

LESSON-3

ENTREPRENEURIAL COMPETENCIES, MOTIVATION, PERFORMANCE AND REWARDS

Dr. Jyotsna Sethi, Dr Anand Saxena

STRUCTURE

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Entrepreneurial Competencies
 - 3.2.1 Competencies Identified By EDI
 - 3.2.2 Developing Competencies
- 3.3 Entrepreneurial Motivation
 - 3.3.1 Needs Framework Of Entrepreneurial Motivation
 - 3.3.2 Manifest Needs Theory
- 3.4 Entrepreneurial Performance And Rewards
 - 3.4.1 Entrepreneurial Performance
 - 3.4.2 Entrepreneurial Rewards
- 3.5 Summary
- 3.6 Glossary
- 3.7 Self Assessment Questions
- 3.8 Further Readings

3.0 INTRODUCTION

You are already aware of the roles and functions that the entrepreneurs play in relation to the process of economic development and in relation to the enterprise.

Every role has a skill and competency requirement. For a teacher or a performing artist, for example, it is the skill to communicate that plays a decisive role in their effectiveness besides, of course, their knowledge. For a craftsman or an artist, it is the creativity and skill in the chosen craft. Talking about entrepreneurship, you need to have a knack for spotting business opportunities and creativity and innovation in developing and delivering a product or service.

It is hoped that after reading this chapter you will actually see the potential of a career in entrepreneurship, and experience a desire to start a venture of your own. At the same time there might be certain inhibitions in your mind whether such a task is feasible, practical and sustainable. For every task one needs certain competencies. In this chapter you would learn in detail about the entrepreneurial competencies. Whereas competencies reinforce a person's perception of feasibility of a career option, there also has to be the will and urge, a 'perception of the desirability.' Is it not paradoxical that

entrepreneurship has a key role to play in economic development, yet there are very few who ever think of it as a career option? And, it is not that they may be lacking in skills. What one often finds is the lack of motivation! Competencies equip you with the knowledge of how to do ('know-how') of entrepreneurial behaviour and motivation provides answers to why to do ('know-why') of entrepreneurial behaviour. You would also be learning about why people opt for entrepreneurship. The question of 'why entrepreneurship' is also linked to reward expectations, be these financial, social status or psychological satisfaction. In case of entrepreneurship, successful performance of the venture itself becomes a reward for the entrepreneur.

3.1 OBJECTIVES

After reading the lesson you would be able to:

- Describe the entrepreneurial competencies and evaluate how you fare on these.
- Describe what motivates an entrepreneur and develop your motivation to be an entrepreneur
- Develop a measure of entrepreneurial performance
- Distinguish between financial and non-financial rewards of entrepreneurship

3.2 ENTREPRENEURIAL COMPETENCIES

As noted in the introduction, every career draws on the competencies of an individual. Some of these competencies may be general and some peculiar to the chosen career. You may understand competencies to mean abilities and skills. However, we would desist from calling these as personality traits as such a conceptualization only reinforces the mistaken belief that entrepreneurs are born rather than made. We believe that recognition of these competencies as abilities and skills makes entrepreneurship as a teachable and learnable behaviour. In this section we orient you towards a set of entrepreneurial competencies developed by the Entrepreneurship Development Institute of India (EDI) Ahemdabad. These competencies were identified by a thorough research procedure based on critical analysis of the case studies of the successful entrepreneurs. We also annex a questionnaire that you can use to evaluate your score on each of these competencies. We would also suggest how you might improve on your scores.

3.2.1 ENTREPRENEURIAL COMPETENCIES IDENTIFIED BY THE EDI

- (i) **Initiative**- acting out of choice rather than compulsion, taking the lead rather than waiting for others to start.

- (ii) **Sees and Acts on Opportunities-** A mindset where one is trained to look for business opportunities from everyday experiences. Recall ‘oranges’ example.
- (iii) **Persistence-** A ‘never say die’ attitude, not giving up easily, striving **Information seeking** continuously until success is achieved.
- (iv) **Knowing-** Knowing who knows, consulting experts, reading relevant material and an overall openness to ideas and information.
- (v) **Concern for High Quality of Work-** Attention to details and observance of established standards and norms.
- (vi) **Commitment to Work Contract-** Taking personal pains to complete a task as scheduled.
- (vii) **Efficiency Orientation-** Concern for conservation of time, money and effort.
- (viii) **Systematic Planning-** Breaking up the complex whole into parts, close examination of the parts and inferring about the whole; e.g. simultaneously attending to production, marketing and financial aspects (parts) of the overall business strategy (the whole).
- (ix) **Problem solving-** Observing the symptoms, diagnosing and curing.
- (x) **Self-confidence-** Not being afraid of the risks associated with business and relying on one’s capabilities to successfully manage these.
- (xi) **Assertiveness-** Conveying emphatically one’s vision and convincing others of its value.
- (xii) **Persuasion-** Eliciting support of others in the venture.
- (xiii) **Use of Influence Strategies-** Providing leadership.
- (xiv) **Monitoring-** Ensuring the progress of the venture as planned.
- (xv) **Concern for Employee Welfare-** Believing in employee well being as the key to competitiveness and success and initiating programmes of employee welfare.

