



Management Standards Review Stage 2

Report on desk research for Area O: Manage Self and Personal Skills

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The logo for The Management Standards Consultancy, featuring the lowercase letters 'themsc' in a handwritten, orange-brown script.

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Executive Summary

This report presents the findings of desk research conducted as a contribution to Stage 2 of the Management Standards Review. The focus of this research was Area O: Managing self and personal skills.

Documents identified during this research include a wide range of competency frameworks, guidelines, reports and codes of conduct. A number of authoritative texts by academics and practitioners were also consulted.

The findings of the research confirmed the significance of Emotional Intelligence models for this area of the functional map. Notably, the importance of self awareness was a recurring theme if managers and leaders are to manage their own contribution in line with their values, motivations and capabilities.

The research also confirmed the importance of Continuing Professional Development (CPD) if managers and leaders are to maintain, improve and broaden their knowledge and skills. A number of CPD models were explored, providing useful guidance for the development of a CPD competency.

The research confirmed that the area of “Managing self and personal skills” underpins many of the functions of management and leadership. It is particularly significant in functions concerned with working with people and providing direction e.g.

Area B Gain commitment and provide leadership

Area H Build relationships

Area I Develop networks and partnerships.

This area of research will also be highly relevant for the re-development of the Personal Competency model. A list of source documents, competency frameworks and potential contacts (for the field work stage) are included in appendices.

The key recommendations from the research are:

- Further consultation to test out the findings of the desk research and to explore key issues with academics and ‘expert’ practitioners. This will require careful co-ordination to ensure that the consultants working on the project are able to share referrals and avoid multiple approaches to organisations or individuals.
- Development of units to reflect the functions relevant to Area O and the levels at which these functions will be carried out i.e.

Level 3	Unit O1	Manage your time and personal resources
Levels 4 and 5	Unit O2	Manage your own contribution to achieving the organisation’s vision and objectives
Levels 4 and 5	Unit O3	Manage your continuing professional development

1. Introduction

This report summarises the findings of desk research conducted as a contribution to Stage 2 of the Management Standards Review.

The focus of this research was the area of 'Managing self and personal skills' i.e.

- O1. Manage your own contribution
- O2. Develop your knowledge, skills and competence.

2. Methodology

The research aimed to identify a wide range of documents relevant to 'Managing self and personal skills', in particular:

- existing competency frameworks (including competencies developed within organisations and by national sector bodies)
- reports, guidelines, codes of conduct etc describing good practice
- books and journals reflecting the established and current thinking of respected academics and practitioners.

A number of key documents were known to the researchers through earlier work (including stage 1 of the Management Standards Review). An extensive search of the Internet produced further leads for sources of information from a range of organisations and associations. Library searches were also productive, most notably the library and information service of the Chartered Institute of Personnel and Development (CIPD).

Each document identified was reviewed to assess its relevance to 'Managing self and personal skills'. Notes of the most useful documents were recorded on a Desk Research Report Sheet (See Appendix A). The report sheet was used to record notes from each document under the following headings:

1. Understanding own values, views, motivations, capabilities and capacity
2. Understanding own contribution to strategic objectives
3. Managing own work and resources
4. Developing own knowledge, skills, qualities and performance
5. Developing personal and professional networks
6. Using reflection and evidence to improve performance
7. Using supervision to improve performance
8. Personal qualities, characteristics, behaviours and competencies of leaders and managers

9. Codes of practice, conduct etc.

The use of the report sheet helped the researchers to remain focused on the key aspects relevant to 'Managing self and personal skills' and, as the research progressed, enabled an assessment of those aspects which were thoroughly covered and those which required further investigation.

Appendix B provides an alphabetical list of the documents reviewed. Those with completed report sheets have a reference number in the right hand column.

During the desk research, any individuals or organisations identified as potentially useful contacts for the field work stage of the project were also recorded. These are listed in Appendix C.

3. Findings

3.1 Understanding own values, views, motivations, capabilities and capacity

Self awareness is a constantly recurring theme when considering leadership and management competence. Daniel Goleman identifies three key aspects of self awareness:

Emotional self-awareness	Reading one's own emotions and recognizing their impact; using "gut sense" to guide decisions
Accurate self-assessment	Knowing one's strengths and limits
Self-confidence	A sound sense of one's self-worth and capabilities

(See Appendix D: Emotional Intelligence Leadership Competencies)

The importance of self awareness, highlighted by the Emotional Intelligence model, has also been more widely recognised. In "Management Challenges for the 21st Century", Peter Drucker argues that success in the knowledge economy comes to those who know themselves – their strengths, their values and how they best perform. Through this self awareness, individuals can best recognise the type of work and the type of organisation in which they will flourish. He argues:

"do not try to change yourself – you are unlikely to succeed. But work hard to improve the way you perform. And try not to take on work you cannot perform or will only perform badly"

"you need to know 'what are my values?' To work in an organisation whose value system is unacceptable or incompatible with one's own condemns a person both to frustration and to non performance... They do not need to be the same, but they must be close enough to coexist."

"Successful careers are not planned. They develop when people are prepared for opportunities because they know their strengths, their method of work, and their

values. Knowing where one belongs can transform an ordinary person – hard working and competent but otherwise mediocre – into an outstanding performer.” **(Ref 16)**

Similarly, Pedler, Burgoyne and Boydell identify ‘self knowledge’ as one of the eleven qualities possessed by successful managers (see Appendix F):

“Whatever each of us does is affected by our own view of our job or role, by our goals, values, feelings, strengths, weaknesses, and a host of other personal factors. To keep a relatively high degree of self-control, the manager must be aware of these self-attributes and the part they play in influencing actions. The successful manager therefore needs skills of introspection.” **(Ref 12)**

Recent research into the Prudential’s leadership programme (2002) further supported the view that self awareness is a key competency:

“By far the greatest amount of data generated by the interviews with the Prudential staff concerned increases in participant’s self-awareness. All managers reported being able to take greater risks as a result of being helped to recognise their emotional responses when put into a situation that pressed certain “hot buttons”... they were then able to identify the patterns that existed between their thoughts, feelings and behaviours. As a result, participants felt confident and empowered... participants were able to empathise more with their team members, recognise the value of individual differences and handle conflict.” Significantly, more than half of the participants on the Prudential’s development programme regarded Emotional Intelligence as being fundamental to leadership.” **(Ref 23)**

Stephen Covey’s “7 Habits of Highly Effective People” also supports this perspective - knowing yourself and your personal values lies at the heart of principle-centred leadership described by Covey. **(Ref TB 2)**

Similarly, Peter Senge identifies ‘Personal Mastery’ as one of the five disciplines in the learning organisation. Key to Personal Mastery is an understanding of self – one’s own values, views, motivations, capabilities and capacity – and developing in ways compatible with these. **(Ref TB 3)**

Finally, in his recent book; Leadership Development, London argues “Transformational, adaptive, and principled leaders need to understand themselves and those with whom they work... leaders who recognise that they cannot get anything done without cooperation value insight into their own and others’ goals and motives... Leaders who do not understand themselves are unlikely to have an accurate view of others or be sensitive to others’ feelings, needs and attitudes. Self-insight is the bedrock of meaningful personal growth and development.” **(Ref 27)**

3.2 Understanding own contribution to strategic objectives

Pedler, Burgoyne and Boydell identify ‘command of basic facts’ as one of the eleven qualities possessed by successful managers (see Appendix F):

“Successful managers know what’s what in their organisation. They have a command of such basic facts as goals and plans (long and short term), product knowledge, who’s who in the organisation, the roles and relationships between various departments, their own job and what’s expected of them. If they don’t store all this information, they know where to get it when they need it. **(Ref 12)**

The process of Continuing Professional Development (CPD) also requires an individual to understand their own contribution to strategic objectives. CPD should sharpen awareness of the need for additional know-how or new skills required to meet new challenges and encourage the planning and achievement of the necessary learning.

