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Leadership in DFAIT
A Guide to
Management Development

Contents

Introduction

This guide explains DFAIT's approach to management development and provides a tool for facilitating the process of individual learning and professional development. It sets out the career milestones for employees who become managers, explaining at every step the skills and leadership competencies individuals must possess to be successful, as well as the tools, processes and resources available to assist them in meeting their goals.

DFAIT, in promoting a learning culture, is developing supportive tools, processes and resources to improve your development and effectiveness as a manager. Before you embark on your journey into learning, you may wish to review the summary of Key Findings on How Adults Learn Best. As well, it is crucial that you understand the Roles and Responsibilities that your organization, your manager and you as the learner, or as a Coach and Mentor have in ensuring that effective learning does occur.

Adults must want to learn

You will learn more effectively only if you really want to learn/change.

Adults learn best by managing their own learning.

The more decisions you make around your own learning strategies, the more likely you will be motivated to get the most out of the learning experiences..

Adults learn in different ways, depending on their background and preferred learning styles.

You will benefit from understanding how you learn best.

Adults learn by doing

You will learn more effectively through action learning - dealing in real time with a problem that has no preset solution (on-the-job actions, highly interactive courses).

Adults learn by evaluating their own progress.

You should measure and note your progress.

Adults learn by using a variety of learning methods

You should access different learning strategies: readings, on-the-job challenges, mentors, coaches, formal learning courses, learning journals, videos, assessment tools.

LEARNING ROLES AND RESPONSIBILITIES

YOU		YOUR MANAGER	
Take an active role in managing your own learning: • self-assess • seek feedback • request support for formal learning opportunities	Understand the competencies required for current and/or future management levels	Support efforts to learn and grow in line with departmental objectives: • provide on-the-job challenges • approve relevant courses while balancing team needs • become an effective learner himself/herself	Role as coach: provide constructive feedback, share experiences, and challenge you to reach your potentia

DFAIT

CFSI		HR	
Offer leadership development courses that enable participants to learn through action, feedback and reflection	Support for informal learning processes: • access to resources, feedback tools, self-assessment instruments • access to coaches and mentors	Provide information on competencies for different management levels and career streams	Link human resources processes with learning (e.g., succession planning, performance management, career management, rotational programme)

THE COACH'S ROLE

- Tend to focus on developing people in their current roles.
- Tend to be within the person's direct area; they are usually the person's manager, but they can also be peers who have a particular skill.
- May teach organizational reality (the organization's unwritten rules), usually as it relates to the job at hand, and introduce people to their networks.

HOW TO FIND A COACH

- Identify individuals who can provide you with insights and assistance in the areas in which you would like to develop.
- Identify role models who excel in the areas in which you want to develop.
- Observe the behaviour of role models; show an interest in obtaining guidance/feedback on an informal and regular basis.
- Actively use your manager as a coach for overall feedback on performance and guidance in areas in which he or she excels.

REQUIRED SKILL SETS for COACHES

The terms "coach" and "mentor" are sometimes used interchangeably because they have similar skill sets and share a common focus in developing people to maximize their potential. Skill sets include:

- **Facilitator**: Taking the time to listen to people.
- **Assessor**: Learning to give constructive feedback regularly, not just during performance appraisals.
- **Forecaster**: Talking about ways in which staff need to prepare themselves for the future.
- **Advisor**: Discussing ways in which people can grow in their current jobs, not only through promotions or lateral moves.
- **Connector**: Exposing people to staff in other parts of the organization.

THE MENTOR'S ROLE

- Assist people in preparing for their future; tend to develop longer-term relationships, extending beyond a person's current role.
- Tend to be outside the person's direct area; they are usually more experienced, longer-term employees who are viewed as successful, but they may also be external to the organization.
- Tend to teach organizational reality (the organization's unwritten rules) as it relates to the organization as a whole, and introduce people to their networks.

HOW TO FIND A MENTOR

- Identify role models within or outside your organization whose leadership you admire. Ask those who know them to introduce you. Show a willingness to learn from them by asking smart questions and being open to their feedback.
- Think of what you can offer them in return - research, new ideas, different perspectives on the organization.

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- **Connector**: Exposing people to staff in other parts of the organization.

This section provides an overview of the various management roles at DFAIT, both at headquarters and abroad. It also highlights the formal training programmes offered at each stage of your management career through

Management Roles by Levels at DFAIT	Learning Strategies
	CFSI Required Training Programmes
Supervisor	• Supervisory Development Programme • Managing Staff Abroad
Middle Manager	• Middle Management Development Programme • Managing Staff Abroad • Programme Manager's Abroad
Director	• Core Curriculum for Managers (CCMD) • Leadership Curriculum (CCMD) • Advanced Management Courses (CCMD)
Director General	• Strategic Leadership Programme • Heads of Mission Pre-Departure Programme

the Canadian Foreign Service Institute (CFSI). In addition, other government courses and self-directed learning resources are outlined.