The self-administered questionnaire in the annexure to this chapter would help you measure where you stand on these competencies. Given that these competencies matter in entrepreneurial success. EDI estimates that development of these competencies can substantially (as much as 33%) bring down incidence of business failures/industrial sickness.

3.2.2 DEVELOPING COMPETENCIES

‘Awareness,’ they say, is the first step towards ‘improvement’ and ‘success.’ Now that you are aware of the critical competencies for entrepreneurial success and also have a measure of your scores on these, it is appropriate that you also think in terms of how to improve your scores. Suppose, you find yourself lacking in the competency- ‘opportunity spotting,’ you may start practicing to think like an entrepreneur (See Box entitled ‘Thinking like an Entrepreneur’). With just a little change in perspective, the world changes for you. Similarly you may work on the other competencies as well.

Thinking Like an Entrepreneur

On a trip down south, at Nagpur you marvel at the size of the oranges and the price at which they are available. You buy in dozens and consume these merrily en route. This is consumer's mindset.

On the contrary, an entrepreneurially thinking individual, he may buy and enjoy the oranges as well, would also start thinking what if I arrange for their transportation and sale at my place... if volume-weight factor and perishability is the constraint how about packaged orange juice... where would the technology come from, Italy? Would Indians like to consume packaged juices when by the roadside they can get fresh juice? ... Exports? Which are the countries that could serve as the potential market? What would be their quality expectations? ...

The role of Prior Work Experience

Project work, summer training as well as prior work experience hone the entrepreneurial competencies. Whichever area you might decide upon to start a venture be it a school, restaurant, garments, courier service, interior decoration etc. along with the educational qualifications, if any, you need to acquire practical experience in that field. For it is while you get on the job training/experience that you familiarise your self with all aspects of the venture. You can learn as to how to handle customers, suppliers, and government officials, financiers. You will also be able to acquaint yourself with the nitty-gritty's of the production process, bottlenecks like power disruptions, delay or non-availability of raw materials and a host of other things. Day to day dealings of the various facets of business will equip you to handle your own venture deftly, with confidence and with minimal of costly mistakes.

Key words

Competencies- educational qualifications [MBA, MBBS, B.ED, MCA etc] experience, communication skills, self-confidence, patience, social skills, eye for colour and detail, artistic ability, cookery expertise

Check your progress

You have learnt about various competencies. Please identify 3-4 most important competencies for the following careers/ventures

Teacher-----

Software Specialist-----

Madhubani Painter-----

Restaurant Owner-----

Interior Decorator-----

3.3 ENTREPRENEURIAL MOTIVATION

It should be interesting for you to know that the word ‘motivation’ has its origin in the Latin word ‘*movere*,’ meaning "to move." Psychologically, it means an inner or environmental stimulus to action, forces or the factors that are responsible for initiation, sustaining (and restraining/abstaining from) behaviour.

You will be amazed to learn that different people engage in the same behaviour for different reasons (see the Box entitled, ‘Different Reasons’), that there may, in fact, be more than a reason, a constellation of various influences, and, that the reasons for continuing the same behaviour may be different from the ones that triggered it off at the first place. In other words, motivations may be diverse, multiple and dynamic.

Different Reasons

Three people ran a marathon along with hundreds of others - None of them won the race. Does that mean that these three people were Losers? Not at all! Each went into the races with different objectives. The first ran the race to test his endurance- he came out better than his expectation. The second wanted to improve on his previous performances, he did. The third person had never run a race- his objective was to complete the race & he did. Each of these three entered the race with different objectives; they all met them, and they were all winners, regardless of who won the medal.

Thus, ‘motives’ may be different and so be the perception of success. A person may work hard and long for money, the other may just be happy with a word of appreciation!

Check Your Progress

List 4-5 factors that motivate you to be on your own. Can you think of some restraining factors as well?

