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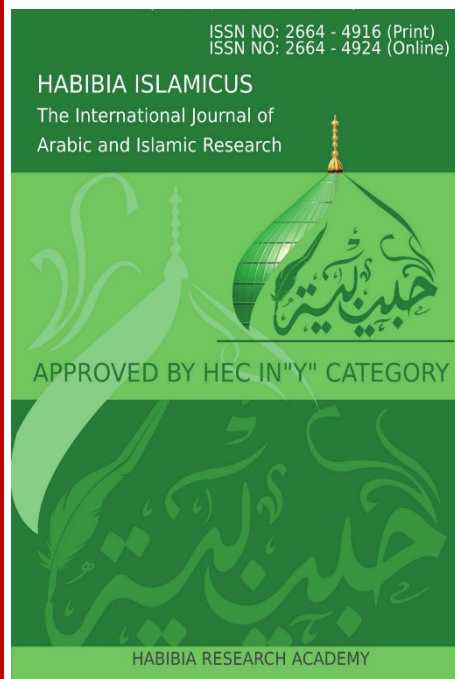
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TOPIC:

HISTORICAL EVOLUTION, DEFINITION, AND MEANING OF COMPETENCE: A REVIEW OF RELATED LITERATURE

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HISTORICAL EVOLUTION, DEFINITION, AND MEANING OF COMPETENCE: A REVIEW OF RELATED LITERATURE

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ABSTRACT:

This paper had two main objectives; 1) to analyze the historical evolution of the concept of competence and 2) to analyze and assess various descriptions and definitions of the term competence. This literature review was carried out by reviewing and assessing the selected research studies ranging from 1959 to date through various research databases. To find out the literature, keywords like competence, competency, professional competence, etc were used. At first, a total of 190 research articles were identified. In the second phase, detailed and comprehensive analysis and assessment were done to make sure the relevance of the selected research studies with the objectives of this particular research. In this manner, only 65 research studies were selected for this literature review. This literature review revealed that the term competence is being used in various fields with varying contexts. It also suggested that the term has varying descriptions and definitions based on its utilization and a single, unified and unanimous definition of the concept of competence is still needed.

KEYWORDS: Competence, History of Competence, competency, Professional Behaviors, Cognitive Ability,

INTRODUCTION: Competence is a notion that has existed since the dawn of time. Humans have always wanted to learn new talents and develop new approaches to tackle practical, professional, and scientific problems. Specific people were always given the authority to do certain things that had strong symbolic importance. Initially, authority was tightly linked to tradition, but this eventually shifted to knowledge and talent. Competence is a hot topic these days. It's such a word that has a plethora of definitions and denotations suitable for practical junctures. This definition incorporates knowledge, understanding, skills, abilities, and attitudes, and varies from a representation of competence in the context of ability and skills developed via training to a comprehensive overall view that involves the combination of knowledge, comprehension, capabilities, skills, and behaviors. Because the notion of competence has been applied to a lot of different things, various authors have been compelled to conceptualize it. White (1959) pioneered the idea of competence as a "motivational concept" (p. 318) into the academic debate and discussion almost 63 years ago, in having thought regarding self-determination theory and psychoanalytic-instinct theory. It is now growingly an area of investigation in other fields of study such as academic science and business administration.

Defining competence might be challenging leading to a shortage of clarity in the definition of competence. Several scholars advise against equating competence with abilities alone, while others differentiate between the words competence and competency and regard them interchangeably. The main issue seems to be that both concepts are used loosely as broad terms to describe different characteristics of work effectively without any effort to provide exact meanings. In this literature review, the researcher has attempted to evaluate the historical aspects of the evolution of the notion 'competence', and an effort is made to define and describe the concept by analyzing various perspectives of defining the term.