Learning Strategies

Other Gov't Training Courses/Programmes (optional)	Self Directed Learning Resources
○ Supervisors Orientation Program (G501- Training and Development Canada) ○ Management Development Program for Supervisors (G513 - Statistics Canada) ○ Management Trainee Program (MTP - Canadian Centre for Management Development (CCMD))	○ Web Sites ○ Books ○ Assessment Instruments
○ Core Curriculum for Managers (CCMD)	○ Web Sites ○ Books ○ Assessment Instruments
○ Supervisory Development Programme ○ Managing Staff Abroad	○ Web Sites ○ Books ○ Assessment Instruments
• Leadership Curriculm (CCMD) • Advanced Management Courses (CCMD) • Accelerate Executive Development Program (CCMD) • Direxion (Leadership Development Program - CCMD)	• Web Sites • Books • Assessment Instruments

The Supervisory Role at DFAIT	
At Headquarters	**Abroad**
• Sample Positions: First-line Supervisors (Corporate Services), Heads of Section • Have an operational, single-function focus • Corporate services: - Usually supervise many employees • - Emphasize people/resource management • Issue management:Have responsibility for tactical management of issues (no difference between Supervisor/ Middle Manager at HQ)	• Sample Positions: New Management Consular Officers, Junior Foreign Service Officers • Have an operational, multifunction focus • May manage employees who carry out a broad diversity of roles/tasks (e.g., technical/ administrative) and locally engaged staff; responsible for hiring, training, performance management • Can have delegated financial authority • Frequently required to do business with senior people in foreign governments • Manage visits and delegations from Canada • May represent Canada at public events
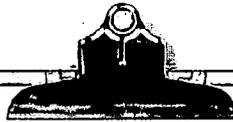
Required CFSI Courses

• **Supervisory Development Programme**
   Learning Highlights
   - Roles and responsibilities of a supervisor
   - Communications skills
   - Team management

- Leadership and power
- Motivation and empowerment
- Time and stress management
- Dealing with difficult people
- Management of change
- **Managing Staff Abroad**
  Learning Highlight ·
  - Supervision of locally engaged employees

Public Service Courses Available
- **Supervisors Orientation Program**
       (G501 - Training & Development Canada)
- **Management Development Program for Supervisors**
       (G513 - Statistics Canada)
- **Management Trainee Program**
       (MTP - Canadian Centre for Management
       Development (CCMD))

Web Sites
- The Leadership Network
  http://leadership.gc.ca/menu_e.asp
- Big Dog's Leadership Page
  http://www.nwlink.com/%7Edonclark/leader/leader.html
- Online Management Library
  http://www.mapnp.org/library/ldrship/ldrship.htm
- Management Learning Leaders
  http://www.managementlearning.com/
- Leaders Direct
  http://www.leadersdirect.com/

Books

- ***Learning to Lead: A Workbook on Becoming a Leader***, Warren Benms and Jan Goldsmith (Perseus Publishing, 1997)
- ***Developing the Leader Within You***, John C. Maxwell, (Thomas Nelson, 2000)
- ***What Management Is: How It Works and Why It's Everyone's Business***, Joan Magretta, Nan Stone (Free Press, 2002)
- ***Maslow on Management***, Abraham Maslow, Deborah C. Stephens, Gary Heil (Johm Wiley and Sons, 1998)
- ***Essential Manager's Manual***, Robert Heller, Tim Hindle (DK Publishing, 1998)
- ***The Esssential Drucker: In One Volume the Best of Sixty Yeas Writings on Management***, Peter Drucker (Harper Information, 2001)

Assessment Instruments

- Myers-Briggs Type Indicator (Contact Marie Allard at CFSD)
- Effective Leadership an Assessment Tool
  - The Conference Board of Canada
- Leadership Assessment Tools

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Management Roles in DFAIT

MIDDLE MANAGER LEVEL

The Middle Manager Role at DFAIT

At Headquarters	Abroad

• Sample Positions: Deputy Directors
• Have a strong operational focus
• Usually manage a small number of employees performing specialized tasks
• Issue management:
  - Responsible for tactical management of issues (no difference between Supervisor/ Middle Manager at HQ)
• Manage budgets·
	• Sample Positions: Program Heads, Mission Administrative Officers (small missions), Heads of Mission (small missions)
	• May manage employees who carry out a broad diversity of roles/tasks (e.g., professional/ technical/ administrative)
	• Can have financial authority
	• Ensure high-quality service to the public:
	  - Negotiate Canadian interests,
	  - Communicate foreign policy positions to the media and senior interlocutors,
	  - Provide consular services
	• Frequently represent Canada at public events
	• Host senior-level visits and complex delegations from Canada

Required CFSI Courses
• **Middle Management Development Programme**
Learning Highlights
- Roles and responsibilities of a middle manager
- Establishing relationships - one-on-one
- Working in a diverse workplace and managing conflict

- Establishing relationships - organizational
- Project planning
- Empowerment/motivation
- **Managing Staff Abroad**
  Learning Highlight
  - Supervision of locally engaged employees
- **Programme Manager's Abroad**
  Learning Highlights
  - Managing large programmes and Canada-based staff
  - Acting as chargé in the absence of the Ambassador

Public Service Courses Available
- Core Curriculum for Managers (CCMD)

Web Sites
- The Leadership Network
  http://leadership.gc.ca/menu_e.asp
- Big Dog's Leadership Page
  http://www.nwlink.com/%7Edonclark/leader/leader.html
- Online Management Library
  http://www.mapnp.org/library/ldrship/ldrship.htm
- Management Learning Leaders
  http://www.managementlearning.com/
- Leaders Direct
  http://www.leadersdirect.com/