3.3.1 NEEDS FRAMEWORK OF ENTREPRENEURIAL MOTIVATION

In common perception, entrepreneurs are after money and they engage in profit making. True, profit- as understood in terms of the residual income of the owner after meeting all the expenses incurred on the engagement and utilisation of other factors of production-is the reward of entrepreneurship just as salary is to men and women in employment and professional fees is to those in profession. So everybody works for money. But people certainly don't work for money alone. After all, money is required not for its own sake, but for the sake of the needs of the person that it can fulfill. Money, thus, is not the need as such. It is teleological (to put it more simply, distantly) related to the internally felt needs (such as need for food) and socially acquired needs (such as status symbols). This leads us to the needs framework of studying entrepreneurial motivation. This framework serves the important purpose of enabling us to understand **what motivates an entrepreneur**. There are various variants of the needs framework, such as the Need Hierarchy Theory propounded by Maslow, Two-Factor Theory given by Herzberg and Three-Factor/ERG Theory formulated by Alderfer. * We would, however, be referring to here much celebrated framework of 'manifest' needs given by McClelland who may be regarded as the father of the study of entrepreneurial motivation. The prefix 'manifest' suggests that you can easily perceive or observe these needs from the behaviour of the individual. As such 'manifest' needs framework relates directly to what the entrepreneurs do and how they do it. Take for example the risk-taking and innovative behaviour of entrepreneurs that imply an individual's desire to undertake challenging tasks, pursuit of excellence and competitiveness. All these observable behaviours are summarised in 'Need for Achievement' or N-Ach. In the manifest needs framework.

3.3.2 MANIFEST NEEDS THEORY

McClelland identified three types of manifest needs, namely, Need for Achievement (N-Ach.), Need for Power (N-Pow) and Need for Affiliation (N-Aff.). However, it is the N-Ach. That finds the pride of its place in entrepreneurship literature, so much so that achievement motivation is considered synonymous to entrepreneurial motivation. We would be describing N-Ach. In greater detail after having discussed N-pow. and N-Aff.

- **Need for Power (N-Pow.):** If a man "speculates about who is boss", he has a concern for power, notes McClelland. Need for power, in effect, is the "concern for influencing people" or the behaviour of others for moving in the chosen direction and attaining the envisioned objectives. In common perception, politicians, social-religious leaders Chief Executive Officers

* Should you feel interested in knowing more about these theories ask your teacher or Read Chapter on Motivation in any Management or Organisational Behaviour book available in your library.

(CEOs), Government Bureaucrats/Civil Servants typify the need for power. Such a perception seems more based on the belief that the source of power lies in the “position” a person occupies in organizational/societal context. In the same vein, business ownership too may imply a need for power. Moreover, you would appreciate that the process of founding a business, one has to win the commitment of capital providers, suppliers of equipment and materials, the employees and that of the customers. Link this aspect of entrepreneurial motivation to the competencies related to Assertiveness, Persuasion and Influence Strategies.

- **Need for Affiliation:** If a man “readily thinks about interpersonal relationships”, he has a concern for affiliation, wrote McClelland. It implies, among other things, “a tendency of the people to conform to the wishes and norms of those whom they value.” Apparently, social activists, environmentalists, teachers, and doctors and nurses may seem as predominantly driven by these needs. Entrepreneurs are believed to be low on affiliation, as they are and expected to be, innovative, trendsetters and tradition breakers. However, it is not necessary that affiliation should only interfere with achievement. In certain cultures, family comprises the bedrock on which the successful careers are built. One works, as if, not for personal gratification but for family. Desire to carry on the tradition of business in the family and the community to which one belongs, may be interpreted as reflecting need for affiliation as well. In the countries with the colonial past, such as ours, the first generation of entrepreneurs in Independent India was driven by patriotic fervor and the desire to rebuild the economy left stagnated by the alien rulers. One can certainly trace some elements of affiliation in such instances. Moreover, some industries are particularly suitable for person with high need for affiliation and having distinct competencies in Empathy and Concern for Employees.
- **Need for Achievement:** Entrepreneurial behaviour is so much singularly attributed to this need that one may just stop short of taking entrepreneurial motivation and achievement motivation as synonymous. N-ach. Concerns issues of excellence, competition, challenging goals and overcoming difficulties. A complete achievement sequence would comprise, “... defining the problem, wanting to solve it, thinking of means to solving it, thinking of difficulties that get in the way of solving it (either in one’s self or in the environment), thinking of people who might help in solving it, and anticipating what would happen if one succeeded or failed.”