“Too often in the pressure of everyday work, we do not give adequate thought to the knowledge and skills needed to meet organisational and personal work objectives. CPD gives you a system or framework for action which will help you to achieve optimum effectiveness in your current job. Put simply, CPD helps you to do your job better” **(Ref 13)**

“Begin with the end in mind” is also one of Covey’s “7 Habits of Highly Effective People” which requires an understanding of strategic goals and how the leader should plan and work to get there **(Ref TB 2)**.

3.3 Managing own work and resources

Goleman identifies Self-Management as a key area of personal competence, comprising:

Emotional self-control	Keeping disruptive emotions and impulses under control
Transparency	Displaying honesty and integrity; trustworthiness
Adaptability	Flexibility in adapting to changing situations or overcoming obstacles
Achievement	The drive to improve performance to meet inner standards of excellence
Initiative	Readiness to act and seize opportunities
Optimism	Seeing the up side in events

(See Appendix D: Emotional Intelligence Leadership Competencies)

Fundamental principles for the management of own work and resources are the management of time and prioritising of tasks i.e. “effectiveness is doing the right things”. Work needs to be scheduled. Delegating appropriately to staff is key (as is ensuring that staff do not ‘delegate’ inappropriately to their manager).

Harris argues “When you work with others, model a way of working based on mutual respect and support. When you recognise that the going is getting tough, think through the implications – and ask for help. If we treated others with respect, they are

likely to respond in kind and to do what they can to get things back on track”. **(Ref 14)**

The draft NOS for Volunteer Leaders in the Land-based sector developed by Lantra includes the Unit 4: Work Effectively - Element 4.1 Organise your own work **(Ref 11)**.

Covey refers to “Put first things first” – this is clearly about using time and personal resources to greatest effect **(Ref TB2)**.

3.4 Developing own knowledge, skills, qualities and performance

The importance of Continuing Professional Development (CPD) for managers, leaders and professionals is widely recognised. The principles of CPD are:

- development is continuous
- the process is owned and managed by the individual
- individuals know best what they need to learn
- learning objectives should be clear and;
- the process needs commitment and time. **(Ref 8)**

The Professional Associations Research Network (PARN) has been conducting research into CPD within professional associations since 1998. PARN provides the following definition of CPD:

“CPD is any process or activity of a planned nature that provides added value to the capability of the professional through the increase in knowledge, skills and personal qualities necessary for the execution of professional and technical duties, often termed competence. It is a life-long tool that benefits the professional, client, employer, professional association and society as a whole and is particularly relevant during periods of rapid technological and occupational change.” **(Ref 7)**

PARN has researched a range of CPD schemes run by professional associations including:

- The Institute of Logistics and Transport **(Ref 2)**
- The Institution of Civil Engineers **(Ref 3)**
- The Institute of Public Relations **(Ref 6)**

This research identified a wide variation in the design of CPD schemes between professions and in the participation levels of professionals.

The main differences reflect whether or not CPD is compulsory or voluntary, prescriptive or open-ended in content. For example, the Institution of Civil Engineers has a mixed CPD policy, where the majority of members are obliged to undertake CPD, but specialist members are subject to a mandatory scheme. Specialist

members are tied to the mandatory CPD policy as their professionalism may be called into question in a legal context. They are able to demonstrate that they are up to date in legal and professional terms by way of their CPD records. In keeping with this mandatory CPD policy, specialists who do not comply with their CPD policy are removed from their respective register. **(Ref 3)**

In contrast, for many other professionals CPD is a less formal process to maintain, improve and broaden knowledge and skills. PARN emphasises the importance of professional associations being clear about the purpose of their CPD scheme.

Another key distinction between CPD schemes is that some are measured in terms of outputs and the learning gained from given CPD activities, whereas others are based upon the number of hours spent in CPD activities.

Ultimately however, the learning outcomes will depend on the amount of effort and enthusiasm an individual devotes to the learning process.

The typical CPD process reflects the learning cycle (Kolb 1984):

- Review (Initial)
- Planning
- Development Activities
- Assessing Achievement
- Review (Ongoing).

The PARN Guide to Developing Professional Management Skills **(Ref 1)** proposes a CPD model that “will enable you to select and prioritise areas of development to meet both your organisational objectives and your future career goals... It has been designed so that you can progress at your own pace and within your own identified timescales”.

The PARN model emphasises that the choice of development activities managers select as part of their CPD will depend on their specific needs, the time and resources available and most importantly on their preferred learning style. Therefore managers need to be aware of their preferred learning style (i.e. activist, reflector, theorist or pragmatist). This again illustrates the importance of ‘self awareness’.

A CPD process is described as follows:

1. Work analysis – identifying new or challenging issues at work over the next 3 months to a year.
2. Career analysis – identifying the new knowledge and skills required to achieve career plans
3. Prioritise the areas of new or challenging issues and new knowledge and skills to be developed. The aim is to identify the top priorities for development, those that are less critical (and recognising the important areas of work which are already done well)

4. Resource analysis – managers must be clear about the resources required to support their CPD and whether appropriate resources are available. Resources are likely to fall into three main categories:
 - *Time*
 - *Money*
 - *People* i.e who can help with CPD: employer, line manager, colleagues, staff, specialists, friends, family, professional body, business association?
5. Action Planning for each area to be developed:
 - clear objectives to be achieved
 - start date
 - planned completion date
 - allocation of resources required (time, money and people).
6. Review action plans - managers are advised to learn from reflecting on their past experience to ascertain:
 - what went well and why?
 - what did not go well and why?

For the longer term, it is suggested that managers should develop action plans to identify where they wish to be in one, three and five years time. Within this action plan, short term objectives should be developed which are SMART: Specific, Measurable, Appropriate, Realistic, Time-bound - and Challenging.

The Chartered Institute for Personnel and Development (CIPD) also has a well developed CPD policy: “As the sole UK professional institute in the field of people management, the CIPD is looked to by employers and other institutes as a primary source of information and advice about CPD. The institute’s effectiveness in this role is clearly influenced by the extent to which it promotes CPD for its own members.”
(Ref 13)

The CIPD relates the importance of CPD to the changing attitude towards training and development and the work environment e.g.

- Traditional training tended to treat the trainee as the passive recipient of material delivered by the pro-active trainer. That concept is now being reversed by encouraging people to take responsibility for their own learning and development. The trainer now provides support to the active learner.
- Employability, rather than secure employment with one employer, is today’s career target. This is largely dependant on self-directed development.

In common with other CPD models, the CIPD policy emphasises the importance of managers understanding their own preferred learning style through:

- Reviewing past experience and assessing the types of events or processes which were most effective
- Asking for the views of colleagues or mentors
- Using learning style/ personality questionnaires.

In particular, it is recommended that managers understand three basic sets of ideas about the learning process:

- **the main types of learning**
 - intuitive (which takes place without us being necessarily conscious of it)
 - incidental (more conscious learning, triggered by events or incidents which jolt us into thinking about what happened and why)
 - retrospective (a more systematic approach where we make a habit of thinking about activities and events and analysing what we learned from them)
 - prospective (the most active approach, and the one which best serves the aims of CPD – planning to learn before an experience as well as reviewing afterwards).
- **the learning cycle e.g. the four linked stages of;**
 - having an experience
 - reviewing the experience
 - concluding from the experience
 - planning the next steps
- **the main learning styles** (e.g. from the research by David Kolb, Alan Mumford, Peter Honey and others)
 - activists
 - reflectors
 - theorists
 - pragmatists.

