management field continuously insisted that there was something to be looked at regarding competencies such as "initiative" and "communication skills". Those competencies would be later characterized as components of the emotional and social competencies profile, developed by Boyatzis et al. (2002).

Studies developed by Spencer (1997), Boyatzis et al (2002) and Goleman, Boyatzis & McKee (2002) revealed that the characteristics of outstanding managers are in a different realm other than the one of cognition or technical expertise. According to those authors the emotional and social competencies can shed light over the phenomena that take place in organizations and explain considerable part of the variability of work outcomes. According to Goleman (1998), emotional competency is "a learned capability based on emotional intelligence that results in outstanding performance at work". Giardine & Frese (2008) define emotional competence as "an integrative term for skills that are concerned with the processing, regulation, and utilization of emotions at the workplace" (p. 155). For this paper, emotional and social competency will derive from Bartram et al (2002) definition of competency and Giardini & Frese (2008) definition of emotional competence. Thus, the definition of emotional and social

competency employed in this paper is the following: emotional and social behaviour that fosters work or life related outcomes considered to be effective by oneself and the context.

Indeed, Boyatzis, Stubbs & Taylor (2002) found out that the most effective performances in the management field are related to the ability of developing cognitive and emotional competencies and apply them in the organizations. "The three sets of competencies related to outstanding performance in management are: a) cognitive or intellectual ability, b) self-management or intrapersonal abilities, such as adaptability, and c) relationship management or interpersonal abilities, such as networking. What is called emotional and social competencies comprises the last two sets." (Boyatzis, Stubbs & Taylor, 2002, p.150)

Motivations

Motivation, as reminded by Steers et al. (2004), comes from the Latin *movere,* which means *"to move"* (Terence & Daniels, 2003). It is the topic concerned with what impels the behaviors. As proposed by Campbell and Pritchard (1976), motivation has to do with a set of independent/dependent variable relationships that explain the direction, amplitude, and persistence of an individual's behavior, holding constant the effects of aptitude, skill, and understanding of the task, and the constraints operating in the environment (1976, p. 63–130). The study of people's motivations, aimed to unveil the reasons of behaviors (McClelland, 1989; Mook, 1996), and specifically the field of work motivation is on the front stage of the search for the understanding of why people perform differently in organizations (Vroom & Deci, 1970; Steers et al, 2004; Latham, 2007).

According to Steers et al (2004) the theories that try to explain people's behaviors in organizations are classified by as pertaining to four main blocks: instinct, reinforcement, content and process theories. According to instinct theories behaviors are not result of rational processes, but instincts and unconscious motives (Terence & Daniels, 2003). To reinforcement theorists, behaviors resulted from the learning of the consequences of past, thus informing if a behavior should be repeated or avoided, as behaviorism (Porter et al., 2003; Steers et al, 2004). The content theories are concerned with the people's inner characteristics that may influence behavior at work place. The most representative theorists of this group of theories are, according to Steers et al (2004), Mayo, Maslow, Murray, McClelland and Herzberg. Last, the process theories "view behaviors as result, at least in part, of human decision processes" (Porter et al., 2003, p. 12, Steers, 2004). According to Steers et al (2004), a series of cognitive theories are central to the "process theory genre" (2004, p.381), those are: equity theory, expectancy theory and goal-setting theory.

Implicit Motives and Explicit Motives

Implicit and explicit motives are also named, respectively, as unconscious and self-reported motives (McClelland, 1989) and they are "two independent motivational systems" (King, 1995; p. 986). King (1995) applied, on a sample of one hundred and one participants, three different measures of the implicit motives (Thematic Apperceptive Test (TAT), autobiographical memories, and three wishes) and three measures of explicit motives (personal strivings, the Personality Research Form and self-ratings). Her findings corroborated the discriminant validity between the measures of implicit motives and the measures of explicit motives (King, 1995). Therefore, it was concluded that implicit and explicit motives both drive, direct and select behavior, however in different ways.