Check Your Progress

Identify the competencies manifesting the achievement motivation in the list of competencies given by EDI

Accordingly, a person with need for achievement would want to take personal responsibility for solving problem. One is goal oriented, that is, one sets moderate, realistic, attainable goals. One also seeks challenge, excellence, and individuality, one takes calculated/ moderate risk and is willing to work hard for that. One is always keen to find out how well one is doing and likes concrete feedback on performance. In fact, it is the “feedback” value of profit/money that often results in incorrect attribution of motive to behaviour. In market economies, profit is probably the best indicator of business performance just as the salary drawn is a measure of one’s status and competence and professional fees charged a measure of one’s creditability. Entrepreneurs may appear to be chasing profit for its own sake, the fact of the matter could be that they derive a feedback satisfaction from the amount of profits earned and are more concerned about achieving the goals they set for themselves. Should other measures of performance become paramount, the amount of profit earned would cease to be the sole feedback on performance. In fact, as the society progresses, measures such as respectability, ethicality, quality, employee involvement, customer satisfaction eco-friendliness and overall business/corporate citizenship etc. assume increasing importance as regards business performance. Affirmative action, responsible and responsive business behaviour is the talk of the day.

Sometimes, people lament that the amount of money earned and wealth in one’s possession confound other important aspects of one’s performance so much so that money becomes the end and not the means. A stereotypical image of the entrepreneurs is that they engage in reckless pursuit of profit even at the expense of legitimate expectations of the customers of quality, employees of fair wages and as regards payment of taxes. However, research is inconclusive about entrepreneurs being neither more nor less ethical than those in other occupations in this regard.

McClelland’s research methodology sought to identify the dominant need through projective techniques.* We would like to say, however, that it is rarely if ever that we are trying to satisfy just one type of need through our behaviour. As a person, we try to simultaneously satisfy multiple needs economic, social, and psychological. Hence, for example, quest for a “respectable,” “growth oriented,” “challenging,” “fun,” job/career. In fact, as regards entrepreneurship, one often hears “Need for Autonomy” or N-Aut. also being an important driver of behaviour.

- **Need for Autonomy:** The need for autonomy is a desire for independence which, in effect, becomes a desire to do work of one’s choice and at one’s pace, defining one’s own rules of the game, taking initiative, making independent and innovative choices and being responsible and accountable to oneself rather than some external authority for performance. Research evidence too seems to suggest desire for

* McClelland made use of Thematic Aperception Test (TAT). You may ask your teacher to administer TAT with a view to understanding whether you are predominantly achievement, affiliation or power oriented. Or you may refer to the training manual prepared by the National Institute of Entrepreneurship and Small Business Development (NIESBUD).

independence as the prime motivator of entrepreneurial behaviour. Hence, in the context of entrepreneurship it may be interpreted as the determination not to work for someone else. Clearly a preference for ‘YOB’ over ‘JOB.’ A career departure from employment to entrepreneurship may also be interpreted as ‘Desire to be on one’s own’ as one becomes so much dissatisfied with present employment that rather than seeking another job, entrepreneurship seems a more preferred alternative. Further, it is the absence of this autonomy in jobs rather than other factors that seem to be driving people into starting their own ventures- for a distant observer such a decision may appear “risky” given the job security and compensation package! Thus, you may come across people who risk their cushy jobs for the sake of preserving their autonomy.

Check Your Progress

Link the following:

Thinking, Deciding and Acting Independently	N-Ach.
Warmth, compassion fellow-being	N-Aut.
Competitiveness, excellence	N-Aff.
Leadership, control, direction	N-Pow.

3.4 ENTREPRENEURIAL PERFORMANCE AND REWARDS

Entrepreneurial performance may refer to measure (s) of business success and the rewards may refer to the recompense- financial or psychic accruing to the entrepreneur. The convergence is attained when and where the success of the venture itself is perceived as a personal reward.

3.4.1 ENTREPRENEURIAL PERFORMANCE

The various measures of business performance include, longevity of survival or more popularly ‘age of the enterprise,’ sales growth, growth in market share, growth in market scope (local, national or international), growth in investment (in the same unit), additional units created via acquisition & diversification growth in number of employees, profits and so on. Most of these are physical growth and financial growth parameters and have been the traditional measures of entrepreneurial performance. Of late, other measures of performance such as customers’ satisfaction, employee satisfaction, image, credit rating, etc. are also becoming increasingly relevant. These measures are typically referred to as ‘stakeholder-based’ parameters. As the small firms grow into acquiring corporate identities, ‘market’ based parameters such as stock price, EPS etc. may also be the relevant measures of entrepreneurial performance. Figure 3.1 provides a look into the classification of the measures of entrepreneurial performance.