It is also important that managers consider all the possible sources of learning when planning their CPD. The CIPD guidance groups suggested learning opportunities into 4 categories.

- Professional work based activities
- Personal activities outside work

- Courses, seminars and conferences
- Self-directed and informal learning

(For a full list of suggested learning opportunities see Appendix H).

To approach CPD systematically, the CIPD proposes four initial steps:

1. undertake an audit of your current know-how and competence (possibly by assessing yourself against the relevant NOS, or perhaps by conducting a SWOT analysis)
2. setting aims and objectives of what you wish to achieve
3. identifying the knowledge and expertise required to achieve your targeted goals
4. matching this expertise against your current position and thus identifying the gaps between your current and targeted position. These gaps will form the basis of your *development plan*.

Development plan: An important part of the CIPD's CPD policy is that each member should own and manage a development plan – to provide a systematic or structured approach to decisions about 'what you need to learn and how you plan to learn it' (this may be paper-based or on a computer-based system).

The CIPD does not prescribe any set model of development plan, but recommends it should incorporate three elements:

- Development objectives (possible divided into short and long term needs)
- Proposed action
- A schedule of progress reviews

Record of achievements – CIPD members are also encouraged to keep a record of achievements i.e. outcomes of planned development activities. This includes keeping evidence of achievements **(Ref 13)**

Finally, CPD is regarded as an attitude as well as a process – the continual and conscious search for, and recognition of, learning in almost every activity or situation. CPD should not be seen as an additional task to normal work activities. CPD is most effective when the practice of addressing learning needs and opportunities becomes an integral part of the way individuals manage their working life. **(Ref 13)**

3.5 Developing personal and professional networks

Peter Drucker argues that an important aspect of managing yourself is taking responsibility for relationships. "This has two parts. The first is to accept the fact that other people are as much individuals as you yourself are... to be effective you have to know the strengths, the performance modes and the values of your co-workers... The second part of relationship responsibility is taking responsibility for

communication” i.e. people must communicate what they are good at, how they work, what are their values and find out the same from others. People need to understand each other to work effectively. **(Ref 16)**

Pedler, Burgoyne and Boydell identify ‘Social skills and abilities’ as another of the eleven qualities possessed by successful managers (see Appendix F):

“One definition of management often cited is ‘getting things done through other people’. This definition may be inadequate, but it does point to one of the key features of the manager’s job – it requires interpersonal skills. The successful manager develops a range of abilities which are essential in such activities; communicating, delegating, negotiating, resolving conflict, persuading, selling, using and responding to authority and power”. **(Ref 12)**

PARN also relate the importance of networks to successful CPD. Managers need to know where and how to find support which may include:

Peers and colleagues: Networking with others is a useful way of gaining insights into how to tackle issues which you may come across. Managers who are going through the same process may provide particularly valuable support.

Mentors: Individuals may choose to approach somebody who is more experienced to become a mentor. They might be somebody who can facilitate learning, either by giving or suggesting opportunities which may be available. They may also act as a counsellor.

Professional bodies - may provide a useful network – and can often provide access to learning to support CPD.

Friends and family: “It is important to have the understanding and support of the people you live with. This will help, for example, if you need to negotiate quiet times for you to study at home”. **(Ref 1)**

Covey argues that being “proactive” is also about developing one’s circle of influence. “Win-win”, “Seek first to be understood” and “Synergize” all recognise the value of partnership working for mutual benefits and present some practical approaches. **(Ref TB 2)**

3.6 Using reflection and evidence to improve performance

“Successful managers are more independent as learners; they take responsibility for the ‘rightness’ of what is learned, rather than depending, passively and uncritically, on an authority figure (a teacher or an expert) to define ‘truths’.

Successful managers are capable of abstract thinking, as well as concrete, practical thought. They are able to relate concrete ideas to abstract ones (and vice versa) relatively quickly. This ability – which is sometimes known as a ‘helicopter mind’ – enables managers to generate their own theories from practice and to develop their own practical ideas from theory.

The ability to use a range of different learning processes is necessary for managerial success. Three such processes are:

(a) input – receiving expository teaching, either formal (e.g. on a course) or informal (e.g. coaching by a colleague;

(b) discovery – generating personal meaning from one’s own experiences

(c) reflection – a process of analysing and recognising pre-existing experiences and ideas.” **(Ref. 12)**

Feedback (including 360 degree feedback) provides an important source of information for reflection and evidence to improve performance: “Feedback is central to leadership development. It is the key to the leaders’ self-insight... Feedback stems from a number of sources. Some feedback comes from objective data; information about finances, human resources, and business processes. Other feedback comes from subjective data: comments or ratings from one’s supervisor, subordinates, peers, customers, and/or suppliers.” **(Ref 27)**

The use of Action Learning by managers and leaders appears to be on the increase. A study of Action Learning is currently being conducted by the Institute for Action Learning and Research at the University of Salford. The study aims to discover how closely practitioners of Action Learning are sticking to “what might be termed the classical principles of [Reg] Revans’s concept in which ‘comrades in adversity’ come together to question, challenge, reflect and learn from each other’s mistakes and successes rather than relying on ‘experts’.

Findings of the study suggest an increasing take up of action learning. Of those using action learning, 78% say that at present they are using action learning more now than when they started, and 67% anticipating using action learning more.

The definition of what constitutes action learning is open to some interpretation. Respondents in the study were asked to identify up to four out of seven statements that are most central to their view of, and practice in, action learning. The results included:

- personal change and development (85%)
- action on real problems at work (83%)
- reflection on action (78%)
- organisational change and development (49%)
- working in a set of six or so peers (35%)
- questioning (32%)
- facilitation (12%)

(Ref 17)

Using reflection and evidence to improve performance is clearly an important component of the CPD process. PARN research into CPD suggests that management learning is not value-free - 'it is emotional and political'. Much of the education and training of professionals is characterised by "technical rationality", that there is a fixed body of professional knowledge and techniques which merely have to be learned and then applied. However, professionals, managers and leaders need a degree of "Professional artistry", including "tacit knowledge" and intuition. The only way that this will be learned is by developing the ability to engage in "reflection-in-action" - to be able to reflect critically on practice. **(Ref 7)**

A number of CPD schemes require participants to keep a reflective log of their CPD activities including records of learning action taken, and the respective outcomes of learning. In order to assess the benefits of CPD activities, outcomes are measured against the objectives that were set during the planning process. Development can be evaluated in terms of new and/or improved levels of competent performance in the workplace, or new areas of knowledge acquired **(Ref 2)**. PARN research illustrates this model with the CPD scheme of the Institute of Logistics and Transport and the Institute of Civil Engineers (ICE). The ICE scheme recommends that members maintain a *Development Action Plan* and *Personal Development Record*. The *Development Action Plan* requires members to identify their development goals and possible activities to achieve those goals, consider how the success of the activities could be measured, and set a deadline for achieving goals. The *Personal Development Record* asks for details of CPD activities, the key learning points and the key benefits of the CPD activities. **(Ref 3)**

"Professional associations recommend and implement a number of different activities to encourage self-reflection by members undertaking CPD. This could be something as simple as having an awareness of a need for taking a retraining course, or updating skills, or it could be more elaborate, involving SWOT analyses and developmental questionnaires for giving insight into learning styles and personality types. All CPD policies, at least implicitly, acknowledge a need for a certain self-awareness on the part of participants, as it is a concomitant part of the concept of continuing development (one must be aware of what sort of development is necessary and when). Most professional associations ask members to plan and reflect upon their CPD." **(Ref 5)**

In *The Good Management Guide for the Voluntary Sector*, self reflection and 'time out' are put at the heart of a map of management personal competences, resting on the realisation that there is no growth without investment in the self. **(Ref 14)**

This is also described by Stephen Covey who refers to taking time out to 'Sharpen the Saw' i.e. taking time out for physical, social/emotional, spiritual and mental renewal. **(Ref TB2)**

3.7 Using supervision to improve performance

There are many guides to effective supervision of others, but few sources identified deal with how managers' can use supervision to improve their own performance. Perhaps this is already addressed through using reflection and evidence to improve

performance (which is likely to include feedback from others, including colleagues and more senior managers).