Implicit motives are considered to "lead to affective preferences and implicit behavioral impulses" (Kehr, 2004, p. 480). According to King (1995), they "are more primitive, more automatic, and more intimately tied to emotion" (p. 986). The explicit motives are "particularly influential in determining cognitive choices" (Kehr, 2004, p. 481) and largely conscious and culturally determined (King, 1995). While implicit motives are considered more stable and are associated to long term behavioral trends the explicit motives are the reasons people attach to their behaviors and are associated to goals setting (McClelland et al, 1989). In McClelland et al. (1989) words, "implicit motives predict spontaneous behavioral trends over time, whereas self-attributed motives predict immediate specific responses to specific situations or choice behavior" (1989, 691). McClelland´s three social motives theory is composed of the following motives: achievement (to do something better), power (to have an impact) and affiliation (to have friendly relationships). The implicit motives are named need(n) motives while the explicit motives, which also encompasses the same three motives previously cited, are named self-attributed(san) motives.

According to McClelland (1989), the understanding of long term behaviors demands to go beyond the objectives stated by the individuals and to grasp the stable motives (the unconscious motives) that drive persistent behaviors. The persistent behaviors are, according to McClelland (1989), less influenced by the other determinants of behavior, which are: explicit motives, abilities or technical and cognitive skills (McClelland, 1989).

However, as would be latter demonstrated by Locke (2003), the conscious setting of a goal, verbalized through a self-attributed motive, is also an important determinant of behaviors and has a great positive impact on the performance of individuals. McClelland et al (1989) in fact pointed out that "self-attributed motives, plans, goals, are needed to show the direction in which the achievement motive will turn" (1989, p. 693). As cited by McClelland et al. (1989) in order to corroborate their argument,

> "An early illustration of this point was provided in a study by French and Lesser (1964), in which they determined whether college women were oriented toward a career or toward a traditional role as a wife and a mother. They found that n Achievement in career-oriented women was significantly associated with doing better at an academic task like anagrams, but not with doing better at social task that involved listing the number of different ways to in which they could make friends if they moved into a new community. In contrast, among the women oriented toward the traditional women´s role, those with higher n Achievement performed better at the social task of how to make friends, but did not perform better at the anagrams task. Self-attributed motives or purposes defined the type of task at which a women high in n achievement would do better." (p. 693)

As a consequence, it can be said that despite being two independent motivational systems, the implicit and explicit motives are in constant interaction. In fact, King (1995) and Kehr (2004) pointed out that a lack of congruency between the implicit and the explicit motives generates personal conflicts and compromises well-being.

The Motivational Model of Emotional and Social Competency Display

In this section I present the motivational model of emotional and social competencies display. As previously pointed out, one of the main current personal as well as organizational concerns is the development of competencies. Since that development depends on the understanding of what motivates behaviours I embarked on a journey for pointing out the antecedents of the emotional and social competencies display. As proposed by McClelland (1989), a primary step for the understanding of competencies is the grasping of their underlying unconscious