Books
- **Caught in the Middle**, Lynda C. McDermott (Prentice Hall Trade, 1992
- *The Essential Drucker: In One Volume the Best of Sixty years of Peter Drucker's Essential Writings on Management*, Peter Drucker (Harper Information 2002)
- *What Management Is: How It Works and Why It's Everyone's Business*, Joan Magretta, Nan Stone (Free Press, 2002)
- *Maslow on Management*, Abraham Maslow, Deborah C. Stephens, Gary Heil (John Wiley and Sons, 1998)
- *Working with Emotional Intelligence*, Daniel Goleman (Bantam Books, 1998)

Assessment Instruments
- Myers-Briggs Type Indicator (Contact Marie Allard at CFSD, *marie.allard@dfait-maeci.gc.ca*)

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DIRECTOR LEVEL

The Director Role at DFAIT

At Headquarters	Abroad
• **Sample Positions:** Managers of Bureaux, Directors in Corporate Services • **Have both an operational and a strategic focus; more emphasis on execution of strategy** — Implement horizontal relationships — Advocate outside the government; manage the consultation process — Have responsibility for Access to Information • **Issue management:** — Influence policy; feed up to DG — Have responsibility for quality control • **Resource management:** — Have financial as well as HR responsibility — Interact daily with posts — Teach others to manage files	• **Sample Positions:** Management Consular Officers (large missions), Program Heads, Heads of Mission • **Have leadership responsibility for people, property and bilateral relationships** • **Represent the Canadian government** — Co-ordinate linkages with other departments/international organizations/ embassies — Actively advocate Canadian interests and values — Negotiate complex international agreements on behalf of the Canadian government • **Manage crisis situations**
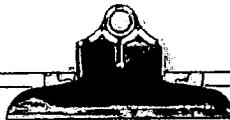
Required CFSI Courses

• **Directors Orientation Programme**
  Learning Highlights
  - Central agencies

- Human resource management
- Expenditure management
- Comptrollership
- Executive services
- Communications
- **Strategic Leadership Programme**
Learning Highlights
- Addresses leadership issues within the department
- Helps participants think strategically in order to align resources with corporate priorities
- **Programme Manager's Abroad**
Learning Highlights
- Managing large programmes and Canada-based staff
- Acting as chargé in the absence of the Ambassador

Public Service Courses Available
- Core Curriculum for Managers (CCMD)
- Leadership Curriculm (CCMD)
- Advanced Management Courses (CCMD)

Web Sites
- The Leadership Network
http://leadership.gc.ca/menu_e.asp
- Big Dog's Leadership Page
http://www.nwlink.com/%7Edonclark/leader/leader.html
- Online Management Library
http://www.mapnp.org/library/ldrship/ldrship.htm
- Management Learning Leaders
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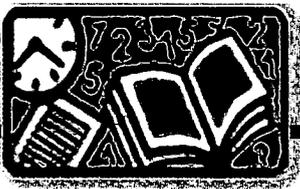- Leaders Direct
http://www.leadersdirect.com/

Books

- **The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations**, James Kouzes and Barry Posner (Jossey-Bass Publishers, 1987)
- **The Esssential Drucker: In One Volume the Best of Sixty Yeas Writings on Management**, Peter Drucker (Harper Information, 2001)
- **Working with Emotional Intelligence**, Daniel Goleman (Bantam Books, 1998)
- **Leaders: The Strategies for Taking Charge**, Warren Bennis and Burt Nanus (Harper Business, 1997)
- **High Flyers: Developing the Next Generation of Leaders**, Morgan W. McCale (Harvard Business School Press, 1998)
- **The 21 Irrefutable Laws of Leadership**, John Maxwell, Zig Ziglar (Thomas Nelson, 1998)
- **Primal Leadership: Realizing the Power of Emotional Intelligence**, Daniel Goleman, Annie McKee, Richard E. Boyatzis (Harvard Business School Press, 2002)

Assessment Instruments

- Myers-Briggs Type Indicator
  (Contact Marie Allard at CFSD, *marie.allard.@dfait-maeci.gc.ca*)
- Feedback to Managers
  (Contact Marie Allard at CFSD, *marie.allard@dfait-maeci.gc.ca*)

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The Director General Role at DFAIT

At Headquarters	Abroad

• Play a strong corporate management role
• Have a strategic, long-term focus
• Issue management:
  - Manage increasingly complex issues
  - Maintain close links with DM/Minister on policy issues; take on an advisor role
  - Influence broad policy direction (functional or foreign)
  - Have responsibility for crisis management
• Resource management:
  - Have greater scope in financial/HR responsibilities
  - Teach/coach others to manage issues
  - May have geographical responsibility for a set of countries
	• **Sample Positions**:
	Heads of Mission (larger missions), Deputy Heads of Mission (large missions)
	• Have leadership responsibility for people, property and bilateral relationships in large complex operation
	• Represent the Canadian governmen
	  - Symbolize Canadian ethical norms and cultural value
	  - Shape the image of Canada in foreign countries
	  - Cultivate relationships at the highest level on behalf of Canadian political and social leaders
	• Have responsibility for political intervention (briefing the Minister); deal with most urgent, essential issues

Required CFSI Courses
• **Strategic Leadership Programme**
Learning Highlights
- Addresses leadership issues within the department