Research Methodology: Exploration of several academic databases, such as EBSCO host Library, Sage, Emerald, Science Direct, and Taylor and Francis, as well as Google Scholar, is used to meet the study's aims. The study looked at literature from 1959 to the present, and papers were found using the keywords "competence," "competency," "employee competence," "Kompetenz," and compétence in the "article title, abstract, and keywords" area. To keep the search procedure focused on the study's goals, the above keywords were combined with the subject boundaries of "business, management, finance," "humanities," and "psychology." A sum of 190 papers was selected in the initial phase based on the search criteria. Table 1 indicates how this review's literature was included and excluded.

Table 1: Criteria for Inclusion of Articles for Review

S. No	Particulars	Yes	No
1.	Does the article contribute to the historical growth of the concept of competence by developing the idea or changing/challenging the present discussion?	Included	Excluded
2.	Is there any discussion of the meaning and definitional applications of competence or the vagueness of the idea in the publication?	Yes	No

After finalizing the inclusion criteria, the researchers used a theme-wise analysis and assessment of every selected/included article. Two major themes (historical development and overview and Definition and Meaning of the concept of competence) were drawn keeping in view the objectives of the study.

Findings: In the following lines, findings of the literature review are presented as per the identified themes.

Historical Overview of Competence: The concept of competence dates back to 3,000 years ago when the Chinese began using civil service tests instead of referrals, suggestions, and recommendations from seniors to pick personnel for public employees because they acknowledged individual disparities in competence (Wilcox and King 2013). Arthashastra, a written record of fourth-century BC by Kautilya, is another source for the phrase (Sanghi 2016). Competence has a multifaceted history, which is evident today as many fields and professions are concerned in its interpretation, understanding, and application. However, the introduction of competence in psychology is credited to White, (1959). According to White competence is effective communication between the individual and their environment. He described competence as the personality traits that are required for excellent performance, productivity, and motivation. Furthermore, there is a motive for competence, as well as competence in the more known sense of accomplished capability. The movement aimed at performance improvement, which started in the 1960s was yet another effective and influential development. This movement was committed and focused to improve and increase efficiency therefore it was understood that focusing and emphasizing only on employee's behavior and attitude was insufficient as work environment, dynamics of workgroups, the role of management and board members, and

overall practices of the workplace deemed important and influential as well as interdependent.

McClelland, (1973) is viewed and regarded as the pioneer of the contemporary competence movement, according to Sharma, (2014), because he established and developed the concept and notion of competence. As the creator and developer of the philosophical framework of competence, McClelland (1973) is unquestionably one of the most well-known researchers in the field. McClelland (1973), viewing competence as intelligence, established the mismatch between schooling and labor. He devised tests to assess competence, viewing this as the defining attribute of exceptional performance. Even though McClelland's concepts were hotly debated, assessments of cognitive intelligence gradually gave way to tests of competence as a predictor of work performance. Since then, the notion has gained widespread acceptance, application, and use in a variety of fields and disciplines like primary and elementary school education, secondary level school education, tertiary education, health care education, banking, entrepreneurship, and organizational studies. The term competence has gained popularity as a result of its broad reach and widespread acceptance among researchers and practitioners.

In the same vein, agreeing to the above statement and argument, Gilbert, (1978) proposed Performance Improvement Potential (PIP) as an alternative and claimed it a better predictor of human behavior. He argued that performance improvement potential can substitute and supersede human intelligence and it can link the dots between the development of competence and improvement of performance. To respond and react to the gap between educational programs and the needs of society, competency-based education was launched and introduced under the umbrella of the competence movement in the United States in the 1980s (Grant, et al. 1979).