motives. Locke & Latham (2004) later echoed that idea by suggesting that theories of work motivation should direct its efforts to understanding the role of subconscious motives on people's action. However, it is important to keep in mind that the same cognitive theories that have been dominating the field of work motivation theories for the last three decades, relegating almost to forgetting the unconscious motives, have also made unquestionable contributions to the field of motivation. Amongst those contributions is the finding that goal setting influences the direction, amplitude, and persistence of people's behavior (Locke, 2003). That is why the model of emotional and social competencies display outlined in this paper also contemplates the role of goal-setting in the process. Indeed, the model proposed suggests that emotional and social goals moderate the relationship between the behavioral impulses, related to the unconscious motives, and the display of emotionally and socially competent behaviors. However, as the goals settled by people are partially conditioned by their perceived abilities (Bandura, 1982; McClelland, 1985; Kehr, 2004) the model also contemplates this variable. Finally, the role of the environment, or the context, has a central relevance in the model to be further explained. As discussed by Sandberg (2000) it is not possible to talk about human action without considering the influences the context exerts upon it and vice-versa. Competencies are not static elements that a person possess and can take from his/her pocket and apply equally in different circumstances. They are more like ingredients that will be needed to be mixed together in different orders and amounts depending on the demands, possibilities and constrains of the context in order to lead to the expected outcome. One of the critics of Sandberg (2000) to the rationalistic models of competencies, based entirely in the individuals or in the task, is the fact that it assumes that competencies are know how that either the individual possess or the job description demands. These approaches do not take into consideration that the contexts, individuals, jobs and organizations are in constant interface. As a consequence, "attributes used in accomplishing work are not primarily context-free but are situational, or context-dependent" (Sandberg, 2000, p.12).

The graphical representation of the model and preliminary explanations
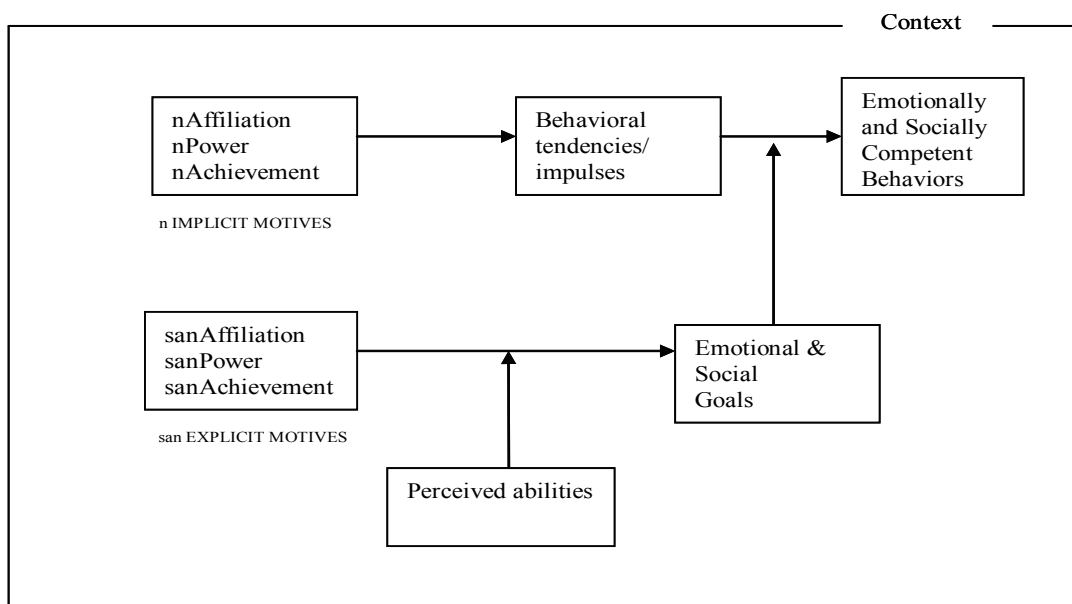

Figure 1

McClelland & Boyatzis (1982) and McClelland & Burnham (1976) found out that effective leaders present a balance between different kinds of motivations. The motives investigated were need for power, need for achievement and need for affiliation. As reminded by Yukl and Van Fleet (1989), McClelland and Boyatzis found out that "effective leaders in large, hierarchical organizations need to have a socialized power orientation (i.e., a strong need for power combined with high emotional maturity), a moderately strong need for achievement, and a relatively weak need for affiliation" (p. 151). Since behaviours – and not motives – can be observable in daily activities it is reasonable to propose that optimal motive patterns are expressed through the display of certain competencies. Thus, it is expect that those effective leaders from large, hierarchical organizations, studied by McClelland & Boyatzis (1982) will behaviorally reflect their motivational pattern through a set of competencies, amongst which are the emotional and social competencies.