- Helps participants think strategically in order to align resources with corporate priorities
- **Heads of Mission Pre-Departure Programme**
Learning Highlights
  - Prepares Heads of Mission to promote Canadian interests in their host countries
  - Provides skills and knowledge necessary to assume leadership and managerial roles at their missions

Public Services Courses Available
  - Leadership Curriculm (CCMD)
  - Advanced Management Courses (CCMD)
  - Accelerated Executive Development Program (CCMD)
  - Direxion (Leadership Development Program - CCMD)

Web Sites
- The Leadership Network
http://leadership.gc.ca/menu_e.asp
- Big Dog's Leadership Page
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- Online Management Library
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- Management Learning Leaders
http://www.managementlearning.com/
- Leaders Direct
http://www.leadersdirect.com/

Books
- **High Flyers: Developing the Next Generation of Leaders,**
Morgan W. McCale (Harvard Business School Press, 1998)

- *Executive EQ: Emotional Intelligence in Leadership and Organizations*, Robert K. Cooper and Ayman Sawaf (Perigree, 1998)
- *The Fifth Discipline*, Peter M. Senge (Currency/Doubleday, 1994)
- *The Leadership Engine*, Noel M. Tichy and Eli B. Cohen (Harperbusiness, 1997)
- *Diplomatic Mission - The Ambassador in Canadian Foreign Policy*, Robert Wolfe (School of Public Studies, Queen's University, 1998)
- *The 21 Irrefutable Laws of Leadership*, John Maxwell, Zig Ziglar (Thomas Nelson, 1998)
- *The Effective Executive*, Peter Drucker (Harper Business, 1993)
- *In Search of Excellence*, Tom Peters, Robert H. Waterman (Warner Books, 1988)
- *The Four Obsessions of an Extraordinary Executive*, Patrick M. Lencioni (Jossey-Bass, 2002)
- *The Future of Leadership: Today's Top Leadership Thinkers Speak to Tomorrow's Leaders,* Bennis, Spreitzer, Cummings (John Wiley and Sons, 2001)

Assessment Instruments
- Myers-Briggs Type Indicator (Contact Marie Allard at CFSD, *marie.allard@dfait-maeci.gc.ca*)
- Feedback to Managers (Contact Marie Allard at CFSD, *marie.allard@dfait-maeci.gc.ca*)

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Developing Leadership Competencies
BUILDING A SOLID FOUNDATION

This guide uses the "La Relève" competencies model, since it provides a sound, comprehensive framework for expectations of leaders within the Public Service, regardless of management level. The chart highlights those leadership competencies that are critical at DFAIT and that reflect the realities of working abroad, it includes Cultural Awareness, which is not a specific La Relève competency.

Competencies

Visioning

FUTURE BUILDING

Cognitive Capacity	Creativity	Interpersonal Relations	Communication
INTELLECTUAL		**RELATIONSHIP**	

Action Management	Organiza- tional Aware- ness	Teamwork	Partnering	Cultural Awareness

MANAGEMENT

Stamina/ Stress Resistance	Ethics and Values	Personality	Behavioural Flexibility	Self- Confidence

PERSONAL

Competency Descriptors by Level

Supervisor
- Align work activities and the people in the working group with the vision
- Identify the effects that change will have on members of the working group

Middle Manager
- Align the projects and the people with the direction of the sector
- Incorporate organizational change into projects
- Promote the benefits and set an example of necessary change
- Identify the practical steps and timeframes for the implementation of change

Director
- Use the organization's vision as a compass for decision making in the sector
- Support organizational vision by aligning the sector's direction to complement it
- Realign work activities, processes or positions with changes in the organization
- Promote commitment in others to the vision or changes in the vision

Director General
- Influence the internal climate and culture of the directorate
- Translate the vision for others, both within and outside the organization
- Identify key elements of the vision and their major implications for the directorate
- Ensure that the necessary structures, processes and systems are in place to facilitate the desired change and results

On-the-Job Actions to Develop in Visioning
- Seek a "fix it" assignment where the mandate and mission of

the working unit are under review and require redefinition or realignment with the larger public service vision.

- Create a forum within which ideas are solicited from team members regarding how best to realize objectives and priorities. Facilitate meetings in which team members can express their ideas, thoughts, feelings and concerns.
- Encourage your employees to speak about how their work relates and contributes to the attainment of the organization's vision in concrete terms - or how it could be made to do so.

Public Service Courses

- Understanding and Applying Strategic Communications (T712 - Training & Development Canada)

Web Site

- The Futurist Magazine of the World Future Society, http://www.wfs.org/futurist.htm

Books

- **Vision in Action**, Tregoe, Zimmerman, Smith and Tobia (Simon & Schuster, 1990)
- **Vision: How Leaders Develop It, Share It and Sustain It**, Joseph V. Quigley (McGraw-Hill, 1993)
- **Annual Report of Privy Council Office**
- **Built to Last: Successful Habits of Visionary Companies**, James C. Collins, Jerry I. Porras (Harper Business, 1997)
- **Visionary Leadership: Creating a Compelling Sense of Direction for your Organization**, Burt Nanus (Jossey-Bass Inc. 1995)

- *Management Challenges for the the 21st Century*,
  Peter Drucker (Harper Collins, 1999)
- *Managing in the Next Society*,
  Peter Drucker (St. Martin's Press, 2002)