The idea of competence then was augmented when this idea was introduced in the field of management and business by Boyatzis, (1982) who was an educationist and a psychologist through his book "The Competent Manager: A Model for Effective Performance". The book proved effective and influential throughout the world in the domain of business and management. In 1984, another educationist John Raven took over the reins of competence movement when he published his book titled "Competence in Modern Society: Its Identification, Development, and Release". The book offered more significant premonition about comprehensions and protocols of management and administration of organizations more efficiently. Professional bodies began clarifying their performance expectations and developing competence profiles to serve as role models for aspiring professionals. Academic institutions modified their courses to fit with what professional societies and the job market deemed important

In 1993, Spencer and Spencer took the competence movement to record high levels when they published their book "Competence at Work: The model for superior performance". The five models of competence that Spencer and Spencer developed and included in their above-mentioned book were acknowledged and accepted throughout the world. These models known as generic models of competence were consulted and discussed by educationists, academics, researchers, and practitioners. The models which were included

in the book contained more than ten variables and factors. Competence was divided into hidden and apparent components in a model among the five models of competence proposed by Spencer and Spencer (1993). This model is known as the "Iceberg model of competence" has acquired a lot of traction around the world. In the realm of management and business, the concept of competence ruled the literature (Mitrani, Dalziel, & Fitt, 1992; Campbell & Sommers Luchs, 1997) as an acclaimed author, researcher, and proponent of the idea of competence, Dubois supplemented the then existing literature on competence with his masterpiece "Competency-based Performance Improvement: A Strategy for Organizational Change," released in 1993. This book explains how to analyze and enhance organizational performance methodically and thoroughly, as well as how to implement competency-based performance boost programs step by step. As a result, secondary company functions were outsourced. Surprisingly, it had considerable use in school boards as well. Frameworks and mechanisms for evaluation based on competence were developed and quickly adopted at all educational levels (Mulder M., 2001; Mulder M., 2017).

Drejer, who is a professor at Aalborg University in Denmark, is a renowned scholar, author, and researcher. He after noticing a lack of consideration in the development of a model or framework for the development of an employee's competence constructed a framework or a model for an employee's competence development. He suggested five levels of competence in that model. These levels include Novice, Advanced Beginner, Proficient, Expert, and World-class. Employees learn how to develop new skills at all levels, progressing from intuitive ineptitude to conscious competence and ultimately expertise in the given work. Sandberg proposed an interpretive approach to human competence in 2000 as an alternative to the rationalistic method. A set of traits such as knowledge, skill, and attitude are required in accomplishing a task in a rationalistic approach to competence. The interpretative approach, on the other hand, asserts that meaningful work motivates employees to do better at work.

Le Deist and Winterton, (2005) added to the competence movement by looking at definitions and applications of the notion of competence in professional development. They created a comprehensive competence model which is based on human resources development practices and systems in the United States, the United Kingdom, France, Germany, and Austria. The paradigm is used to discover and develop various combinations of intellectual, operational, societal, and meta-competence, which are required for a variety of vocations. Researchers and professionals have gradually recognized the relevance and importance of organizational culture in competence development. In education, the introduction of a functional and pragmatic competence notion focused on students' capacity to learn (Klieme, Hartig and Rauch 2008). Competence is defined as being situational and functionally tied to a certain domain that may be learned. Competence-based education is intended to teach students how to learn so that they might learn more about their field of study. According to Martin Mulder (2011), competence is an intangible trait that gains exposure and quantification through overall performance or results. In other terms, actual output or performance, not only the existence of traits, determines individual competence for a certain profession in a specific situation. Competence is a topic that has been studied and

examined in a variety of scientific domains. However, the reciprocal effect between common idea meanings and scientific definitions should not be neglected, as common and conventional concepts are crucial in understanding scientific concepts and vice versa (Vygotsky 1987). Competence is defined as having sufficient means for survival, such as employment, as well as knowledge, as well as attributes that enable an individual to respond, such as legal capability, power, and fitness, as well as the willingness to transform (Cambridge Dictionary | English Dictionary, 2021; Dictionary by Merriam-Webster, 2021; Collins Dictionary, 2021). Two dimensions of the phrase are identified as significant as a result of this definition. The first considers likelihood, considering competence as a prerequisite for performance, whereas the second considers potentiality, considering competence as a license. Competence is expressed in levels ranging from minimal to sufficient and successful, from probability to potentiality.