Making use of supervision to improve performance appears to be most widely recognised in the social / caring professions. Two examples of competencies for using supervision are:

- Employment NTO - Make use of supervision *Unit B23 from Counselling, Advice, Mediation, Psychotherapy and Guidance Standards (Ref 26)*
- QuADS Professional Competencies - Job component 12b: Counselling Supervision. *This is for those who provide clinical supervision for counsellors either individually or in groups. It is based upon the British Association of Counselling's Code of Ethics and Practice (Ref 24).*

Similarly, the National Probation Service is currently developing a strategic leadership and management development framework which provides for newly appointed managers to:

- “Have regular performance reviews
- Measure their own leadership and management effectiveness
- Be coached and mentored by experienced managers
- Look for opportunities to shadow experienced managers”

More experienced leaders and managers in the National Probation Service will be expected to use 360 degree inventory and tools to measure their own leadership and management effectiveness and plan their development accordingly. **(Ref 25)**

3.8 Personal qualities, characteristics, behaviours and competencies of leaders and managers

Emotional Intelligence (EI)

Global research with 3,871 executives has led Goleman, Boyatzis and McKee of the Hay Group to conclude that the primal task of leadership is emotional.

The leader acts as the group's emotional guide. Followers look to a leader for supportive emotional connectivity – for empathy. When leaders drive emotions positively, the effect is *resonance*. When they drive emotions negatively, leaders spawn *dissonance*. The glue that holds people together in a team, and that commits people to an organisation, is the emotions they feel. The EI leader not only empathises with the team's emotions, but also expresses them for the group. Optimistic, enthusiastic leaders more easily retain their people, compared with those bosses who tend toward negative moods. How well leaders manage their moods and affect everyone else's moods is not just a private matter, but a key factor in how well a business will do.

The Emotional Intelligence model put forward by Goleman has two sides to it: Personal Competence (including Self-Awareness and Self-Management) and Social Competence (including Social Awareness and Social Management). Each of these domains is described by a number of competencies or behaviours typical of successful leaders in any context. Individuals can assess, and invite others to assess, the extent to which they possess these competencies. As a result, they can decide to take action to develop those competencies in which they are less strong. No-one has strengths across the board, but highly effective leaders typically exhibit a critical mass of strength in a half dozen or so EI competencies.

Leaders with a high EI quotient are able to use a variety of different leadership styles, appropriate to different circumstances:

Visonary

<i>How it builds resonance:</i>	Moves people towards shared dreams
<i>Impact on climate:</i>	Most strongly positive
<i>When appropriate:</i>	When changes require a new vision, or when a clear direction is needed

Coaching

<i>How it builds resonance:</i>	Connects what a person wants with the organisation's goals
<i>Impact on climate:</i>	Highly positive
<i>When appropriate:</i>	To help an employee improve performance by building long-term capabilities

Affiliative

<i>How it builds resonance:</i>	Creates harmony by connecting people to each other
<i>Impact on climate:</i>	Positive
<i>When appropriate:</i>	To heal rifts in a team, motivate during successful times, or strengthen connections

Democratic

<i>How it builds resonance:</i>	Values people's input and gets commitment through participation
<i>Impact on climate:</i>	Positive
<i>When appropriate:</i>	To build buy-in or consensus, or to get valuable input from employees

Pacesetting

<i>How it builds resonance:</i>	Meets challenging and exciting goals
<i>Impact on climate:</i>	Because too frequently poorly executed, often highly negative
<i>When appropriate:</i>	To get high-quality results from a motivated and competent team

Commanding

<i>How it builds resonance:</i>	Soothes fears by giving clear direction in an emergency
<i>Impact on climate:</i>	Because so often misused, highly negative
<i>When appropriate:</i>	In a crisis, to kick-start a turnaround, or with problem employees

Goleman's Emotional Intelligence Leadership Competencies are presented in Appendix D.

The Consortium for Research on Emotional Intelligence in Organisations (www.eiconsortium.org) has developed an Emotional Competence Framework, largely derived from Goleman's Emotional Intelligence Leadership Competencies, but also incorporating findings from: *MOSAIC competencies for professional and administrative occupations* (U.S. Office of Personnel Management); Spencer and Spencer, *Competence at Work*; and top performance and leadership competence studies published in Richard H. Rosier (ed.), *The Competency Model Handbook, Volumes One and Two* (Boston : Linkage, 1994 and 1995), especially those from Cigna, Sprint, American Express, Sandoz Pharmaceuticals; Wisconsin Power and Light; and Blue Cross and Blue Shield of Maryland.

See Appendix E: The Emotional Competence Framework.

William Peace also advocates some of the personal qualities and behaviours needed by modern managers and leaders, arguing the case for being a 'soft manager' i.e. practising openness, sensitivity and thoughtful intelligence:

"Being a soft manager is no job for the fait-hearted. On the contrary, it takes a certain courage to be open-minded, well-informed, and responsible, to walk straight into adversity rather than seek to avoid it. Staying open to different possibilities can, of course, lead to vacillation, but it can also lead to tougher, better decisions from among a wider range of choices. The object of soft management is certainly not to be lax or indecisive.

Whenever I am tempted to insulate myself from the painful consequences of some business decisions...it's more productive to listen to objections and complaints, to understand what subordinates are thinking and feeling, to open up to their arguments and their displeasure." **(Ref TB 4)**

A number of competency frameworks have also been obtained which would particularly inform any future development of the personal competency model:

Competency Framework – Scottish Executive **(Ref TB7)**

Core Criteria – Northern Ireland Civil Service **(Ref TB 8)**

Code of Conduct for NHS Managers **(Ref TB9)**

National Standards for Headteachers **(Ref TB10)**

NHS Leadership Qualities Framework **(Ref TB11).**

3.9 Codes of practice, conduct etc

A number of commentators identify an increasing emphasis given to ethics in business, particularly in reaction to the recent accounting scandals in the USA and an apparently increasing awareness by consumers of the ethical behaviour of corporations.

Orme and Ashton propose the following definition of ethics:

“Ethics is about fairness, and deciding what is right or wrong, about defining the practices and rules which underpin responsible conduct between individuals and groups”

and

“Being ethical involves taking action to ensure that these practices and rules are applied consistently in all day-to-day business situations” **(Ref 22)**

An Emotional Intelligence instrument is proposed as a way to ‘test for ethics’ (See Appendix G).

“The first thing a leader has to do is to set the vision for the organization.”

“The second task is to understand the changing needs of customers and employees.”

“Finally, leaders need to have people to follow them. They need to energize people so that they rally behind the vision and take leadership roles themselves in bringing the vision to life.” **(TB 6)**

4. Conclusions

This desk research has identified a range of documents which can now be used to inform the development of Units for 'Managing self and personal skills':

Area O1: Manage your own contribution

The importance of individuals identifying their own values, motivations, capabilities and capacity and maximising their contribution in line with capabilities and capacity is confirmed by many sources. There is no doubt that self awareness / self knowledge is a key competency for leaders and managers. The Emotional Intelligence competency frameworks identified will be particularly relevant to the area of managing self and personal skills.