Articles
- Why Vision Matters, Robert Knowling
  http://www.pfdf.org/leaderbooks/l2l/fall2000/knowling.html
- Mission as an Organizing Principle, C. William Pollard
  http://www.pfdf.org/leaderbooks/l2l/spring2000/pollard.html
- Maintaining a Mission: Lessons from the Marketplace, David M. Lawrence, MD
  http://www.pfdf.org/leaderbooks/l2l/fall99/lawrence.html

Videos
- Discovering the Future: The Power of Vision, (Joel Barker)
- The New Business of Paradigm (Joel Barker)

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Competency Descriptors by Level

Supervisor
- Solve problems in day-to-day activities
- Link information across the work of individuals
- Recognize, analyse and solve problems across related activities

Middle Manager
- Analyse and reconcile the multiple concerns of project and people management
- Anticipate operational problems within a fiscal year framework
- Co-ordinate information from a variety of sources
- Recognize, analyse and solve problems across projects
- Use analysis of situations to generate sound recommendations

Director
- Work within the framework of short-term (1-2 years) goals
- Conduct an integrative analysis to provide a coherent picture of large amounts of information
- Deal with multiple issues within a specialized domain from day-to-day to broader issues
- Formulate hypotheses regarding outcomes of various options for action

Director General
- Identify medium-term (2-5 years) objectives
- Conduct strategic analyses of current trends and events within the directorate, organization and external environment
- Integrate multiple domains of information and see the interrelationships

On-the-Job Actions to Develop in Cognitive Capacity
- Identify and communicate key themes and broad strategic/political

2. COGNITIVE CAPACITY-continued

issues that are relevant to the problem/topic at hand.

- When problem solving, try to systematically think through how each problem relates to the needs and challenges of the organization as a whole. Deliberately identify the key linkages among issues and maintain communication with those who are involved in or affected by your work.
- Study a few great thinkers and philosophers like John Stuart Mill, who outlined the basic logic of problem solving. Read their biographies or autobiographies to learn how they used their intellectual skills.
- View information from several perspectives - take a fact and give it a political/social/economic spin.

Public Service Courses

- Problem Solving and Decision Making 0501 (Managing Challenging Situations - Statistics Canada)
- Integrated Resource Management (CCMD)
- Managing Human Performance (CCMD)

Web Sites

- FastCompany magazine, http://www.fastcompany.com/homepage/
- Brint Knowledge Management Portal, http://www.brint.com/km/
- Public Sector Continuous Improvement Site, http://deming.eng.clemson.edu/pub/psci/

Books

- *The Ideal Problem Solver: A Guide for Improving Thinking, Learning and Creativity,* John Bransford (W.H. Freeman, 1993)
- *The Fifth Discipline*, Peter M. Senge (Currency/Doubleday, 1994)
- *The Fifth Discipline Fieldbook*, Fleiner, Roberts, Ross, Senge and Smith (Doubleday, 1994)

- **The Unbounded Mind,** Ian I. Mitroff (H.A. Linstone, 1991)
- **Working Knowledge,** Thomas H. Davenport and Laurence Prusak (Harvard Business School, 2000)
- **The Wealth of Knowledge: Intellectual Captal and the 21st Century,** Thomas A. Stewart (Doubleday, 2001)
- **Common Knowledge: Companies Thrive by Sharing What They Know,** Nancy Dixon (Harvard Business School, 2000)
- **Hope is not a Strategy: The 6 Keys to Winning the Complex Scale,** Rick Page (Nautilus Press, 2001)

Articles
- Sustaining the Ecology of Knowledge by John Seely Brown
  http://www.pfdf.org/leaderbooks/l2l/spring99/brown.html

Newsletters
- Subscribe to LEVERAGE or SYSTEMS THINKER newsletters from Pegasus Communications (www.pegasuscom.com)

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Competency Descriptors by Level

Supervisor
- Encourage subordinates to explore new perspectives when problem solving
- Support continuous learning in action plans for working group

Middle Manager
- Question current approach to work to optimize outcomes
- Identify and assess new technology and tools for doing work
- Recognize/cultivate creativity in subordinates
- Identify barriers in the unit to more creative work
- Recognize emerging areas for learning and development in a specialty area

Director
- Propose innovative programs or policies to senior management
- Enhance operational efficiency through targeted initiatives
- Eliminate barriers within sector to new initiatives
- Support a continuous learning environment through resource allotment

Director General
- Propose innovative programs or policies to senior management
- Enhance operational efficiency through targeted initiatives
- Eliminate barriers within sector to new initiatives
- Support a continuous learning environment through resource allotment
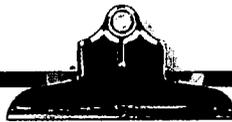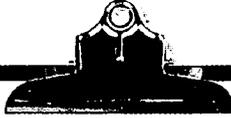
On-the-Job Actions to Develop in Creativity
- Subscribe to journals in your field and discuss new developments. Use your reading to generate ideas about potential cutting-edge initiatives. Explore these possibilities with others in order to initiate a positive

impact on the work unit.
- Hold brainstorming sessions with your team or others whenever possible in order to hear and help generate numerous ideas or solutions.
- Examine currently accepted practices and identify ways of improving the efficiency of these processes. Look beyond traditional methods and try to identify some new, creative solutions.
- Consistently communicate your support for creativity to your employees. Ask them to describe the actions that they have taken to foster creativity in others. Include this as a measure when evaluating their performance.