The chronological evolution of competence is offered in the following table (Table 2) to reflect on concept development, theoretical frameworks, methodologies, and their implementation in various fields' organizational systems.

Table 2 Historical Evolution of the term "Competence"

Year/Scholar/Author	Input in the Evolution process of the concept
1959, R.W White	Introduction of the notion "competence"
1973, McClelland	Development of a test to assess competence
1978, Gilbert	Proposed performance improvement potential (PIP)
1982, Boyatzis	Expanded the concept of competence to the realm of business and management
1984, John Raven	Advocacy of the notion of competence outside the US (in the UK)
1993, Spencer & Spencer	Developed various models of competence
1993, D.D. Dubios	Introduced the idea of performance improvement based on competence
2000, Drejer	Expansion of learning model to competence
2000, Sandberg	The interpretive paradigm of competence
2005, Le Deist & Winterton	Suggested a comprehensive approach to competence
2008, Klieme, Hartig, & Rauch,	Introduction of functional and pragmatic competence in an educational context
2011, Martin Mulder	Defined competence as "the inextricable combination of qualities and performance"

Meaning and Definition of Competence: The literature on competence has a notable shortage of a clear definition of the term competence. Just limited research studies offered precisely defined terms of competence that too is often drawn from existing literature aiming at the provision of a collective and common meaning to the reader.

Over the last several decades, the notion of competence has garnered considerable attention and has become the most contentious topic in management and organizational literature. It is referred to as a "Gray idea" due to its ambiguous and unspecific character and nature (Grzeda, 2005; Klink & Boon, 2002; Dubois, 1993). The uncomplicated and easiest has gotten increasingly sophisticated, as Norris, (1991) said properly, as the competent practice has become wrapped in conceptual uncertainty. As a result, to incorporate and synchronize the idea and notion with practice, it's necessary to grasp and understand it in a precise, clear, and thorough manner (Woodruffe, 1993; Le Deist & Winterton, 2005).

The idea of competence is described by relating it to its constituents and elements like knowledge, abilities, dispositions, and values by some of the authors. This type of definition and description of the notion has been labelled as pseudo or spurious definition by Summers, (2001). The concern and question in the hand are whether such sort of definitions is acceptable and adequate particularly when assessment and measurement of competence are in focus. As per Young, (1966) (as he has been cited in Dudung, 2018), when the measurement of competence is the primary objective, the process of conceptualization necessitates a high level of specificity to arrive at an operational definition structured in a way that allows for clear measurements.

Several perspectives and points of view have emerged as various schools of thought tried to define and interpret the notion of competence (Moore, Cheng and Dainty 2002). One school of thought holds the perception that competence refers to an individual's fundamental attributes that contribute to exceptional performance (McClelland, 1973; White, 1959), and this is the approach taken in the United States. One more approach that prevailed in the United Kingdom advocates the use of certain qualities of human behaviour to perform job-related activities to the level of quality that is required at the workplace. The proponents of this thought (Wilson, Boudreaux, & Edwards, 2000; Holton & Lynham, 2000; Collins, Lowe, & Arnett, 2000) define competence as effective use of these behavioural characteristics and qualities. A holistic and comprehensive view of the notion and idea of competence has been taken by the third school of thought. The advocates of this school of thought claim that a combination of personal, societal, and intellectual abilities lead to employee competence (Le Deist & Winterton, 2005).

Scholars have come out with different ideas to define and describe the idea of competence to cover a wide range of topics. Here in the following lines, definitions and descriptions of the term competence presented by various notable researchers are given so that the idea may be grasped and comprehended in a more specific and comprehensive way.