'Understanding own contribution to strategic objectives' is partly reflected in the Emotional Intelligence model and other sources, but may warrant further exploration during field work. Similarly, although partly explored through the desk research, the area of seeking guidance on issues beyond own capabilities (e.g. using supervision and feedback) could be explored further during field work.

Area O2: Develop your knowledge, skills and competence

The desk research identified extensive studies of Continuing Professional Development and processes which align very closely with the functions described in the functional map:

- Evaluate your knowledge, skills and competence in the light of job requirements and your personal aspirations
- Plan to develop your knowledge, skills and competence to meet job requirements and your personal aspirations
- Develop your knowledge, skills and competence in line with your plans
- Evaluate your learning and development.

Overlaps with other areas of the Functional Map

'Managing self and personal skills' does by its very nature overlap with other aspects of the functional map – indeed, the functional map represents 'Managing self and personal skills' as underpinning other competencies. In the development of units there are particularly likely to be significant overlap with:

B Gain commitment and provide leadership

H Build relationships

I Develop networks and partnerships.

Effective delegation is a key competency for managers and leaders which is likely to appear in the area 'Working with people', but may also overlap with Area O.

Much of the research for 'Managing self and personal skills' will also be particularly relevant for any re-development of the Personal Competency model.

5. Recommendations

Recommendations for the field work:

1. Individual contacts identified during the desk research should be followed up, to test out our findings and invite further contributions to the development of the standards.
2. A number of organisations should be approached to test out the findings of the desk research and in particular to explore further:
 - how managers and leaders link individual competences and strategic direction
 - how managers and leaders seek guidance on issues beyond own capabilities.

Clearly, this field work will require careful co-ordination to ensure that the consultants working on this project are able to share referrals and avoid multiple approaches to the same organisation or individual.

Development of new units should proceed with reference to:

- The current Management Standards
- Other NOS and competency frameworks
- Findings of the desk research.

Proposed units for Area O: Manage yourself

Units will need to be developed which reflect the functions relevant to Area O and the levels at which these functions will be carried out e.g.

Level 3:

Unit O1. Manage your time and personal resources

- O1.1 Manage your time and personal resources to meet objectives
- O1.2 Identify your learning needs and seize learning opportunities
- O1.4 Use reflection and feedback to improve performance
- O1.4 Seek guidance on issues beyond your capabilities.

Levels 4 and 5:

Unit O2. Manage your own contribution to achieving the organisation's vision and objectives

- O2.1 Identify your own values, motivations, capabilities and capacity

- O2.2 Establish your contribution to achieving the organisation's vision and objectives
- O2.3 Maximise your own contribution in line with your capabilities and capacity
- O2.4 Seek guidance on issues beyond your capabilities and where values and practices are in conflict.

Levels 4 and 5:

It may be appropriate to rename the area "Develop your knowledge, skills and competence" as "Continuing Professional Development". The competence described in this area aligns well with the CPD models identified (e.g. PARN and the CIPD), and the terminology 'Continuing Professional Development' would be instantly recognisable to most managers and leaders. This unit could potentially apply to managers at all levels, although in practice is most likely to be relevant at levels 4 and 5.

Unit O3. Manage your continuing professional development

- 03.1 Evaluate your knowledge, skills and competence in the light of job requirements and your personal aspirations
- 03.2 Plan to develop your knowledge, skills and competence to meet job requirements and your personal aspirations
- 03.3 Develop your knowledge, skills and competence in line with your plans
- 03.4 Review and evaluate your learning and development.

Appendices

Appendix A: Desk Research Report Sheet

Management Standards Review Stage 2

Area O: Manage Self and Personal Skills

Desk Research

Report Sheet

Researcher	
Title of article/document	
Author	
Source	
Date	

Brief Summary of Article/Document

- 1. Understanding own values, views, motivations, capabilities and capacity*
- 2. Understanding own contribution to strategic objectives*
- 3. Managing own work and resources*
- 4. Developing own knowledge, skills, qualities and performance*
- 5. Developing personal and professional networks*
- 6. Using reflection and evidence to improve performance*
- 7. Using supervision to improve performance*
- 8. Personal qualities, characteristics, behaviours and competencies of leaders and managers*
- 9. Codes of practice, conduct etc*

Appendix B: Documents reviewed

	Report sheet.
Alcohol Concern and DrugScope (2001). <i>Quality in Alcohol and Drugs Services: Professional Competencies.</i>	24
Boyle K. <i>Professional development: Up to speed.</i> People Management (January 2000)	
Burgoyne J. (1999). <i>Developing yourself, your career and your organisation.</i> Lemos and Crane, London	
Burns P. (Managing Editor), (1996). <i>Managing Best Practice: Management Competencies.</i> The Industrial Society	15
Chapman M. <i>Emotional Intelligence: the challenge for HRM.</i> Competency and Emotional Intelligence Vol 10 (2002)	23
CIPD, <i>Continuing Professional Development: The IPD Policy</i>	13
Collingwood H. Kirby J. <i>All in a Day's Work.</i> Harvard Business Review (Dec 2001)	TB6
Covey S. (1989/1990). <i>The 7 Habits of Highly Effective People / Principle Centred Leadership.</i> Simon & Shuster	TB2
Crouch S. (2001). <i>Meeting the challenge: The final report of the Voluntary Sector CPD research project.</i> The research centre, Norwich.	
Cunningham I. <i>Learning issues.</i> T Magazine (April 1999)	
Department of Veterans Affairs (USA) July 2002, <i>High performance development model</i>	10
DfES (September 2000). <i>National Standards for Head Teachers</i>	TB10
Drucker P. (1999). <i>Managing Oneself.</i> Harvard Business Review (March-April 1999)	16
Edwards D. <i>360 degree feedback as a longitudinal development intervention.</i> Selection and development review, British Psychological Society (June 2000)	
Employment NTO. <i>Counselling, Advice, Mediation, Psychotherapy and Guidance Standards.</i>	26
Friedman A. Davis K. Durkin C. Phillips M. CPD in the UK: Policies and programmes. Professional Associations Research Network.	

Friedman A. Davis K. Phillips M. (2001). CPD in the UK: Attitudes and experiences of practitioners. Professional Associations Research Network.	
Glover C. <i>The taking stock market</i> . People Management (December 2001)	
Goleman D, Boyatzis R, McKee A. (2002). <i>The New Leaders</i> . Little, Brown	TB1
Hall P. <i>How to... grow your own leaders</i> . People Management (June 2002)	19
Harris J. (2002). <i>The Good Management Guide for the Voluntary Sector</i> . NCVO publications, London	14
Hartog M. <i>Becoming a reflective practitioner: a continuing professional development strategy through humanistic action research</i> . Business Ethics (July 2002)	
Israel R. Whitten H. Shaffran C. (2000). <i>Your mind at work: developing self-knowledge for business success</i> . Kogan Page, London.	
Lantra, (2000). <i>Draft NOS for Volunteer Leaders in the Land-based sector</i>	11
London M. (2002). <i>Leadership Development: Paths to self-insight and professional growth</i> . Lawrence Erlbaum Associates.	27
London M. Smither J. <i>Empowered self-development and continuous learning</i> . Human Resource Management: Vol 38 No 1 Spring 1999	20
Miller L. Rankin N. Neathley F. (2001) <i>Competency frameworks in UK organisations</i> . CIPD London	
National Probation Directorate (2003). <i>Principles and Commitments to Leadership</i> .	25
NHS (October 2002). <i>Code of Conduct for NHS Managers</i> .	TB9
NHS (October 2002). <i>NHS Leadership Qualities Framework</i>	TB11
Northern Ireland Civil Service. <i>Core Criteria</i> .	TB8
Orme G. and Ashton C. <i>Ethics: a foundation competency</i> . Competency and Emotional Intelligence Volume 10 (2002)	22
Packer A. <i>Getting to know the employee of the future</i> . Training and development (August 2000). Alexandria VA, USA	