Public Service Courses
- Career and Learning Decisons for Better Results
  - Taking Charge (CCMD)

Books
- ***Generating Creativity and Innovation in Large Bureaucracies***, Robert L. Kuhn (Quorum Books, 1993)
- ***A Whack on the Side of the Head***, Roger von Oech (Warner Books, 1993)
- ***The Inventive Organization: Hope and Daring at Work***, Jill Janov (Jossey-Bass, 1994)
- ***The Manager's Pocket Guide to Creativity***, Alexander Hiam (HRD Press, 1998)
- ***Take the Road to Creativity and Get Off Your Dead End***, David P. Campbell (Centre for Creative Leadership, 1997)
- ***Weird Ideas That Work: 11 1/2 Practices for Promoting, Managing, and Sustaining Innovation***, Robert I. Sutton (Free Press, 2001)

- *First, Break All the Rules: What the World's Greatest managers do Differently*, Marcus Buckingham, Curt Coffnan (Simon and Schuster, 1999)
- *Innovation and the General Manager,* Clayton M. Christensen (Irwin/McGraw-Hill, 1999)
- Leading the Revolution, Gary Hamel (Harvard Business School, 2000)

Articles
- Assessing Your Organization's Innovation, http://www.pfdf.org/leaderbooks/l2l/summer2001/christensen.html
- Creative Leadership, http://www.pfdf.org/leaderbooks/l2l/spring2001/depree.html
- The Practice of Innovation, http://www.pfdf.org/leaderbooks/l2l/summer98/senge.html
- Innovation Means Relying on Everyone's Creativity by Margaret J. Wheatley, http://www.pfdf.org/leaderbooks/l2l/spring2001/wheatley.html
- The New Merchants of Light by Harriet Rubin, http://www.pfdf.org/leaderbooks/l2l/fall98/rubin.html

Videos
- Tapping into Your Creativity - (Ellen Foley, American) Management Association.
- The Business of Paradigms, (Joel Barker)
- Tactics of Innovation (Joel Barker)

Assessment Tools
- The Personal Creativity Assessment, Alexander Hiam (HRD Press, 1998)
- Creativity Self-Assessment, Adventures in Creativity - A Multimedia Magazine, http://www.volusia.com/creative/mag1.htm

Competency Descriptors by Level

Supervisor
- Enable work through managing interpersonal relations within the working group
- Relate effectively to people having different values, personalities or cultural backgrounds
- Stimulate constructive discussion of different points of view
- Consider the people component of issues and decisions

Middle Manager
- Manage group dynamics and group situations within and across units
- Give credit or recognition for the contribution of others
- Recognize and handle difficult relationships

Director
- Use persuasion to gain support for initiatives
- Handle delicate negotiations with client and stakeholder groups
- Make interpersonal decisions in a sensitive manner

Director General
- Use diplomacy to find solutions where there are conflicting interests
- Foster a positive interpersonal climate/culture within the directorate
- Advance the sector's interests adroitly without arousing hostility
- Promote harmony and consensus across divergent interests and opinionss

On-the-Job Actions to Develop Interpersonal Relations
- Ask questions that draw out the needs, interests, concerns and objectives of others (this shows an interest in others, and helps you gain insights).
- Identify an individual with whom you wish to develop a more

positive relationship. Brainstorm ideas on how to improve this relationship with people who you believe have valuable insights into this individual's style. Implement actions that show an interest in improving this relationship.
- Seek points of agreement and make an effort to point out areas of consensus, not just differences.
- Find ways of recognizing others simply and quickly after their positive action/behaviours.

Public Service Courses
- Interpersonal Communication Skills
  (P607 - Training & Development Canada)
- Managing Human Performance (CCMD)
- Leading for Results (CCMD)
- Career and Learning Decisons for Better Results - Taking Charge (CCMD)
- People Oriented Management (0530 - Statistics Canada)
- Effective Leaders/Effective Employees: A Workshop on Managing Performance (0502 - Statistics Canada)
- Public Consultations and Citizen Engagement
  (T418 - Training and Development Canada)
- People Oriented Management
  (T416 - Training and Development Canada)
- Mediating Conflict (T905 - Training and Development Canada)
- Staff Relations for Supervisors and Managers
  (P403 - Training and Development Canada)

Books
- *Primal Leadership: Realizing the Power of Emotional Intelligences*, Goleman, McKee, Boyatzis (Harvard Business School 2002)
- *Getting to Yes*, Roger Fisher, William Ury and Bruce Patton

(Penguin Books, 1991)
- **Hidden Dynamics**, Faith Ralston (AMACOM, 1995)
- **Emotional Intelligence**, Daniel P. Goleman (Bantam Books, 1997)
- **Crucial Conversation: Tools for Talking When Stakes are High**, Patterson, Greny, McMillan, Switzler, Covey (McGraw-Hill Trade, 2002)
- **Turning to One Another: Simple Conversations Restore Hope to the Future**, Margaret J. Wheatley (Berrett-Koehler, 2002)
- **Interpersonal Skills in Organizations**, De Janasz, Dowd, Schneider (Irwin/McGraw-Hill, 2001)
- **Focus on Leadership: Servant-Leadership fo the 21st Century**, Larry C. Spears, Michel Lawrence, Ken Blanchard (John Wiley and Sons 2001)