As a consequence, a question that rises from McClelland & Boyatzis (1982) finding of a leader optimal motivational pattern from large, hierarchical organizations is: what is the process through which a motivational pattern, resultant from the combination of the motives achievement, power and affiliation, is expressed in form of emotionally and socially competent behavior?

The motivational model of emotional and social display addresses this question. Following the literature previously discussed, the proposals that will be further developed defend that the implicit motives lead to the behavioral impulses, while the explicit motives, moderated by the perceived abilities, result on the definition of goals. Moreover, it will be discussed that it is the interaction between the behavioral impulses with the social and emotional goals people set to themselves that will determine the emotional and social competencies that people will display. Finally, the context, here understood as the kind of industry, the organization, the job, hierarchical position in the organization, other people, as well as one's interpretation of the situations in which he/she is immersed, also plays a central role in the model. It influences people's behaviors – in this specific model – through the settling of the emotional and social goals as well as it helps to inform what "should be" the moderating role of such goals in relation to the behavioral impulses. Furthermore, it is the context that will emit a final judgement about the effectiveness of the emotional and social behavior of each person in each context.

How do the components of the model relate to each other?

Implicit and explicit motives are two independent systems and are related to different facets of the person (McClelland et al., 1989; King, 1995; Kehr, 2004). McClelland (1987), through his investigations about unconscious and conscious/self-attributed motives found out that the formers are stronger in determining "long term trends in behavior" (1987, p.6) while the later are the reasons people attach to their behaviors and are associated to goal-setting (McClelland, 1989). These different needs (achievement, power and affiliation) are related to different behavioral trends. For instance, a professional with high need for affiliation may find himself / herself avoiding to giving an honest feedback to an employee because fears this will compromise his/her need for maintaining a friendly relationship with that person. A professional who has a stronger achievement need would probably feel more comfortable to give the feedback, as he/she would see it as an opportunity to improve quality standards. These unconscious needs are associated with behavioral impulses and affective preferences and tend to be repeated over time.

On the other hand, the conscious/self-attributed motives, named as self-attributed (san) needs for power, affiliation and achievement are influential on the process of cognitive decisions

and goals setting as they are related to explicit action tendencies and cognitive preferences. To illustrate the difference between explicit power motive and an implicit power motive Kehr (2004) gives the following example: "people with an explicit power motive (who highly esteem power and influence) may aim for influential positions with power and prestige. In contrast, people with an implicit power motive seek intrinsic experiences having impact, but not necessarily influential positions" (Kehr, 2004, p. 482). From the above discussion I derive the subsequent propositions:

> ***Proposition 1:*** A person's implicit motives pattern will lead to specific behavioral impulses.

> ***Proposition 2:*** A person's explicit motives pattern will influence the emotional and social goals he/she sets to himself/herself.

As recommended by Locke & Latham (2004), theories of work motivation should direct its efforts on understanding the role of subconscious motives on people's action. At the same time, a number of theoretical and empirical studies based on the cognitive theories of work motivation (Latham & Baldes, 1975; Locke & Latham, 1984; Locke, 2003) have shown that when goals are settled people have a better chance of accomplishing their objectives. Both own objectives as well as the objectives defined by others (e.g. organizational objectives). The importance of goal setting lies on the findings that clear goals as far as seen to be feasible to be accomplished, boosts performance (Locke, 2003). However, while the implicit motives directly influence the behavioral impulses/tendencies of people (McClelland, 1985), the process that drives people from their self-attributed/explicit motives to the setting of goals is moderated by perceived abilities. According to Bandura (1982) perceived ability is one's judgement of his/her capabilities and it determines the goals people set to themselves. Judgements of self-efficacy, according to Bandura (1982), also determine the level of effort and persistence people will demonstrate when facing obstacles. Kehr (2004) proposed that perceived abilities alone do not determine one's behavior but in combination with one's explicit motives it leads to task choice and goal setting. I thus propose that:

> ***Proposition 3:*** Perceived abilities moderates the relationship between explicit motives and goal setting.

