The management by competencies as a differential in the professional acting

Ana Cristina Brandao Ribeiro Silva
Horizon College
Federal District
http://lattes.cnpq.br/4304322128169522

ABSTRACT
The main objective of this work is to describe qualitatively the actions indicated to implementing the management by competence, also discussing its combination with the management by performance. It also looks forward to observing the management by competence relation with the process of technical and behavioral development of professionals into the institutional guidelines, identifying what are the necessary com-petencies and career anchors for the organization to reach advantage in the labor mar-ket, and discussing that the executive secretary has a relevant role in this implementa-tion process. The analysis of the results points mainly to the effective participation of the executive secretariat professional in the application of the model, as well as the relation of the career anchors with the competencies demanded by the organizations.

Keywords: Management by competencies. Executive secretariat. Professional an-chors. Technology

1 INTRODUCTION

Competency management is related to the concern with the performance of professionals aimed at achieving the company's objectives, with a bias towards the selection, retention and performance of employees. carbon et. al., (2009) point out that organizations have used this model to achieve their organizational goals. On the other hand, Strauhs (2012) emphasizes that this model promotes the development of the necessary skills for the position or function that the professional will occupy. In turn , Carbone (2009) indicates that if actions with this purpose are not implemented, the tendency will be to increase the existing gaps. This is a key element that should not be restricted to specific units on the respective subject.

In this way, considering the hierarchy established in the units, the leaders of the area can exercise this management of competences with the professionals who are under their supervision, and the steps involved can be rethought and redirected considering the differences and challenges of each sector, taking into account since each one of them has its specificities, and they need actions and decisions according to their administrative, business and managerial demands.

The new technologies must be included in the action plan developed by the area's management, seeking new knowledge that can introduce professional performances appropriate to the complexity of the environment and the organization's decision levels. In addition, it is necessary to assess which skills should be required of professionals in order to understand how they contribute to the organization through their experience and knowledge. In this perspective, it is important to define what type of evaluation will be demanded from the employee, because, if it is for performance, it is the work itself, according to the results achieved. On the other hand, if it is by competences, the organization will be able to measure with greater

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particularity the individual competences inherent to the position or function that the professional will occupy.

Brandão and Guimarães (2001) present distinctions and particularities between performance management and competence management, observing situations with the mixture between these two elements, performance and competences. This combination can present a competitive advantage for the organization by indicating the core competencies that can provide a high level of company capacity to differentiate itself in the business world. Management based on the competencies of individuals contributes to the development of attributions, promoting an increase in productivity and performance. Carbon et. al., (2009) draws attention to the importance of objectivity and clarity in the description of the survey of the skills used, in such a way as to avoid mistaken indications by employees that do not represent their real performance capacity. In this direction, it is understood that when delegating activities according to the appropriate competencies for each function or position, the probability of achieving organizational results is evident.

In this way, given the peculiarity of each individual who plays a certain role, this sum of management by performance and management by competence not only helps to monitor people 's results in relation to work, but also to boost and retain them. in the company, as catalysts of excellent results . In this bias, it is worth emphasizing that the manager has the fundamental attribution to identify the competences of his team members, mainly referring to technical and practical knowledge, skills with innovative attitudes. So, it is considered in this discussion that the executive secretary with his multiple competences, can be one of the collaborators of the process, and a differential in the organization.

The process of analyzing the professional's competences must be planned, because, otherwise, it may cause inconvenience due to him taking on positions or functions contrary to his ability and technical, cognitive, among others, which may impair the progress of activities, and on the other hand, difficult to adjust. However, it is important that the organization provides a favorable environment for the performance of skills, and understands the differences in positions among its employees, especially in relation to customs, cultures and ideologies, in such a way as to understand that divergences of ideas are healthy. for the benefit of the organization, it is more necessary to monitor and promote actions that can provide integration between them. However, it is necessary to verify if the professionals' goals are aligned with the company's goals, aiming to guide them in the ideal direction if they are in disharmony with the institutional strategic guideline.

