GRID 2
A MODEL OF COMPETENCE

Examples of Potentially Valued Styles of Behaviour

Achievement | **Affiliation** | **Power**

Examples of components of effective behaviour.	Doing things which have not been done before.	Inventing things.	Doing things more efficiently than they have been done before.	Developing new formal scientific theories.	Providing support and facilitation for someone concerned with achievement.	Establishing warm, convivial relationships with others.	Ensuring that a group works together without conflict.	Establishing effective group discussion procedures.	Ensuring that group members share their knowledge so that good decisions can be taken.	Articulating group goals and releasing the energies of others in pursuit of them.	Setting up domino-like chains of influence to get people to do as one wishes without having to contact them directly.
Cognitive											
Thinking (by opening one's mind to experience, dreaming, and using other sub-conscious process) about what is to be achieved and how it is to be achieved.											
Anticipating obstacles to achievement and taking steps to avoid them.											
Analysing the effects of one's actions to discover what they have to tell one about the nature of the situation one is dealing with.											
Making one's value conflicts explicit and trying to resolve them.											
Consequence anticipated: *Personal*: e.g. "I know there will be difficulties, but I know from my previous experience that I can find ways round them. *Personal normative beliefs*: e.g. "I would have to be more devious and manipulative than I would like to be to do that." *Social normative beliefs*: e.g. "My friends would approve if I did that": "It would not be appropriate for someone in my position to do that."											
Affective											
Turning one's emotions into the task: Admitting and harnessing feelings of delight and frustration: using the unpleasantness of tasks one needs to complete as an incentive to get on with them rather than as an excuse to avoid them.											
Anticipating the delights of success and the misery of failure.											
Using one's feelings to initiate action, monitor its effects, and change one's behaviour.											
Conative											
Putting in extra effort to reduce the likelihood of failure.											
Persisting over a long period, alternatively striving and relaxing.											
Habits and experience											
Confidence, based on experience, that one can adventure into the unknown and overcome difficulties, (This involves knowledge that one will be able to do it plus a stockpile of relevant habits).											
A range of appropriate routineised, but flexibly contingent behaviours, each triggered by cues which one may not be able to articulate and which may be imperceptible to others.											
Experience of the satisfactions which have come from having accomplished similar tasks in the past.											

From: Raven, J. and Stephenson, J. (2001). *Competence in the Learning Society*. New York: Peter Lang