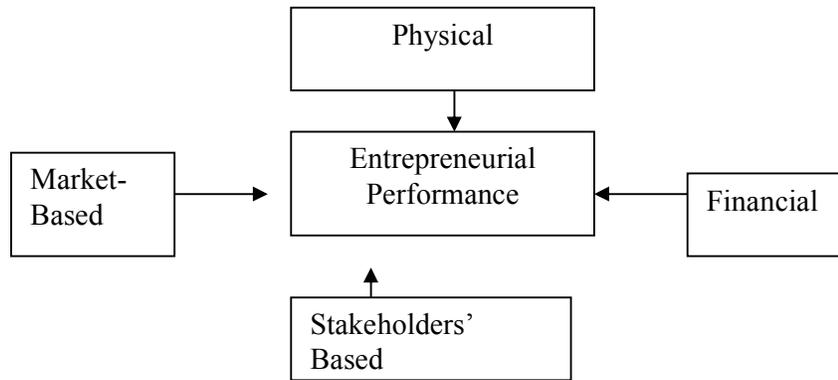


Figure 3.1: Measures of Entrepreneurial Performance

Check Your Progress

Identify the various measures of entrepreneurial performance under each of the categories shown in figure 3.1

Linking the entrepreneurial performance to entrepreneurial behaviour and the rewards, one may posit that because the entrepreneur is interested in feedback on the performance, one is always trying to compare how one is doing in relation to others. Of course, if there is no one to compete, the entrepreneur seeks to improve upon his previous record! It is in this context that the entrepreneurial performance becomes a source of personal reward.

3.4.2 ENTREPRENEURIAL REWARDS

The personal rewards of entrepreneurship extend beyond business performance. Do the rewards inhere in the outcomes of the activity or the activity itself? Often one draws a distinction between extrinsic rewards and intrinsic rewards.

- **Intrinsic Rewards:** As the names would suggest, intrinsic rewards vest in the activity itself- ask a musician the joy of making music, the craftsman or the artist the joy of creative work or a cricketer the joy of playing the game! Likewise, the entrepreneur enjoys the creativity and innovativeness that he brings to his venture. This aspect of entrepreneurship may be so dear to the entrepreneur, that he may happily forgo other commonly perceived physical and financial parameters of performance. Many entrepreneurs, even as they welcome the prosperity and flourish of

business miss “those momentous” days of bringing their dream project alive. Such rewards inhere also in the pleasure that one is creating an organization/institution that would outlive one’s lifespan. Every business is a source of livelihood to many employees and their families. Thus, the entrepreneurs derive immense satisfaction in their ability to ‘touch’ other’s lives. This they can do also by introducing products and services that bring about improvement in others’ lives, be it a pharmaceutical formulation, daycare, home entertainment, leisure and so on. Even the entire business concept may be based on the intrinsic aspects of personal satisfaction. For example, there are many entrepreneurs who are operating, in their own words, “laboratories” where they design and develop solutions! There is an entrepreneur in cast cutlery that mobilised wandering iron smiths (Gypsies) into manufacturing the products that grace almost every world-class hotel/ restaurant. There are businesses that encourage woman employment. There is, of late, talk of all ‘Dalit’ business.

- **Extrinsic Rewards:** One reason an individual may desire to be on one’s own could be that one is looking for the profit pie rather than mere a share in it! The logic is simple-the payoff to the employer is greater than the salary to the highest paid employee! Apart from income and wealth that business ownership may bring forth, it may also be source of career continuity for family members. Small entrepreneurs may have regretted the hike in executive compensation in the post liberalisation India and the squeeze on the margins owing to increasing competition; yet extrinsic awards are far from a passé. Never before we celebrated wealth so much. The euphoria surrounding the ‘billionaires’ is a testimony to our increasing acceptance of entrepreneurship and prosperity. Even you would aspire to become another Narayanamurthy, Aziz Premji, Aditya Birla, Sunil Mittal, Kiron Mozumdar Shaw, Shehnaz Hussian, Vijay Mallaya, won’t you?

What we have provided is a brief recount of various intrinsic and extrinsic rewards perceived by the entrepreneurs. They say that the taste of the pudding lies in its eating. So venture out. The road may not be easy. It is when the going becomes tough that the tough get going!