In this scenario, Silva (2010) indicates that the characteristics of the executive secretary regarding negotiation and interpersonal relationships minimize conflicts and generate harmony between managers and professionals in the organization. The author emphasizes that the ability to innovate, transform, act on changes and support the decision-making process of this professional is part of the organizational context. Otherwise Silva (2021, p.3130), indicates the need for the secretary to be "(…) connective, positioning himself and generating collective results, solving problems and not only identifying necessary skills, but

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tuning them". Thus, this professional is considered a differential in the process of management by competences, with the necessary conditions to develop activities that require negotiation, communication, integration, flexibility, innovation and organization.

On the other hand, the assessment of which skills are necessary for the actions are essential for excellence in the performance of activities, and in this context, this professional passes through several sectors that demand the respective actions, which need the support of an integrating element. with the other professionals. Lessa; Shell (2015, p.134) indicate that the executive secretary currently holds relevant positions in companies, such as: "(…) assistance to the executive in decision-making and service approvals, improvements in the overall performance of the organization, modernization of systems and information flows." These authors point out management tools that can be used by the secretarial professional in order to identify problems and promote solutions in such a way as to support the executive in decision making. One of them is the *Deming Cycle* , PDCA - planning, development, coordination, evaluation, which is indirectly indicated in Figure 1, which presents the scheme of the competency management model, from another perspective, referring to the process to be implemented. .

Therefore, it is stated that the executive secretary can carry out activities that are in his/her profile of advisor, manager, consultant, entrepreneur, accompanying and supporting the implementation of this model with actions to achieve organizational goals. With this perspective, it is worth noting that the middle area, generally, the radius of action of this professional, has the same degree of relevance, importance and demand of the final areas, since they are responsible for providing the necessary conditions for the performance of the end activities. of organizations.

Although each professional is unique in their skills, it is important to note that the actions and development of work and activities must lead to a single direction, achieving the organization's objectives.

2 EXECUTIVE SECRETARY, ORGANIZATIONAL AND PROFESSIONAL PERFORMANCE STRATEGY

The competencies identified and valued according to each position or function cannot remain static, it is necessary to reformulate and with that look for others that can feed back the organizational competencies. Mussak (2010) characterizes the need to understand which areas are adherent to the person. On the other hand, it emphasizes the aspects of the environment and value to be present in the actions in such a way that the cycle is completed.

In this model, competency management follows a direction with a view to mapping, evaluating and developing the tripod of competencies (individual, collective, organizational), developing a mapping with the survey of the needs of the sectors of the organization, so that they can develop and train the professionals and teams in order to achieve their general and specific results.

Silva (2009) reinforces that people management is a central part of an organization, but faces challenges such as competency management discussed in this chapter. The central cell is the professional

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in the face of changes and transformations. In this scenario, people management drives "(…) companies to invest in their intellectual capital through strategies that provide satisfaction to their employees in order to encourage individuals to add value to the organization." (SILVA, 2009, p.173)

In view of this, a reinterpretation of the Competency Model was produced in which Carbone et. al., (2009) explains that it is about the performance of individual and personal skills in such a way as to create and maintain organizational skills in order to achieve organizational goals.

Figure 1. Reinterpretation of the Competency-Based Management Model

ANALYSIS OF STEPS

Source: Guimarães et. al., (2001) apud CARBONE, et. al., (2009) with adaptations.

Figure 1 - demonstrates the essential steps for a Competency Management model accompanied by actions and strategic perspectives indicated by the organization on its institutional guideline. The re-reading of the model was based on Guimarães et. al., (2001) *apud* Carbone , et. al., (2009) but with the inclusion of technological and innovation aspects. It is a dynamic and flexible scheme, which primarily looks at the organizational strategy plan, including the organizational mission, vision, goals and objectives. From this objective, it analyzes the competences demanded by the organization, inserting the technological and innovative ones, and with that the personal, technical, technological and individual competences of the collaborators are raised. Thus, it is possible to carry out the construction and integration of internal and external, individual, collective and organizational competencies shown in Figure 2 below.