According to White (1959), competence is a combination of such personality traits that lead to great motivation and extraordinary work performance. Likewise, McClelland (1973) defined competence as an individual's inherent features and abilities that enable the efficient implementation of a certain task in a specific environment. Furthermore, Faerman et al. (1990) argued that competence is defined as the knowledge and skills required to effectively complete specified assignments and projects. Likewise, the Manpower Services Commission (1986) claimed that competence refers to the application of personality patterns to accomplish tasks according to predetermined norms. Competence can be

classified as worldwide or situational, depending on whether it is linked to a worldwide characteristic or an individual's aptitude in a specific professional context. Furthermore, an individual's competence is reflected in his or her actions, behaviors, and produced results in a certain work and scenario. Actual competence (the ability to perform a specific job) and formal competence (knowledge and abilities assessed by examinations and certifications) are two types of competence.

The lack of agreement on the nature of the idea and the components of competence is confirmed by a review of the defined categories. The literature demonstrates that not all writers define the features, such as capacity or capability, and that distinct aspects of one definition, such as scenario and context, have conceptual overlap. Some authors, like in the instance of capacity, do not distinguish between the generic idea and the jurisdiction of interest from notions on the same conceptual level. After going through various approaches and definitions given by different scholars, we can say that competence encompasses an individual's performance and behavioral qualities however the literature suggests that competence is much broader than work performance and behavioral characteristics. Therefore, defining competence and coming to an agreed, comprehensive and detailed definition of the term is deemed necessary however the ever-evolving nature of competence requires different definitions altogether. Keeping in view the heterogeneously of definitions, we can categorize the term. In the following lines, the researcher reviewed a plethora of literature and attempted to collect definitions of competence based on its nature and characteristics.

2.1 Capability or Ability: The concept of competence was at first perceived as an individual's ability or capacity to perform assigned tasks proficiently. This notion took place back in 1959, the early days of competence, and White (1959) advocated this idea. Later in the literature, we find Eraut, (1998) defining competence as an individual's ability or capability to perform assigned roles and tasks as per preset and predefined standards. As Eraut (1998) links and relates the ability to the tasks and roles hence an argument emerges (Lohman 2012) that there are as many tasks and roles, there must be as many abilities. While defining competence and linking it with tasks and roles, Eraut (1998) puts his reader in a state of confusion as he did not mention any justification or reason to why he did choose only these characteristics as Thomann, (2010) correctly questions. Thomann, (2010) also argues about the word "and" as the use of this specific word leads to the understanding that not only tasks but assigned roles should also be performed as per predetermined levels and standards. To support Thomann (2010)'s argument, statement of Dörner, (1976) can be presented who says that "it is illogical to rule out the development of new objects in the field of competence when using the concept of tasks, because through tasks mental demands are understood, for which ways are known".

The ambiguity was later clarified by Eraut (2011) as he re-defined the term as "to accomplish activities and functions as per-determined and expected levels". These determined and expected levels and standards lead to determining the quality and effectiveness of the ability. Another definition similar and nearer to the definition of competence given by White (1959) surfaced in 2011 when Martin Mulder defined

competence as an individual's capacity or ability to perform efficiently and effectively. In his definition of competence, Mulder compares or matches capability with ability. In a scenario, the ability to execute effectively and efficiently is the most common definition of the notion of competence. However, William and Nickolaus (2013) claimed both the definitions (White, 1959 and Mulder, 2011) are ambiguous and confusing in the sense that what differentiates competence from ability.

The general idea is defined by Mulder (2011) as a "unified set of skills." This concept is ambiguous since what we should interpret by set and unified is uncertain. An integrated collection of capabilities arising from clusters of knowledge, skills, and attitudes is referred to as competence. It is not mentioned why this cluster is a need for effective performance. Furthermore, Roeger (2016) argued that the conditioning variables are not a definitional feature of competence because they do not provide a solution to the question of what constitutes competence. It's uncertain why the researcher stipulates parameters for the definition that must be met to achieve successful performance. As with the notion of ability, it is unclear what differentiates capability from competence in this formulation. The action-type with the part components "problem solving," "realizing innovation," and "producing change" is not formed in the definition. As the layout suggests, "knowledge," "skills," and "attitudes" are not connected concepts: Guilford (1959) coordinates attitudes with capacities, not skills. The entities referred to as abilities in both definitions are acts. "Any competence definition must answer the question, 'capable for (doing) what?'" (Klieme et al., 2008)