One of the sources of a person internal conflict and compromised well-being is the lack of congruence between implicit and explicit motives (Kehr, 2004). In other words, if a person's implicit motive is to build more relationships during a research trip (*n* affiliation motive) while his/her explicit motive is to advance his/her academic writings (*san* achievement motive) this may lead to internal conflicts. As the person will struggle two opposite drives. In these situations of lack of congruency between those two types of motives Kehr (2004) proposed that a volitional regulation mechanism takes place in order to address that incongruence. Following research that suggests that cognitive preferences usually over-rides behavioral preferences, Kehr (2004) suggested that the volitional mechanism works by enhancing explicit action tendencies while also suppressing implicit behavioral impulses. In the motivational model of emotional and social competence display here presented the knowledge about moderating variables is used to explain how the social and emotional goals

people set to themselves may channel people's own behavioral impulses, thus informing how a person should behave in order to display an emotionally and socially competent behavior. Thus, it advances Kehr's volitional mechanism by proposing that emotional and social goals that people set to themselves can lead behavioral impulses through their channeling instead of purely suppression. A moderator is a variable, that can be either qualitative or quantitative, that influences the direction and/or the strength of the relationship between an independent and a dependent variable (Baron & Kenny, 1986). Thus, I propose:

> **Proposition 4:** The positivity of the relationship between behavioral impulses and emotional and social competencies is going to be considerably stronger when the behavioral impulses are channeled according to the emotional and social goals.

> **Proposition 5:** The non-channeling of behavioral impulses accordingly to the emotional and social goals reduces the likelihood of emotionally and socially competent behavior, thereby changing the direction of the relationship between behavioral impulse and emotionally and socially competent behavior from positive to negative.

One of the main concerns around the subject of competencies is that the context is determinant of the behaviors and, therefore, of the competencies suited for different situations. Furthermore, competencies are classified, besides its nature (e.g empathy or conflict management), in terms of complexity and frequency of display (Spencer & Spencer, 1993). Therefore, it can be derived that different situations will demand different levels of competency's complexity as well as types and combinations of competencies in order to effectively respond to those situations.

As pointed out by Sandberg (2000), rationalistic approaches to competency are context free. They focus its analyses on the worker or on the work but not on the interaction of these two dimensions with the context. In order to address this gap the author did a qualitative research in a car industry to identify what is competency for the professionals who are responsible for the engine optimization process. Sandberg (2000) found out that workers of the same activity in the same industry could be characterized by three different ways of conceiving their work: optimizing separate qualities (conception 1), optimizing interacting qualities (conception 2) and optimizing from the customers´ perspective (conception 3). The author found out that the way the workers conceived their work changed the competencies profile they displayed, what made Sandberg (2000) asserts that the conception of the work is the competency itself. As a consequence, it is fundamental to recognize the role of context, may it be organizational, cultural, temporal, a matter of different hierarchies and, maybe more importantly, the interpretation people make of those contextual variables, on the selection and display of certain emotional and social competencies. Thus, I derive the following proposition:

> **Proposition 6:** Emotionally and socially competent behavior displayed by people will be conditioned by the context people are in and the interpretation they make of it.