Figure 2 - Actions for Internal and External Competencies

Source: Own authorship.

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Therefore, it is possible to set goals, thinking about innovations and performance indicators. In this perspective, the current competencies are found, as well as the existing gaps related to the lack of competencies that are demanded by the organization, but are not developed. In this final phase, evaluation, monitoring, adjustments are applied to correct possible gaps, analytically returning to the initial stage, passing through all other stages, if necessary.

In view of the diagnosis of the gaps found, the action plan helps to identify internal and external competencies through selection and recruitment in order to minimize the deficit found in the mapping carried out. In this perspective, Carbone et. al., (2009) in which he indicates that the purpose of mapping is to identify those gaps that prevent the institutional strategy from being implemented. Thus, it is possible to produce action plans and establish goals, innovations and performance indicators that will promote the reduction of errors. Strategic integration with management takes place with the alignment of individual, collective and organizational competencies.

After completing all the steps, it is important to assess whether the process was developed without failures or whether there is a need for adjustments in relation to the results achieved and the desired ones, in order to correct eventual failures in the route. The implementation of a competency-based management model requires complex and difficult steps to execute, with challenges that profoundly impact the entire chain of people in the company, even if senior management provides the necessary means and support at all stages of implementation.

Competency management requires a robust and in-depth analysis with the support of management tools, for example, PDCA of the competencies demanded by the organization cited by many authors in the area. In this idea, the area of people management, planning and logistics plays an important role in this competency-based management model, as it helps to facilitate the indication of the organizational strategy together with the model implementation team.

In any case, the participation of senior management is essential for the deliberation of the appropriate models and the resources or means necessary for processing and executing the plan. In this way, it is possible to get involved in the other hierarchical levels (VIEIRA, 2003). After all, resistance may arise due to the fears of employees, and they need institutional support and incentives from managers for the full development of the aforementioned competency management plan aligned with performance management.

2. 1 IMPLEMENTATION OF MANAGEMENT BY COMPETENCES WITH THE SUPPORT OF THE SECRETARY.

The implementation of the competency-based management model can be carried out with the support and participation of the executive secretary based on their technical and experiential knowledge of the company in which they operate. First, through the understanding of the referred management, the knowledge acquired in the academic world, and through research on the subject. Second, because the

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professional has access to all hierarchical levels and in the company's units, as stated by Coutinho (2018), "(...) the executive secretariat manages to cover all sectors of the organization, knowing their positive and negative points, contributions and deficiencies, which makes it able to make the connection between them when necessary (...)".

As this type of management is based on mapping, assessment, development and monitoring, it is possible for the secretary to contribute to the survey of the skills that the organization needs to monitor the market, as well as to collaborate in the development of the process of selection and recruitment of professionals. that can contribute to the goals of organizations. In addition, it can verify whether the selected professionals were assigned to the units based on their skills, including suggesting training and development necessary for the improvement of each one of them.

In this way, as a transforming agent it causes specific changes in the environment, in the sense of moving the actions of individuals towards the implementation of the management model. In turn, during the process, you will come across stable, reactive, proactive, creative, exploratory behaviors, which require relational and social skills to consider and agree on conflicts when necessary. Under such a scenario, each level, unit, professional has its role in the respective implementation, as this process may represent a threat to professionals who already work in the organization, and those who will join can become challenging to face unexpected situations, in this aspect the secretary has ability to face similar challenges.