Competence as Job-Related Behaviors: Many of the scholars have discussed and described competence as the skills and expertise related to the job. Klieme et al. (2008) followed the line that was initially taken by Weinert (1999), who see competence as an inclination and disposition. Klieme and his fellow researchers (2008) define and describe competence as the universal and inherited ability of an individual to learn the mother tongue. According to them, this ability is flexible modular. Apart from inherited ability to learn mother tongue, they have termed competence as situational behavioral inclinations that can be learned and used to certain circumstances and requirements in particular places. The disposition idea is subordinated to an elevated notion, construct, according to Klieme and his fellows. Adding more to the concept of construct, Schroeder-Heister (1995) says that the phrase stresses that when it comes to competencies, it's a case of anything really 'made' by experts that can only be experimentally evaluated in the most indirect way and on the grounds of ultimately reflected factors and indicators, the construct can be derived. However, Klieme et al. (2008) do not define the idea of disposition in their philosophical explanations. A disposition, according to Roeger (2016), is a trait "that is evident only under specified situations. The next requisite feature contextualized is difficult to determine since it is uncertain the external components of the relationship to which the environment per definition belongs, and how, for example, place and time, must be present in what form for a disposition to be contextualized. As a result, there is a gap in the literature that has to be filled.

Weinert (1999) defines disposition as a behavioral disposition, with learning, intellectual, and demand-specific types of integration. A performance disposition causes the

development of prototype psychological processes that are differentiated by certain quality standards under particular contexts. Since the applicability is constrained, he uses the notion learned in a more specific manner: A competency can only exist if it has been acquired. There's also a distinction between contextualized and demand-specific differentiated specific. Human characteristics such as determination and open-mindedness (Splitter, 2010) are considered ambiguous in terms of behavioral validation due to the high level of complexity. It may be maintained that further distinguishing these kinds based on context is impractical because there may be quite so many dispositions as one needs.

Competence as a Process: Apart from several other explanations and clarifications, the concept of competence has also been explained and defined as a process by a few of the renowned scholars of the field. The notion of competence, as per Blömeke et al. (2015) and Jacques (2016), relates to a process (processus) or a continuum. A process is defined as a purposeful and planned event (Carrier & Wimmer, 1995), whereas a continuum is defined as something coherent and consistent. Blömeke et al. (2015) use the term "connect" to describe a process, while Jacques (2016) uses the term "mediate." Even though the writers identify the process's components, they don't name them which leaves a gap in the literature and the authors, themselves aren't clear. Does "connect" mean "between cognitive abilities and freewill motivation on the one hand and execution on the other" or "mediate" especially among individuals' intentions, their resources, as well as those of their settings? Blömeke et al. (2015) provide a concept of a continuum rather than a process, demonstrating that certain cognitive or motivational inclinations are required to learn skills that are needed in a particular situation.

Competence as an Association: According to Hager and Gonczi's (1996) premise, competence is defined as a relationship or association involving abilities/capabilities and work performance. Thomann (2010) explains this thesis by saying that if the circumstances and environments are favorable, then an agent (x) can efficiently then perform the given task. A relation or a relationship between numerous objects, an entity or event, and one or more other entities or occurrences, is defined by the idea of relation or association. The distinction between both ability and capability is not defined by Hager and Gonczi (1996). If one wants to describe a relational term, one must do so by referring to its connection, which had not been addressed here. The scholars offer no remarks about the nature of the exceedingly intricate relationship, and its definition remains ambiguous. Furthermore, it is uncertain if the abilities and capabilities are linked to a confluence or a contradiction. The definition proposed by Hager and Gonczi (1996) is consistent with Velde (1999), who characterizes competence as a work creation and correlation. Two higher-level ideas with multiple interpretations none of which are generated nor specified describe the concept. The idea of competence cannot be precisely documented in light of the relation's distinguishing feature, because no answer to the question that "what competence is"? can be offered.