Peace W. H. <i>The Hard Work of Being a Soft Manager</i> . Harvard Business Review (Nov-Dec 1991)	TB4
Pedler M. Brook C. Burgoyne J. <i>Action Learning: Motion Pictures</i> . People Management (April 2003)	17
Pedler M. Burgoyne J. Boydell T (2001). <i>A Manager's Guide to Self-Development</i> . McGraw Hill, Maidenhead, Berkshire	12
Philips M and Friedman A (2001). <i>CPD: Individual Professional Learning in Practice – Research Summary</i> , Professional Associations Research Network (PARN)	4
Phillips M. Cruickshank I. Friedman A. (2002). CPD: Evaluation of good practice. Professional Associations Research Network.	
Professional Associations Research Network (2000), <i>Continuing Professional Development</i>	7
Professional Associations Research Network. <i>Continuing Professional Development, the CPD guide of the Institution of Civil Engineers (ICE)</i>	3
Professional Associations Research Network. <i>Developing Excellence, CPD programme of the Institute of Public Relations</i>	6
Professional Associations Research Network. <i>Guide to Developing Professional Management Skills</i>	1
Professional Associations Research Network. <i>Learning and Life: A guide to CPD: The CPD guide of the Institute of Logistics and Transport</i>	2
Professional Associations Research Network. <i>Models of Good Practice – CPD</i>	5
Rogers A. <i>Self Promotion</i> . Works Management (March 1999)	21
Sangster C. (2000). <i>Planning and organising personal and professional development</i> . Aldershot Gower.	
Scottish Executive. <i>Competency Framework</i>	TB7
Senge P. (1990). <i>The Fifth Discipline – The Art and Practice of the Learning Organization</i> . Century Business	TB3
Tedlow R. S. <i>What Titans Can Teach us</i> . Harvard Business Review (Dec 2001)	TB5
The Consortium for Research on Emotional Intelligence in Organisations, <i>The Emotional Competence Framework</i> .	9

The Industrial Society, (1998). <i>CPD: Management Factsheet</i>	8
Whiteley P. <i>Follow my leader: Emotional Intelligence goes hand in hand with inspirational leadership – and better business results.</i> People Management (April 2003)	18

Appendix C: Potential contacts for field work

Contact details	Comments
<p>Competency and Emotional Intelligence: The annual benchmarking survey 2002</p> <p><i>(Copy of this directory already provided to MSC and other Management Review consultants)</i></p>	<p>The directory provides information on the competency frameworks used by 49 named employers, together with core competencies and/or example definitions of commonly found competencies.</p> <p>The directory index also lists the names of almost 300 organisations using competency frameworks in the UK, categorised by industry sector.</p>
<p>Professor Beverley Alimo-Metcalfe and Dr John Alban-Metcalfe</p> <p>HE Leadership Research Development Ltd M House Kirkstall Road Leeds, LS4 2BT www.lrdl.co.uk</p> <p>Tel: 0113 263 8525 Email: Lisa@lrdl.co.uk</p>	<p>A University of Leeds spin-out company, LRDL was created to develop research into transformational leadership.</p>
<p>Mary Philips Professional Associations Research Network (PARN) Wills Memorial Building Lewis Wing Queens Road Bristol BS8 1RJ www.parn.org.uk</p> <p>Tel: 0117 9545682 Email mary.phillips@bristol.ac.uk</p>	<p>PARN provides a range of research, networking and educational events, and information services to its members. Their work focuses on five key areas: Continuing Professional Development; Governance & Regulation; Professionalism, Ethics and Standards; Organisational Strategy and Development and International developments.</p>
<p>Mike Pedler and Cheryl Brook</p> <p>The Revans Centre for Action Learning and Research University of Salford Technology House Salford Greater Manchester M6 6AP</p> <p>Tel: 0161 295 4088 / 0161 278 2623</p>	<p>Currently carrying out research into the nature and extent of action learning practice (in association with Professor John Burgoyne at Lancaster University)</p>

Contact details	Comments
<p>John Burgoyne Professor of Management Learning Lancaster University Management School Bailrigg Lancaster LA1 4YX</p> <p>Tel: 01524 594026 Email: j.burgoyne@lancaster.ac.uk</p> <p>action.learning@ntlworld.com</p>	<p>Currently carrying out research into the nature and extent of action learning practice</p>
<p>Steven Sonsino Tomorrows Leaders Research Group London Business School Regents Park London NW1 4SA</p> <p>Tel: 020 7262 5050</p>	<p>Founder of the Tomorrow's Leaders Research Group, conducting research into identifying leaders of the future.</p>
<p>Susan Hopgood HR Manager – Leadership and Management Development National Probation Directorate Horseferry House Dean Ryle Street London SW1P 2AW</p> <p>Tel: 020 7217 0743 Email: susan.hopgood@homeoffice.gis.gov.uk</p>	<p>The National Probation Directorate is currently developing a new leadership framework, due to be launched in Sept 2003.</p>
<p>Dr Richard Hale International Management Centres Association</p> <p>www.imcassociation.org</p> <p>Tel: 01280 817222 Email rhale@imc.org.uk</p>	<p>The IMC Association is a global professional body for career and continuing professional development through lifelong action learning working in partnership with individuals and enterprise in Europe, The Americas, The Orient, The Pacific and Africa.</p>

Contact details	Comments
<p>The Industrial Society report: on Management Competencies (Ref 15) presents a series of case studies which explore how a number of organisations have developed and used management competencies:</p> <ul style="list-style-type: none"> • The Body Shop (contact: Head of UK Retail Training) • British Gas (contact: HR Development Manager) • BT (contact: Head of Performance and Development) • Ericsson Ltd, Public Systems Division (contact: Director of HR and Quality) • KLM Royal Dutch Airlines (contact: Personnel Manager, UK & Ireland) • The Senior Civil Service (contact: Head of Senior Staff and Interchange Division) • 	<p>This may be useful in providing leads to organisations which have now been using management competencies for a number of years</p>

Appendix D: Daniel Goleman's Emotional Intelligence Leadership Competencies

Personal Competence

These capabilities determine how we manage ourselves.

Self-Awareness

Emotional self-awareness Reading one's own emotions and recognizing their impact; using "gut sense" to guide decisions

Leaders high in emotional self-awareness are attuned to their inner signals, recognising how their feelings affect them and their job performance. They are attuned to their guiding values and can often intuit the best course of action, seeing the big picture in a complex situation. Emotionally self-aware leaders can be candid and authentic, able to speak openly about their emotions or with conviction about their guiding vision.

Accurate self-assessment Knowing one's strengths and limits

Leaders with high self-awareness typically know their limitations and strengths, and exhibit a sense of humor about themselves. They exhibit a gracefulness in learning where they need to improve, and welcome constructive criticism and feedback. Accurate self-assessment lets a leader know when to ask for help and where to focus in cultivating new leadership strengths.

Self-confidence A sound sense of one's self-worth and capabilities

Knowing their abilities with accuracy allows leaders to play to their strengths. Self-confident leaders can welcome a difficult assignment. Such leaders often have a sense of presence, a self-assurance that lets them stand out in a group.