According to Takeuchi and Nonaka (2008, p.122) Moving away from known habits can seem very risky." On the other hand, the authors call attention to tacit knowledge, which in turn are part of professional competences, which are complex to identify, considering that they are subjective, and permeated by customs, beliefs, mental maps, among others, which are included the cognitive dimension of the person. In this perspective, it is worth noting that the executive secretary and the managers also influence the implementation process, and therefore they must rethink their behaviors, attitudes and interpersonal relationships. Considering that learning and knowledge are important to contribute to the development of activities and the achievement of the objectives proposed by the organization, understanding the performance of each element of this competency-based management model process is necessary to take advantage of and direct the role of each of them.

Therefore, in table 1, below, the steps are shown, as well as the performance of the implementation team, the executive secretary, and senior management, in this complex process that seeks competitive advantage by inserting the culture of innovation with broad approaches, aiming to ensure the maintenance of the company in the face of the dynamic and unstable market that imposes on organizations the promotion of actions that keep reviewing their methods and generating organizational competences.

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Table 1 – Performance in the Competency-Based Management Model to be implemented.

Phases	Implementation Team	Executive Secretary	High administration
1	**Describe** the strategies based on the institutional guideline.	**Share** your view on the best strategies.	**Indicate** the institutional guideline **Provide** unrestricted resources for implementation.
two	**Provide** methods for identifying tacit, explicit, attitudinal, and technological skills. **Catalog and analyze** the types of competencies identified. **Prepare** documentation of results.	**Support** the application of methods. **Sensitize** employees to participate. **Apply** the practice of interpersonal relationships. **Communicate** Actions **Review** _ the documentation	**Provide** unrestricted resources for the implementation of the Competency Management Model.
3	**Manage** internal and external information and knowledge. (Stakeholders) **Promote** training and development with innovative practices. **Prepare** selection and recruitment. **Align** individual and organizational competencies.	**Share** information and knowledge. **Present** insights, ideas, and observations. **Indicate** actions to improve skills.	**Provide** unrestricted resources for the implementation of the Competency Management Model.
4	**Prepare** the action plan **Promote** meetings with the units to discuss the matter.	**Plan** meetings with units.	**Decide** on the plan, goals, and performance indicators.
5	**Evaluate** the results of the plan. **Review** and adjust the competency mapping process. **Indicate** new procedures and routines.	**Collaborate** in the adjustment of the process. **Disseminate** the new procedures and routines	**Decide** on the analysis of the evaluation result.

Source: own authorship

In this perspective, an important issue is inserted in competencies, which it is believed can be added to competency management. These are the career anchors that were discussed by Schein (1978, 1996), based on the study he carried out with some students, observing that as the individual goes through evolutionary career phases, he gets to know himself better, being able to identify clearly what he really does with mastery and satisfaction. Considering that the author indicates skills, values, attitudes in this process, it is possible to insert these dimensions in the work of training people to improve management by competences. For, mapping has the role of providing moments with employees in order to use management tools that can contribute to this action, such as: *design thinking* , SWOT matrix, among other management tools.

From the perspective of Schein (1996), with the addition mentioned by him, of the anchors, service and dedication to a cause, pure challenge and lifestyle, it can be inferred that from the recognition of these elements, it is possible for the individual to make choices career successes. In this bias, the process of mapping competencies can follow this conception of which career anchors each professional recognizes to have.

Therefore, understanding each one of them, their meaning and context, is to be able to understand which ones can provide their well-being and what is required in their function or activity, and contribute to

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the decision on the adequate capacity of the individual in the units, projects or activities that need to be developed, executed, produced. The delegation of competence combined with the professional's vision of what he likes to develop can guarantee the retention of knowledge and allow the collaboration of intellectual capital to innovate on the company's processes and business.

in **Chart 2** , which shows that professional anchors are linked to social, technical, individual and organizational skills, as creativity, innovation, complex activities, interpersonal and group relationships, concern for the neighbors and society, as well as functional stability.

In this perspective, each career anchor indicated by Schein (1978,1996) is presented, based on the respective author, and on the perception of the author of this chapter, in which it can be observed that for each anchor there are several competencies related and inserted both in the organizational context and in the individual and personal context of the employee, as well as the type of profession that is linked to their meanings.