The analysis of definitions reveals that determining the idea of competence and its unique distinction is not a simple task. In the case of theoretical concepts, the conceptual underlying assumptions of the definition alter based on the theoretical point of view.

Apart from the above definitions and clarifications of the concept of competence, competence has been defined and described as a state or condition of being by Short, (1985) and as integration or combination of resources by (Fernandez, et al. 2012). However, neither of these hypotheses don't describe the concept of competence to a logical extent as mentioned by Schneider, (2019) as he terms both these definitions as under-determining and insufficient.

Discussion and Conclusion : This research was carried out aiming at two objectives; 1) to describe and analyze the historical evolution of the concept of competence and 2) to analyze and describe various perspectives while defining the term competence.

The research review provides numerous useful conceptual insights as well as directions for future research. First, the paper explains how the idea came to be and what the field's current state is. There seem to be no specific standards in establishing a definition, according to the constructivist viewpoint (Stoof et al., 2002). As a result, competence is regarded as a construct. The historical rebuilding, educational science and psychology's rational methodological approaches, and representational philosophical evaluations, on the other hand, therefore provide a foundation from which to develop the new theoretical explanation of competence. According to the findings, the notion still has a hazy impression that has to be clarified to achieve unanimity inside the concept as well as between theory and practice. On the one side, the concept infers the public persona and attitudinal attributes instead of academic prowess, and grades are the reliable indicators of work performance. Knowledge, skill, and attitude (KSA model of competence) influence work productivity on the other hand. In practice, though, both knowledge (educational qualifications and scores) and personality traits are taken into account when predicting employee effectiveness at work. Competence for conducting job-oriented activities refers to the intellectual capacity to effectively undertake job-specific actions in conditions that are conducive to such actions (Schneider 2019). Capacity, a relatively high definition of competence that relates to intellectual function and is differentiated by professional needs, is a higher-level concept of competence. Other ideas to the very same degree are rationally connected to the notion of capability. We distinguish intellectual capacity from practical ability at the very least, and we define intellectual ability in terms of work-specific competence.

Competence has primarily been researched in the fields of psychology, technical courses, and management and business. Nonetheless, the idea must be thoroughly investigated, particularly concerning training and development programs. Employee competence has also been developed using a variety of conceptual frameworks (Cheetham and Chivers, 1996) and paradigms (Le Deist and Winterton, 2005; Drejer, 2000). The fundamental flaw with these frameworks is that they overlook the organization's workforce numbers. There is a need for comprehensive models of competence that take into account all tiers of the workforce (top, middle, and bottom) and identify the competencies required at each level and in various domains and businesses.

Secondly, the research presents a greater grasp of the definition and typological application of competence. Personal traits or qualities, knowledge, skill, and attitude (inputs of

competence), job performance, and the accomplishment of acceptable and exceptional performance (outputs of competence) are all shared components of competence, according to the findings. Even though the literature contains a variety of general descriptions of competence, the discipline still needs a definition that relates to both principles and application and encompasses both visible and unseen components of competence to develop holistically. This study confirms Mulder (2011)'s claim that competence is a hidden trait that gains exposure and quantification through real execution or outcomes, as opposed to Sanghi (2016)'s view that competence is related to production and competency is related to the input. As a result, it clarifies the concept of competence and its operational definitions applications.

In this sense, the literature review contributes to our comprehension of competence. The study looked at the development of competence over time, as well as the development and improvements in dialogue and the field's present condition. It also provides a holistic picture of several competence aspects. In addition, the review identifies areas for future investigation. In summary, the study may benefit experts from various fields like education, management, business, psychology, and administration by offering important inputs for applying a competence strategy.

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