3.5 SUMMARY

To take up a career in entrepreneurship you have to feel the desire as well as perceive the feasibility of entrepreneurship as a career option. Fortunately it is no longer believed that entrepreneurs are born with certain traits. The emphasis is now on the competencies, which provide the know-how of how to engage in entrepreneurial behaviour. Knowledge, skills and abilities for undertaking a particular task can be learnt. A list of general competencies, which play an important role in entrepreneurial success include work commitment self confidence, systematic planning, concern for quality etc.

A change in perspective- an ability to perceive opportunities and to think of innovative ways of exploiting opportunities is a right step in thinking like an entrepreneur. Experience in that particular field will go a long way in providing you the know-how and confidence that you can launch and

successfully run an enterprise. Many motivators for taking the plunge into entrepreneurship have been identified by McClelland among others. Of these the Need for Achievement plays a very crucial role in entrepreneurial motivation. It encompasses defining a problem, organizing the means of solving it, setting goals, seeking challenges and taking moderate risks. Desire for autonomy also spurs people to start their own ventures, as they do not want to work as subordinates who have to follow instructions all the time.

Entrepreneurial performance can be measured in physical, financial, market or stakeholder basis. While the age of enterprise, sales, profits, increase in market share/scope etc. are important the rewards of entrepreneurship can be intrinsic- the joy of creating ones own organization, or extrinsic- profits or being part of the ET Top 50 or part of the Forbes List of Billionaires. Whatever be the personal agenda for taking the plunge into entrepreneurship the intricacies of identifying the product or service, its feasibility analysis, decisions regarding plant location, financing, marketing etc. have to be taken. You will learn about these in the subsequent lessons.

3.6 GLOSSARY

Extrinsic rewards- are the outcome not belonging to the activity to which it is connected, e.g. a prize or an award.

Intrinsic rewards- the rewards those are inherent in the activity such as 'pleasure'

Manifest-needs- the need pattern evident from one's behaviour

3.7 SELF-ASSESSMENT QUESTIONS

Q.1 Comment on competencies considered necessary for successful entrepreneurial behaviour.

Q.2 Enumerate the basis of evaluating entrepreneurial performance.

Q.3 Can one be content with seeing their dream being converted into reality? Comment.

Q.4 Is there any difference in motivation of male and female entrepreneurs?

3.8 FURTHER READINGS AND SOURCES

1. Gupta C.B, Khanka S.S. 2003. Entrepreneurship and Small Business Management, Sultan Chand & Sons, New Delhi, 4th Edition.
2. Patel, V.G., 1995. The Seven-Business Crisis: How to Beat Them? Tata McGraw –Hill Publishing Company Ltd, New Delhi.

3. Rao N Gangadhar, 1986. Entrepreneurship and Growth of Enterprise in Industrial Estates. Deep and Deep Publications, New Delhi.
4. Saxena Anand, 2005. Motivation, Performance, Rewards. Deep and Deep Publications, New Delhi.
5. Sethi Jyotsna, 1999. Development of Women Entrepreneurship in India, Unpublished Thesis, Department of Financial Studies, University of Delhi, New Delhi.
6. Sharma R.A., 1985. Entrepreneurial Performance in Indian Industry. Inter-India Publication, New Delhi.
7. Sharma R.A., 2006. Organization Theory and Behaviour. 3rd Edition, Sultan Chand & Sons, New Delhi.
8. Structure and Promotion of Small Scale Industry [11 NCAER-FNST Study], New Delhi, National Council of Applied Economic Research, Friedrich Nauman Stiffing, 1993.

SELF- RATING QUESTIONNAIRE

Your Name
Company
Address
Date

Instructions

1. This questionnaire consists of 70 brief statements. Read each statement and decide how well it describes you. Be honest about yourself.
2. Select one of the numbers below to indicate how well the statement describes you :
5 = very well
4 = well
3 = somewhat
2 = Very little
1 = Not at all
3. Write the number you select on the line to the right of each statement. Here is an example:
I remain calm in stressful situations.
The person who responded to the item above wrote a “2” indicating that the statement 2 described him or her very little.
4. Some statements may be similar, but no two are exactly alike.
5. Please answer all questions.

Write the number on the line to the right of each statement.

1. I look for things that need to be done. -----
2. I like challenges and new opportunities. -----
3. When faced with difficult problem, I spend a lot of time trying to find a solution. -----

4. When starting a new task or project, I gather a great deal of information. -----
5. It bothers me when things are not done very well. -----
6. I give much effort to my work. -----
7. I find ways to do things faster. -----
8. I plan a large project by breaking it down into smaller tasks. -----
9. I think of unusual solutions to problems. -----
10. I feel confident that will succeed at whatever I try to do. -----
11. I tell others when they have not performed as expected. -----
12. I get others to support my recommendations. -----
13. I develop strategies to influence others. -----
14. No matter whom I'm talking to, I'm good listener. -----
15. I do things that need to be done before being asked to by others.----
16. I prefer activities that I know well and with which I am comfortable.