Implications for Individuals and Organizations

In a world increasingly complex and competitive, individuals as well as organizations face the constant challenge of adaptation. Adaptation can be also understood as survival. Workers that can adapt and cope with different working demands that range from learning to do business with people from different cultures to coping with the tensions that arise from the relationships inside organizations not only have a better chance of working more competently but also living better. From the organizational perspective, the challenge of attracting and retaining talents as well as motivating workers while stimulating collaboration and safe degrees of competition, amongst other challenges, are part of the equation to survival and workers' satisfaction. One element that is common to most of the individual as well as organizational challenges is the interrelationships between people, thus making the emotional and social competencies a fundamental variable. The challenges usually involve people relating to other people, be it the colleague beside the desk, the client at the other side of the telephone, the boss in the weekly meeting, the human resource trainer, the decisions of the head of the department or your research partner, it is all about people and the way we relate to each other. As a consequence, it is time to focus on how we can be prepared and prepare others to interacting in a more emotionally and socially competent way. Indeed, business schools in Europe (e.g. INSEAD and its MBA courses about the Art of Communication) and also medicine schools in the United States (e.g. courses of Narrative Medicine) are already including in their curriculum, in different areas of training and knowledge, the learning of the soft skills that were until recently considered less relevant than the technical skills. These changes in curriculum, as the Bologna agreement cited at the introduction of this paper, can be attributed in great part to the demands of organizations which have been pointing out the need for professionals that are emotionally and socially competent.

The model of emotional and social competence display here presented aims the following: 1) to contribute to the understanding of the process the lead to the display of emotionally and socially competent behavior, 2) support learning and training efforts by helping others to clarify the antecedents of their emotionally and socially competent behaviors and 3) provide a testable model of the process that leads to the display of emotional and social competent behavior.

Limitations and Suggestion for Further Research

The two main limitations of the model here proposed are the following: 1) it was not made explicit how the context interacts with the other components of the model, despite the stated relevance of the context in the process that leads to emotional and social competence display. Therefore, future advancements in the model should be more explicit on how the context is directly ingrained in the different components of the model and 2) probably a more diverse literature review could have been used to support some of the propositions of the model. Despite the fact that this model aims to address a gap in the literature of emotional and social competencies by addressing the process through which those competencies are displayed, literature from other fields could be used to support some of the arguments put forward by this model.

One of the discussions in the field of research in management is the need to develop valid and reliable measurement instruments that would allow the testing of the relationships between constructs proposed in the conceptual models. On the one hand, the motivational model of social and emotional competence display aims to give a step towards the measurement of the process that leads to emotional and social competent behavior. In this sense, this paper advances research in the area by drawing a measurable model of emotional and social

competence display and its antecedents. On the other hand, in another front, much has been discussed about the need to approach the management field as a social field (e.g. sociology) instead of a natural field (e.g. mathematics). Following this line of reasoning, it is naïve to believe that human interaction can be genuinely grasped through static measurement instruments. They may be able to picture specific situations and corresponding people's interactions, but never grasp them in motion (as complex and fluid as they are in real). Thus, from a more constructionist approach to social reality, the model of emotional and social competence display here presented aims to suggest a way to comprehend a process. The process through which we daily engage our unconsciousness and our consciousness, our contexts, our behavioral impulses and social and emotional goals leading to more or less emotionally and socially competent behavior.

Conclusion

The motivational model of emotional and social competence display integrates two previously unrelated theories of work motivation: the goal setting theory and the unconscious motives theory. Moreover, it advances research in the field of emotional and social competence by proposing a process through which emotionally and socially competent behaviors are manifested. The basic idea of the model here proposed is that one's social and emotional goals will moderate the relationship between one's behavioral impulses/tendencies and the display of emotionally and socially competent behavior. The positivity of the relationship between behavioral impulses and emotional and social competencies is going to be considerably stronger when a person's behavioral impulse (e.g. expressing his/her provocative opinion during a research meeting) is channeled according to the his/her social and emotional goal (e.g. questioning the social dynamics of the meetings while avoiding conflicts) than when the social and emotional goal is not taken into consideration. At the same time, the likelihood of emotionally and socially competent behavior display is reduced when the behavioral impulses (e.g. expressing his/her provocative opinion during a research meeting) are not channeled according to the emotional and social goal (e.g. speaking up what he/she thinks before considering the best way to avoid people blaming each other), thereby changing the direction of the relationship between behavioral impulse and emotionally and socially competent behavior from positive to negative.

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