Articles
- Goodbye, Command and Control by Margaret Wheatley, http://www.pfdf.org/leaderbooks/l2l/summer97/wheatley.html
- Dare to Dream by Carol Sturman, http://www.pfdf.org/leaderbooks/l2l/winter2002/sturman.html
- Everyday Leaders: The Power of Difference by Debra Meyerson, http://www.pfdf.org/leaderbooks/l2l/winter2002/meyerson.html
- Managing Quietly by Henry Mintzberg, http://www.pfdf.org/leaderbooks/l2l/spring99/mintzberg.html

Videos
- Dealing with Diversity - LearnCom (AMI)
- How to Deal with Difficult People, (Career Track)
- Communicating Non-Defensively (CRM)

Notes:

Competency Descriptors by Level

Supervisor
- Instruct subordinates on work activities
- Use discussions with employees to further the work (e.g., to communicate directions on projects, to motivate employees)
- Provide appropriate forums in which subordinates can express their ideas, views and concerns

Middle Manager
- Use communication for interpersonal effectiveness
- Accurately represent the concerns, ideas and views of subordinates to upper management
- Keep upper management and key stakeholders informed of progress on relevant projects
- Use technology as a means to communicate effectively

Director
- Use communication as a promotion tool for the sector's products, services or policies
- Adapt communications to suit audience and forum
- Identify and interpret essential information needed for superiors and subordinates
- Use communication as an operational tool that enhances efficiency and productivity
- Use a variety of communication vehicles to enhance communication within the sector

Director General
- Tailor external representation of the organization to suit a variety of contexts
- Use communication as a strategic tool for positioning key messages regarding the directorate's activities
- Translate and transmit essential underlying messages for peers, subordinate managers, employees
- Listen for understanding and acceptance of crucial messages

On-the-Job Actions to Develop in Communication

- Avoid selective listening. Challenge yourself to practise listening to those to whom you don't usually listen. Listen for content. Express to individuals your sense of what they are thinking and feeling. Recognize people's values and concerns. Separate the content from the person. Try to ferret out some value from everyone.
- Set up regular meetings where others have an opportunity to express their concerns about work practices/processes. Practise your questioning and probing techniques to gain a full understanding of their perspectives.
- In meetings, limit your comments and focus on what others have to say rather than on how you will respond.
- Seek opportunities to deliver speeches and presentations and to facilitate group discussions and meetings.

Public Service Courses

- Understanding and Applying Strategic Communications (T712 -Training & Development Canada)
- Interpersonal Communication Skills (P607 - Training & Development Canada)
- Effective Presentation Skills (T010 -Training & Development Canada)
- Assertive Communication (0111 - Statistics Canada)
- Managing Human Performance (CCMD)
- Leading for Results (CCMD)
- Conducting Effective Meetings (0517 Statistics Canada)
- Effective Presentation Skills (0112 Statistics Canada)
- Improving Listening Skills (T022 -Training & Development Canada)

Web Site
- The University of Ottawa provides on-line references and writing guides (www.uottawa.ca/academic/arts/writcent)

Books
- ***The Unbounded Mind***, Ian I. Mitnopp and Harold A. Linstone (Oxford University Press, 1996)
- ***Fifty One-Minute Tips to Better Communication***, Phillip E. Bozek (Crisp Publications, 1991)
- ***Walk Awhile in My Shoes***, Eric Harvey and Steve Ventura (The Walk the Talk Company, 1996)
- ***How to Say It at Work***, Jack Griffen (Prentice Hall Trade, 1998)
- ***The Leadership Solution: Say It, Do It***, Jim Shaffer (McGraw-Hill Trade, 2000)
- ***The Power of Corporate Communication: Crafting the Voice and Image of Your Business,*** Paul A. Argenti, Janis Forman (McGraw-Hill Trade, 2002)

Videos
- Listening: The Key to Productivity Tony Fulginiti (Communication Briefings)
- Solving Your Communication Crisis
- Meetings Bloody Meetings (Video Arts)
- More Bloody Meetings (Video Arts)

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Competency Descriptors by Level

Supervisor
- Co-ordinate individual contributor task activities
- Delegate tasks within working group
- Monitor activities to ensure that they are carried out in an appropriate and timely fashion
- Evaluate individual and group performance
- Identify opportunities that challenge the abilities and encourage the development of individuals

Middle Manager
- Establish targets for quality and for productivity within the unit
- Move projects forward to achieve effective and timely results
- Identify operational requirements for financial and human resources
- Assign and reallocate resources as required

Director
- Guide the sector's projects and resources to avoid obstacles and enhance efficiency
- Delegate responsibility to subordinate managers
- Manage resources to maximize output
- Provide structure and momentum for the sector's projects
- Take action by setting challenging but realistic goals for projects in the sector
- Manage workforce for current/future needs of the sector

Director General
- Perform risk analysis to assess the viability of opportunities
- Take responsibility for the outcomes of risky ventures within the directorate
- Co-ordinate activities within the directorate to assign accountability and reduce duplication
- Link the directorate's programs, services and policies to broad objectives of the organization and the public service
- Secure and mobilize resources
- Manage the workforce for current and future needs of the directorate

On-the-Job Actions to Develop in Action Management

- Solicit input from people you consider to be "experts" at making risky yet usually successful decisions. Learn how they go about it, and develop a system that you can use.
- Establish specific monthly measures for the projects or files you are managing. Inform others of your specific expectations including what is to be accomplished and by when.
- On a quarterly basis, ask what you can do to enhance team productivity and job satisfaction. Based on this feedback, obtain the necessary information, personnel or other resources that will help the team meet its objectives.
- Select a few mission-critical things and get them done. Don't get diverted by trivia.