17. I try several times to get people to do what I would like them to do.
18. I seek the advice of people who know a lot about the problems or tasks I am working on. -----
19. It is important to me to do a high quality job. -----
20. I work long hours and make personal sacrifices to complete jobs on time. -----
21. I am not good at using my time well. -----
22. I think about the advantages and disadvantages of different ways of accomplishing things. -----
23. I think of many new ideas. -----
24. I change my mind if others disagree strongly with me. -----
25. If I am angry or upset with someone, I tell that person. -----
26. I convince others of my ideas. -----
27. I do not spend much time thinking about how to influence others. –
28. I feel resentful when I don't get my way. -----
29. I do things before it is clear that they must be done. -----
30. I notice opportunities to do new things. -----
31. When something gets in the way of what I am trying to do, I keep on trying to accomplish what I want. -----

32. I take action without seeking information. -----
33. My own work is better than that of other people I work with. -----
34. I do whatever it takes to complete a job. -----
35. It bothers me when my time is wasted. -----
36. I try to think of alone problems I may encounter and plan what to do if
each problem occurs. -----
37. Once I have selected an approach to solving a problem, I do not change
that approach. -----
38. When trying something difficult or challenging, I feel confident that I
will succeed.
39. It is difficult for me to to order people to do things. -----
40. I get others to see how I will be able to accomplish what I set out to do.

41. I get important people to help me accomplish by goals. -----
42. In the past, I have had failures. -----
43. I take action before it is clear that I must. -----
44. I try things that are very new and different from what I have done
before. -----
45. When faced with a major difficulty, I quickly go on to other things.
46. When working on a project for someone, I ask many questions to be
sure I understand what that person wants. -----
47. When something I have been working on is satisfactory I do not spend
extra time trying to make it better. -----
48. When I am doing a job for someone, I make a special effort to make
sure that person is satisfied with my work. -----
49. I find ways to do things for less cost. -----
50. I deal with problems as they arise, rather than spend time trying to
anticipate them. -----
51. I think of many ways to solve problems. -----
52. I do things that are risky. -----
53. When I disagree with others, I let then know. -----
54. I am very persuasive with others. -----
55. In order to reach my goals, I think of solutions that benefit everyone
involved in a problem. -----

56. There have been occasions when I took advantage of someone. ---
57. I wait for direction from others before taking action. -----
58. I take advantage of opportunities that arise. -----
59. I try several ways to overcome things that get in the way of reaching
my goals. -----
60. I go to several different sources to get information to help with tasks or
projects. -----
61. I want the company I own to be the best of its type. -----
62. I do not let my work interfere with my family or personal life. ----
63. I get the most I can out of the money I have to accomplish a project or
task. -----
64. I take a logical and systematic approach to activities. -----
65. If one approach to a problem does not work, I think of another
approach. -----
66. I stick with my decisions even if other disagree strongly with me.--
67. I tell people what they have to do, Even if they do not want to do it.

68. I cannot get people who have strong opinions or ideas to change their
minds. -----
69. I get to know people who may be able to help me reach my goals.-

70. When I don't know something, I don't mind admitting it. -----

SCORING SHEET FOR SELF-RATING QUESTIONNAIRE

Instructions

1. Enter the ratings from the completed questionnaire on the lines above the items numbers in parentheses. Notice that the item numbers in each column are consecutive: item number 2 is below item number 1, and so forth.
2. Do the addition and subtraction indicated in each row to compute each competency score.
3. Add all competency scores to compute the total score.