Self-Management

Emotional self-control Keeping disruptive emotions and impulses under control

Leaders with emotional self-control find ways to manage their disturbing emotions and impulses, and even to channel them in useful ways. A hallmark of self control is the leader who stays calm and clear-headed under high stress or during a crisis - or who remains unflappable even when confronted by a trying situation.

Transparency Displaying honesty and integrity; trustworthiness

Leaders who are transparent live their values. Transparency – an authentic openness to others about one's feelings, beliefs, and actions – allows integrity. Such leaders openly admit mistakes and faults, and confront unethical behaviour in others rather than turn a blind eye.

Adaptability Flexibility in adapting to changing situations or overcoming obstacles

Leaders who are adaptable can juggle multiple demands without losing their focus or energy, and are comfortable with inevitable ambiguities of organisational life. Such leaders can be flexible in adapting to new challenges, nimble in adjusting to fluid change, and limber in their thinking in the face of new data or realities.

Achievement

The drive to improve performance to meet inner standards of excellence

Leaders with strength in achievement have high personal standards that drive them to constantly seek performance improvements – both for themselves and those they lead. They are pragmatic, setting measurable but challenging goals, and are able to calculate risk so that their goals are worthy but attainable. A hallmark of achievement is in continually learning – and teaching – ways to do better.

Initiative

Readiness to act and seize opportunities

Leaders who have a sense of efficacy – that they have what it takes to control their own destiny – excel in initiative. They seize opportunities – or create them – rather than simply waiting. Such a leader does not hesitate to cut through red tape, or even bend the rules, when necessary to create better possibilities for the future.

Optimism

Seeing the up side in events

A leader who is optimistic can roll with the punches, seeing an opportunity rather than a threat in a setback. Such leaders see others positively, expecting the best of them. And their “glass half—full” outlook leads them to expect that changes in the future will be for the better.

Social Competence

These capabilities determine how we manage relationships

Social Awareness

Empathy

Sensing others’ emotions, understanding their perspective, and taking active interest in their concerns

Leaders with empathy are able to attune to a wide range of emotional signals, letting them sense the felt, but unspoken, emotions in a person or group. Such leaders listen attentively and can grasp the other person’s perspective. Empathy makes a leader able to get along well with people of diverse backgrounds or from other cultures.

Organisational awareness

Reading the currents, decision networks, and politics at the organisational level

A leader with keen social awareness can be politically astute, able to detect crucial social networks and read key power relationships. Such leaders can understand the political forces at work in an organisation, as well as the guiding values and unspoken rules that operate among people there.

Service

Recognising and meeting follower, client, or customer needs

Leaders high in the service competence foster an emotional climate so that people directly in touch with the customer or client will keep the relationship on the right track. Such leaders monitor customer or client satisfaction carefully to ensure they are getting what they need. They also make themselves available as needed.

Relationship Management

Inspirational leadership

Guiding and motivating with a compelling vision.

Leaders who inspire both create resonance and move people with a compelling vision or shared mission. Such leaders embody what they ask of others, and are able to articulate a shared mission in a way that inspires others to follow. They offer a sense of common purpose beyond the day-to-day tasks, making work exciting.

Influence

Wielding a range of tactics for persuasion

Indicators of a leader's powers of influence range from finding just the right appeal for a given listener to knowing how to build buy-in from key people and a network of support for an initiative. Leaders adept in influence are persuasive and engaging when they address a group.

Developing others

Bolstering others' abilities through feedback and guidance

Leaders who are adept at cultivating peoples' abilities show a genuine interest in those they are helping along, understanding their goals, strengths, and weaknesses. Such leaders can give timely and constructive feedback and are natural mentors or coaches.

Change catalyst

Initiating, managing, and leading in a new direction

Leaders who can catalyse change are able to recognise the need for the change, challenge the status quo, and champion the new order. They can be strong advocates for the change even in the face of opposition, making the argument for it compellingly. They also find practical ways to overcome barriers to change.

Conflict management

Resolving disagreements

Leaders who manage conflicts best are able to draw out all parties, understanding the differing perspectives, and then find a common ideal that everyone can endorse. They surface the conflict, acknowledge the feelings and views of all sides, and then redirect the energy toward a shared idea.

Building bonds

Cultivating and maintaining a web of relationships

Teamwork and collaboration

Cooperation and team building

Leaders who are able team players generate an atmosphere of friendly collegiality and are themselves models of respect, helpfulness, and cooperation. They draw others into active, enthusiastic commitment to the collective effort, and build spirit and identity. They spend time forging and cementing close relationships beyond mere work obligations.

Appendix E: The Emotional Competence Framework - from The Consortium for Research on Emotional Intelligence in Organisations (www.eiconsortium.org).

Personal Competence

SELF - AWARENESS

Emotional awareness: Recognizing one's emotions and their effects. People with this competence:

- Know which emotions they are feeling and why
- Realize the links between their feelings and what they think, do, and say
- Recognize how their feelings affect their performance
- Have a guiding awareness of their values and goals

Accurate self-assessment: Knowing one's strengths and limits. People with this competence are:

- Aware of their strengths and weaknesses
- Reflective, learning from experience
- Open to candid feedback, new perspectives, continuous learning, and self-development
- Able to show a sense of humor and perspective about themselves

Self-confidence: Sureness about one's self-worth and capabilities. People with this competence:

- Present themselves with self-assurance; have "presence"
- Can voice views that are unpopular and go out on a limb for what is right
- Are decisive, able to make sound decisions despite uncertainties and pressures

SELF - REGULATION

Self-control: Managing disruptive emotions and impulses. People with this competence:

- Manage their impulsive feelings and distressing emotions well
- Stay composed, positive, and unflappable even in trying moments
- Think clearly and stay focused under pressure

Trustworthiness: Maintaining standards of honesty and integrity. People with this competence:

- Act ethically and are above reproach
- Build trust through their reliability and authenticity
- Admit their own mistakes and confront unethical actions in others
- Take tough, principled stands even if they are unpopular

Conscientiousness: Taking responsibility for personal performance. People with this competence:

- Meet commitments and keep promises
- Hold themselves accountable for meeting their objectives
- Are organized and careful in their work

Adaptability: Flexibility in handling change. People with this competence:

- Smoothly handle multiple demands, shifting priorities, and rapid change
- Adapt their responses and tactics to fit fluid circumstances
- Are flexible in how they see events

Innovativeness: Being comfortable with and open to novel ideas and new information. People with this competence:

- Seek out fresh ideas from a wide variety of sources
- Entertain original solutions to problems
- Generate new ideas
- Take fresh perspectives and risks in their thinking

SELF - MOTIVATION

Achievement drive: Striving to improve or meet a standard of excellence. People with this competence:

- Are results-oriented, with a high drive to meet their objectives and standards
- Set challenging goals and take calculated risks
- Pursue information to reduce uncertainty and find ways to do better
- Learn how to improve their performance

Commitment: Aligning with the goals of the group or organization. People with this competence:

- Readily make personal or group sacrifices to meet a larger organizational goal
- Find a sense of purpose in the larger mission
- Use the group's core values in making decisions and clarifying choices
- Actively seek out opportunities to fulfill the group's mission

Initiative: Readiness to act on opportunities. People with this competence:

- Are ready to seize opportunities
- Pursue goals beyond what's required or expected of them
- Cut through red tape and bend the rules when necessary to get the job done
- Mobilize others through unusual, enterprising efforts

Optimism: Persistence in pursuing goals despite obstacles and setbacks. People with this competence:

- Persist in seeking goals despite obstacles and setbacks
- Operate from hope of success rather than fear of failure
- See setbacks as due to manageable circumstance rather than a personal flaw

Social Competence

SOCIAL AWARENESS

Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns. People with this competence:

- Are attentive to emotional cues and listen well
- Show sensitivity and understand others' perspectives
- Help out based on understanding other people's needs and feelings

Service orientation: Anticipating, recognizing, and meeting customers' needs. People with this competence:

- Understand customers' needs and match them to services or products
- Seek ways to increase customers' satisfaction and loyalty
- Gladly offer appropriate assistance
- Grasp a customer's perspective, acting as a trusted advisor

Developing others: Sensing what others need in order to develop, and bolstering their abilities. People with this competence:

- Acknowledge and reward people's strengths, accomplishments, and development
- Offer useful feedback and identify people's needs for development

- Mentor, give timely coaching, and offer assignments that challenge and grow a person's skills.