Table 2 – Professional Anchors, meanings and perception.

PROFESSIONAL ANCHORS	MEANING	BECAUSE?	AUTHOR'S PERCEPTION OF THIS CHAPTER
Autonomy Independence	Maintain freedom for professional life choices.	Possibility of flexibility to carry out situations according to perception and will.	Freelance and creative professionals
Safety Stability	Priority in financial security and job stability	They look for jobs with job stability that denote solidity.	Public agent,
Competence technical/functional	Stimulus and motivation for the specific activity	It is an expert in the activities through its competencies in specific areas.	Consultant. Advisor
Competence general management	Analytical capacity, interpersonal and group relationships, emotional balance.	They are part of the decision-making process, with multiple functions. They like to manage and know all areas of the company.	Strategic and tactical manager. Executive Secretary
Creativity entrepreneur	Can create profitable businesses, services, and products	Are persistent in ideas	Entrepreneur. Innovation/Technology Professional
Service and dedication to a cause.	Activities that contribute to others and society. They work in organizations that have respect for the values and can exert influence	They are collaborative and have social responsibility.	Third Sector Professional, NGO OSCIP
pure challenge	They work in search of obstacles to be solved.	They like to deal with challenges, and with each problem solved they look for new challenges to overcome.	Professionals whose activities have a high level of complexity. Consultant
Lifestyle	They work in activities that can be reconciled with their personal and family tasks.	They seek balance in order to reconcile their activities with their individual and family needs	Professionals who do not put work above their personal and family needs.

Source: Adapted from Schein (1978, 1996).

Considering the dimensions of competencies found in Schein's (1978,1996) career anchors, one more anchor is included, the technological one, which can be understood as acting in digital activities and technological solutions. It is also inferred that this technological anchor can be considered as the activities related to the actions of information and knowledge management, as well as information technology, in which the professional will be able to recognize his performance in the systematization of processes, innovation of the business with digital transformation and disruption, artificial intelligence, among others. In fact, these perceptions are still being studied and researched by this author with a bias towards professional competences based on the reflection of the anchors presented by Schein (1978, 1996).

The essence of this thinking is anchored in innovation as a differentiating element in current organizations, given that the technological revolution promotes complexity, challenging goals and, at the same time, administrative and business modernization on a large scale. In this way, we dare to discuss this anchor that is currently demanded and indispensable by all companies, in view of the digital world that is increasingly accelerated due to the demands driven by the competitive market and require complex skills in the universe of disruption and digital transformation, which are aimed at actions that depend on people's approach and technological feasibility.

Thus, it is worth noting that *software* , programs, platforms are part of the strategies and solutions of organizations to achieve their goals with market competitiveness. In this way, innovation is considered to be present in this space, which is built through the creativity and entrepreneurship of its employees. On the other hand, it is worth mentioning that ABES (2018) *apud* Parada ; Golin (2018), reports the high number of software developed in the country. Given that, Stop; Golin (2018) emphasize that from this perspective, innovations increase, and the trend is the evolution of the information technology market. Okano et. al., (2019) in turn notes that in the face of these changes, processes will be modified, and consequently new actions and models will be needed, as well as investment flows based on market and customer demands. In this bias, the digital element should be inserted into the company's internal perception related to all business and service approaches.

Companies and people are increasingly dependent on the support of digital resources, considering that it significantly reduces the time and costs involved for some activities, such as: meetings through videoconferences, communication by corporate digital groups, among others. In these scenarios, technological tools are necessary in the management processes, in any direction. One example is competency mapping, which sometimes requires *software* capable of storing large data to monitor indicators. So, having a qualified professional or knowledgeable about these technologies, and hiring an information technology development area, who can understand what the management area needs to be able to develop a system for this activity considered essential for the company is essential.