Rating of Statements	Score	Competency
$\frac{\quad}{(1)} + \frac{\quad}{(15)} + \frac{\quad}{(29)} + \frac{\quad}{(43)} - \frac{\quad}{(57)} + 6 =$	_____	Initiative
$\frac{\quad}{(2)} - \frac{\quad}{(16)} + \frac{\quad}{(30)} + \frac{\quad}{(44)} + \frac{\quad}{(58)} + 6 =$	_____	Sees and Acts on opportunities
$\frac{\quad}{(3)} + \frac{\quad}{(17)} + \frac{\quad}{(31)} - \frac{\quad}{(45)} + \frac{\quad}{(59)} + 6 =$	_____	Persistence
$\frac{\quad}{(4)} + \frac{\quad}{(18)} - \frac{\quad}{(32)} + \frac{\quad}{(46)} + \frac{\quad}{(60)} + 6 =$	_____	Information seeking
$\frac{\quad}{(5)} + \frac{\quad}{(19)} + \frac{\quad}{(33)} - \frac{\quad}{(47)} + \frac{\quad}{(61)} + 6 =$	_____	Concern for high Quality of work
$\frac{\quad}{(6)} + \frac{\quad}{(20)} + \frac{\quad}{(34)} + \frac{\quad}{(48)} - \frac{\quad}{(62)} + 6 =$	_____	Commitment to Work Contract
$\frac{\quad}{(7)} - \frac{\quad}{(21)} + \frac{\quad}{(35)} + \frac{\quad}{(49)} + \frac{\quad}{(63)} + 6 =$	_____	Efficiency Orientation
$\frac{\quad}{(8)} + \frac{\quad}{(22)} + \frac{\quad}{(36)} - \frac{\quad}{(50)} + \frac{\quad}{(64)} + 6 =$	_____	Systematic Planning
$\frac{\quad}{(9)} + \frac{\quad}{(23)} - \frac{\quad}{(37)} + \frac{\quad}{(51)} + \frac{\quad}{(65)} + 6 =$	_____	Problem Solving
$\frac{\quad}{(10)} - \frac{\quad}{(24)} + \frac{\quad}{(38)} + \frac{\quad}{(52)} + \frac{\quad}{(66)} + 6 =$	_____	Self-confidence
$\frac{\quad}{(11)} + \frac{\quad}{(25)} - \frac{\quad}{(39)} + \frac{\quad}{(53)} + \frac{\quad}{(67)} + 6 =$	_____	Assertiveness
$\frac{\quad}{(12)} + \frac{\quad}{(26)} + \frac{\quad}{(40)} + \frac{\quad}{(54)} - \frac{\quad}{(68)} + 6 =$	_____	Persuasion
$\frac{\quad}{(13)} - \frac{\quad}{(27)} + \frac{\quad}{(41)} + \frac{\quad}{(55)} + \frac{\quad}{(69)} + 6 =$	_____	Use of influence Strategies
TOTAL SCORE		
$\frac{\quad}{(14)} - \frac{\quad}{(28)} - \frac{\quad}{(41)} - \frac{\quad}{(55)} - \frac{\quad}{(70)} + 18 =$	_____	Correction Factor

CORRECTED SCORING SHEET

Instructions

1. The correction factor (the total of items 14,28, 42, 56 and 70) is used to determine whether or not a person tries to present a very favourable image of himself. If the total score on this factor is 20 or greater, then the total scores on the 13 competencies must be corrected to provide a more accurate assessment of the strength of the competencies for that individual.
2. Use the following numbers when figuring the corrected score:

If the correction	subtract the following
Factor score is :	correction number from
	the total score for each
	competency :
24 or 25	7
22 or 23	5
20 or 21	3
19 or less	0
3. Use the page below to correct each competency before using the Profile Sheet.

COMPETENCY PROFILE SHEET FOR SELF-RATING QUESTIONNAIRE

Instructions

1. Transfer the corrected competency score to the profile sheet by marking "X" at the appropriate point on the dotted horizontal line for each competency.
2. Draw a heavy line over the dotted horizontal line for each competency, from the left vertical line to the point you have marked with an "X". The heavy lines you have drawn graphically represent the strength of each competency.
3. The following is an example of how to create the profile sheet.

If the score for Initiative is 19, it will appear as follows:

Initiative $\frac{\quad}{0 \quad 5 \quad 10 \quad 15 \quad 20 \quad 25} \times \frac{\quad}{\quad}$

CORRECTED SCORE SHEET

Competency	Original Score	-	Correction number*	=	Corrected Total
Initiative	_____	-	_____	=	_____
Sees and acts on Opportunities	_____	-	_____	=	_____
Persistence	_____	-	_____	=	_____
Information seeking	_____	-	_____	=	_____
Concern for High Quality of Work	_____	-	_____	=	_____
Commitment to work Contract	_____	-	_____	=	_____
Efficiency Orientation	_____	-	_____	=	_____
Systematic Planning	_____	-	_____	=	_____
Problem solving	_____	-	_____	=	_____
Self-Confidence	_____	-	_____	=	_____
Assertiveness	_____	-	_____	=	_____
Persuasion	_____	-	_____	=	_____
Use of influence Strategies	_____	-	_____	=	_____
Corrected Total Score					_____