Leveraging diversity: Cultivating opportunities through diverse people. People with this competence:

- Respect and relate well to people from varied backgrounds
- Understand diverse worldviews and are sensitive to group differences
- See diversity as opportunity, creating an environment where diverse people can thrive
- Challenge bias and intolerance

Political awareness: Reading a group's emotional currents and power relationships. People with this competence:

- Accurately read key power relationships
- Detect crucial social networks
- Understand the forces that shape views and actions of clients, customers, or competitors
- Accurately read situations and organizational and external realities

SOCIAL SKILLS

Influence: Wielding effective tactics for persuasion. People with this competence:

- Are skilled at persuasion
- Fine-tune presentations to appeal to the listener
- Use complex strategies like indirect influence to build consensus and support
- Orchestrate dramatic events to effectively make a point

Communication: Sending clear and convincing messages. People with this competence:

- Are effective in give-and-take, registering emotional cues in attuning their message
- Deal with difficult issues straightforwardly
- Listen well, seek mutual understanding, and welcome sharing of information fully
- Foster open communication and stay receptive to bad news as well as good

Leadership: Inspiring and guiding groups and people. People with this competence:

- Articulate and arouse enthusiasm for a shared vision and mission
- Step forward to lead as needed, regardless of position
- Guide the performance of others while holding them accountable
- Lead by example

Change catalyst: Initiating or managing change. People with this competence:

- Recognize the need for change and remove barriers
- Challenge the status quo to acknowledge the need for change
- Champion the change and enlist others in its pursuit
- Model the change expected of others

Conflict management: Negotiating and resolving disagreements. People with this competence:

- Handle difficult people and tense situations with diplomacy and tact
- Spot potential conflict, bring disagreements into the open, and help deescalate
- Encourage debate and open discussion
- Orchestrate win-win solutions

Building bonds: Nurturing instrumental relationships. People with this competence:

- Cultivate and maintain extensive informal networks
- Seek out relationships that are mutually beneficial

- Build rapport and keep others in the loop
- Make and maintain personal friendships among work associates

Collaboration and cooperation: Working with others toward shared goals. People with this competence:

- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information, and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration

Team capabilities: Creating group synergy in pursuing collective goals. People with this competence:

- Model team qualities like respect, helpfulness, and cooperation
- Draw all members into active and enthusiastic participation
- Build team identity, esprit de corps, and commitment
- Protect the group and its reputation; share credit.

Appendix F: Eleven qualities possessed by successful managers

- from; A Manager's Guide to Self-Development (Ref 12)

Pedler, Burgoyne and Boydell put forward a framework of eleven qualities, based on research into the attributes which were found to be possessed by successful managers. These qualities are grouped as follows:

Basic knowledge and information

- Command of basic facts
- Relevant professional knowledge

Skills and attributes

- Continuing sensitivity to events
- Analytical, problem-solving and decision/judgement-making skills
- Social skills and abilities
- Emotional resilience
- Proactivity – inclination to respond purposefully to events

'Meta-qualities' (i.e. *those qualities that allow the manager to develop and deploy skills and resources*)

- Creativity
- Mental agility
- Balanced learning habits and skills
- Self-knowledge (Ref 12)

Appendix G: The Bar-On EQ-I measure of Emotional Intelligence

Intrapersonal

Self-Regard: The ability to look at and understand oneself, respect and accept oneself, accepting one's perceived positive and negative aspects as well as one's limitations and possibilities.

Emotional Self-awareness: The ability to recognise and understand one's feelings, beliefs and emotions, differentiate between them, know what caused them and why.

Assertiveness: The ability to express feelings, beliefs, and thoughts and defend one's rights in a non-destructive way.

Independence: The ability to be self-reliant and self-directed in one's thinking and actions, and to be free of emotional dependency. These people may ask for and consider the advice of others, but they rarely depend on others to make important decisions or do things for them.

Self-Actualisation: The ability to realise one's potential capacities and to strive to do that which one wants to do and enjoys doing.

Interpersonal

Empathy: The ability to be attentive to, to understand, and to appreciate the feelings of others. It is being able to "emotionally read" other people.

Social responsibility: The ability to demonstrate oneself as a co-operative, contributing and constructive member of one's social group.

Interpersonal Relationships: The ability to establish and maintain mutually satisfying relationships that are characterised by intimacy and by giving and receiving affection.

Adaptability

Reality Testing: The ability to assess the correspondence between what is experienced (the subjective) and what in reality exists (the objective).

Flexibility: The ability to adjust one's emotions, thoughts, and behaviour to changing situations and conditions

Problem solving: The ability to identify and define problems as well as to generate and implement potentially effective solutions.

Stress Management

Stress tolerance: The ability to withstand adverse events and stressful situations without falling apart by actively and confidently coping with stress.

Impulse Control: The ability to resist or delay an impulse, drive, or temptation to act.

General Mood

Optimism: The ability to look at the brighter side of life and to maintain a positive attitude even in the face of adversity.

Happiness: The ability to feel satisfied with one's life, to enjoy oneself and others, and to have fun."

"The Bar-On EQ-i is the most widely used measure of emotional intelligence today; it was developed by Dr Reuven Bar-On and is a registered trademark of Multi Health Systems Inc, Toronto, Canada which publishes it. In the UK, information can be obtained through www.eiuk.com."

Appendix H: Suggested CPD learning opportunities

CIPD groups suggested learning opportunities into 4 categories:

Professional work based activities

- planning and running a work-based training event
- advising on unusual or particularly difficult situations (providing an opportunity to research a topic and review what you have learnt)
- implementing new systems or techniques
- working in a multi-disciplinary project team
- writing reports and making presentations (again, providing an opportunity to research a topic and review what you have learnt)
- coaching or mentoring another member of staff
- learning from colleagues in other functions
- secondments to other departments
- learning by observation of events
- committee membership/project working parties
- study visits to other organisations
- attending trade exhibitions
- taking part in events such as schools careers conventions, involvement with activities of the local chamber of commerce, TEC etc
- involvement with activities organised by professional associations (e.g. CIPD)

Personal activities outside work

- public duties e.g. school governor, JP, member of a tribunal, prison visitor etc
- voluntary work
- organising social/sport events or clubs/societies
- providing assistance to friends or family members who have job or career problems
- writing and lecturing

Courses, seminars and conferences (important principles from the CPD viewpoint are to identify what your needs are before your arrange course attendance, that you consider what you have learned and that you decide how you will apply this learning).

- professional education courses leading to recognised qualifications
- courses of study for degrees, higher degrees, research and post qualification studies

- training courses and seminars
- attending conferences
- attending professional association branch and group meetings

Self-directed and informal learning

- books, journals, newspapers, TV and radio programmes
- self teaching materials such as videos, audio tapes, internet, CD ROM
- professional association books and journals
- language courses
- various self-development courses providing deeper insight into your own personality, strengths, weaknesses and potential.