In the evaluation process, the respective professional anchors are very important to identify the professional's list of competencies, but with guidance on what is really important to perform and develop. Thus, it is possible to adjust the number of people according to the positions or functions that require

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activities that employees do not recognize themselves doing. These are situations that need to be analyzed, as well as procedures, processes, or competencies that were not properly planned or used.

On the other hand, it is the opportunity to evaluate, identify and record tacit knowledge, which has not been recorded and can contribute to the organization, as it is often not used because the lack of knowledge of this domain is not documented, as well as the professional's ability to other areas that have not yet been tried or performed. Strauhs (2012) emphasizes that generating knowledge increases productivity and efficiency in companies. In addition to observing that competency management combined with knowledge management by some companies, confirmed better performance in performance.

In this scenario, the importance of the competence mapping process is highlighted, from the performance evaluation combined with competence evaluation, considering that its absence may cause intangible damages to the company. Thus, Chiavenato's (2009, p. 247-248) understanding of the advantages of performance evaluation stands out, which identifies "(...) problems of supervision of personnel, integration, from the employee to the organization or to the position he occupies. , dissonances, wastage of employees with higher potential than what is required by the position, motivation, etc."

Thus, it is understood, when an employee spends more time to perform an activity than another could spend less time, it is a loss that occurs due to the waste of time. On the other hand, when exercising a competence that is not within its domain, a negative or unexpected result may occur for the organization. Thus, this process of analyzing competencies according to activities, positions and functions must be continued in the organization that intends to achieve its objectives without fail and with excellent results. However, it requires careful analysis and action to avoid praising employees at the expense of others with different abilities. In addition, it is important to have a problem-solving proposition in which the executive secretary can indicate actions that other employees can improve their skills and acquire others. On the other hand, promote actions to raise awareness, disseminate and share knowledge.

It is important to highlight the difference between training (to apply knowledge immediately) and development (provides learning generating new skills) commented by Chiavenato (2004). In this bias, it is observed that even the training methods must be analyzed in order to choose the types that are coherent with the demands and needs found in the organization. Knowledge management is a key element in this process, as it requires the sharing of experiences as well as learning. Given this, Strauhs (2012) indicates that it directs the appropriate and efficient way to identify the existing knowledge in the company. Thus, the promotion of events, in which each employee can share information with other colleagues, is a way of disseminating new knowledge, and building organizational and collective competences, which are built from individual competences. According to Strauhs (2012), the manager must have mastery over the knowledge management process, considering that he can modify the internal actions of the professionals. In addition, it is possible to more accurately detect the trends that each employee has in relation to services.

This exchange of knowledge must be monitored in order to balance it with coordination by managers responsible for the respective process. Well, it is a very complex process that requires good guidance to

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avoid misguided views and actions about errors and failures of employees. In addition, the entire process must be based on the strategic objective of the organization, so it is necessary to effectively follow the steps to verify that no changes have occurred during the implementation.

3 THE EXECUTIVE SECRETARY AND THE CHALLENGES IN SUPPORTING THE IMPLEMENTATION OF MANAGEMENT BY COMPETENCES.

The challenges for implementing competency management are extensive and complex to overcome, as they directly impact the actions that must be carried out. In view of this, the executive secretary, with his ability to share and act in various activities and units, will be able to contribute at the strategic level in such a way as to disseminate his support in this endeavor. In addition to being the intermediary between the implementation team and senior management, which will provide all the necessary inputs and surroundings for the feasibility of the execution. It can also demystify the idea that customs and values are permanent, indicating that they can be remodeled according to each situation and moment. On the other hand, it can contribute to raising awareness about the importance of the respective mapping, considering that according to Leme (2005) it is necessary to have intense awareness about the new model in the organization. In this perspective, the thinking of D' elia and Camargo (2013) is presented, on the integration of the secretariat with the sectors for the development of processes.

The secretarial professional inserted in the process symbolizes that the strategic level is in accordance with the actions for implementation. However, a robust investment is required for this type of model. Barbosa (2008) mentions the difficulty of obtaining unrestricted support from senior management, given the need for large investment in the strategies that must be implemented during the process. Thus, it is important that the strategic level formally indicates how much and when it intends to invest in the respective action. On the other hand, it is necessary to align all management levels of the company, and the professionals qualified for such action.

The executive secretary, as a member of this team, must recognize which are his/her competencies that will be able to collaborate in the referred process of implementation of the competency management. The alignment between the strategic guideline and the competencies that can be used and developed is a great challenge to breaking the existing paradigms and culture. In turn, it is important to reiterate that employees have support from the strategic level, aiming at actions that encourage the desire to collaborate with the institution and develop good works. In this way, people management plays an essential role in the process, as it will outline policies aimed at the integration of ideas and support between units. In this vein, it is worth noting that the model discussed in this chapter was considering its breadth, the competencies developed and managed by organizations, "(...) scarce, valuable, difficult and costly elements and imitation and replacement". (CARBONE et al, p.33).

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4 STUDY METHODOLOGY

This research had a qualitative approach, with an exploratory bias, through a review of books, studies, and works on the subject. This section presents the methodological procedures used, and the limitations of the method used.

Considering that the main objective of this research was to qualitatively discuss the actions for the implementation of management by competencies with the participation of the executive secretary, examined by the theoretical structure pointed out, which permeate the reflections. It was decided on the qualitative research method, of an exploratory nature, which is considered more suitable for the intended analysis, in which Flick (2009) confirms that qualitative research is based on multiple theories with discussion methods. On the other hand, Gil (2008) points out that exploratory research provides a holistic view of a given subject, and qualitative analysis is based on interpretation.

From this perspective, the research was planned in stages. As for the means of investigation, a bibliographic survey was carried out based on the selection of studies based on the keywords, considering that they are indicative of the subject, and through qualitative procedures with an interpretative bias. From the qualitative approaches, we opted for the discussion around the subject based on the researched authors, through the interpretative analysis of the author of this study. Cervo and Bervian (2007) understand the possibility for the researcher to analyze and correlate facts or phenomena without handling data.

As for the limitations of the method, we can mention the analyzes performed by this researcher, which are subjective and subject to other perceptions and understandings. However, it is a study that encourages new research on the subject aiming at the dissemination of knowledge and participation and secretarial practice in the competence management process.

5 FINAL CONSIDERATIONS

The study shows that management by competencies added to management by performance, and aligned with actions inherent to knowledge management, observing important aspects to its implementation, which provide the identification of individual competencies that can generate organizational competencies, and consequently, integrated inthem to the actions to achieve organizational objectives. In addition, it points out the need to analyze the ideal position of the professional in the organization, in such a way that it can create relevant capacities for the solution of the organization's problems. Thus, added to the self-knowledge of the internal or external collaborator regarding their professional anchors, it can contribute to the analysis of the best capacity of the professional in the position or function. On the other hand, the view of the authors who discuss this subject corroborates the propositions that drove this study.

It is also worth mentioning the evidence pointed out about the performance and effective participation of the executive secretary in the context of the implementation process of the respective

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competency management model with the support of other management dimensions mentioned during the study.

However, despite having been demonstrated through the literature in the area, that the implementation of management by competencies together with management by performance, subsidized by actions of knowledge management, can provide the transformation desired by organizations regarding the achievement of their objectives with the development and adequate positioning of the competences of its collaborators, it is understood as a limitation of the research, that the respective result has not been demonstrated in practice.

Therefore, in addition to analyzing the subject from the perspective of the theory of the authors of the area, as carried out in this study, further studies are indicated aiming at deepening of the aforementioned theme to investigate the relevance of the participation of the executive secretary professional in specific contexts with the application of a case study that offers several possibilities of techniques aiming at a survey on the perception of the secretaries and managers responsible for the implementation of this type of model in organizations with experience in the subject, and that have in their staff the respective professional acting.

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