Public Service Courses

- Fundamentals of Budget Formulation and Control (F002 - Training & Development Canada)
- Activity-based Costing in the Public Sector (F013 - Training & Development Canada)
- Developing Workplans and Budgets (F706 - Training & Development Canada)
- Effective Decision Making (T904 - Training & Development Canada)
- Project Planning and Control:Techniques and Tools (R710- Training & Development Canada)
- Project Management (R901 - Training & Development Canada)
- Staff Relations for Managers and Supervisors (P403 - Training & Development Canada)
- Integrated Resource Management (CCMD)
- Managing Human Performance (CCMD)

- Public Service Management - A Primer (CCMD)
- Managing Personal Performance (Building Resilience and Autonomy) (CCMD)

Books

- *Implementing Strategic Processes: Change, Learning and Cooperation*, Peter Lorange (Blackwell Business, 1993)
- *Vision in Action: How to Integrate Your Company's Strategic Goals into Day-to-Day Management Decisions*, Tregoe, Zimmerman, Smith and Tobia (Simon and Schuster, 1990)
- *Making Strategy Work: How Senior Managers Produce Results*, Richard G. Hamermesh (Wiley, 1986)
- *Leading Change*, John P. Kotter (Harvard Business School Press, 1996)
- *Change at Work*, O. Miner (Jossey-Bass, 1993)
- *The Knowing-Doing Gap: How Smart Companies Turn Knowledge Into Action,* Jeffrey Pfeffer, Robert I. Sutton (Harvard Business School, 2000)
- *Execution: The Discipline of Getting Things Done*, Bossidy, Charan, Burck (Crown Publishing, 2002)
- *The Answer to How is Yes: Acting on What Matters,* Peter Block (Berrett-Koehler, 2001)
- *Good to Great: Why Some Companies Make the Leap and Others Don't*, James C. Collins, (Harper Collins, 2001)

Articles

- Leadership Action Guide, http://www.pfdf.org/leaderbooks/L2L/spring2002/leaders.html

Videos

- Workchange, (Canadian Labour Market and Productivity Centre)
- Implementing Change
- How to Delegate Work and Ensure It Is Done Right, (Career Track Publications)

Competency Descriptors by Level

Supervisor
- Ensure projects are congruent with formal procedures and regulations
- Apply procedures in a flexible manner to best meet objectives

Middle Manager
- Know who the key decision makers are regarding the unit's projects
- Identify persuasive arguments for a project based on knowledge of the directorate's priorities
- Establish connections with working groups in other parts of the organization that may facilitate the progress of projects

Director
- Understand how senior management works
- Use organizational information to position activities or key decisions of the sector
- Balance conflicting demands from various parts of the organization
- Anticipate the impact of cultural, organizational or political changes on the sector's activities

Director General
- Understand the political issues of the organization within the broader public service context
- Use information to position programs and/or entire directorate to make a contribution
- Be attuned to internal "politics" and changing dynamics within the organization without being overly political

On-the-Job Actions to Develop in Organizational Awareness
- Analyse a recent decision or program that may have been perceived as illogical or irrational. Determine what some of the thinking or

politics behind the decision may have been and discuss your analysis with your manager or mentor.
- Take advantage of informal opportunities to communicate with people throughout the organization. This sort of interaction allows you to get others' perspectives on how things get done within the organization.
- Read the leading business journals and newspapers and write down three to five interesting things that have a parallel in or an impact on your organization. Learn to connect what's out there to what's in here.
- When moving to a new area, identify someone in that area who can describe its cultural nuance

Public Service Courses
- Organizational Analysis and Design
  (P718 - Training & Development Canada)
- Integrated Resource Management (CCMD)
- Public Service Management - A Primer (CCMD)
- How Ottawa Works (CCMD)
- Structures and Operations of Goverment Challenges
  for Accountability (CCMD)

Web Site
- Treasury Board Secretariat (www.tbs-sct.gc.ca)

Books
- ***Partners in the Management of Canada: The Changing Roles of Government and the Public Service***,
  Marcel Massé (1993/94), available from CCMD

- *The Fourteen Country Reports, International Governance Network*, available from CCMD
- *The Empowered Manager,* Peter Block (Jossey-Bass, 1989)
- *Smart Questions*, Dorothy Leeds (Berkley Publishing Group, 1995)
- *Fifth Discipline: Mastering the Practices of the Learning Organization*, Peter Senge (Doubleday, 1990)

CD Rom
- La Relève - A virtual showcase of key documents

Notes:

Developing Leadership Competencies

8. TEAMWORK

Competency Descriptors by Level

Supervisor
- Acknowledge diverse opinions among team members and work toward consensual solutions
- Enhance the output and functioning of the team through a variety of motivational methods
- Represent the team and promote outputs to others in the organization

Middle Manager
- Build strong teams with complementary strengths
- Promote co-operation between work teams
- Seek synergistic solutions rather than compromises
- Contribute fully to cross-functional projects
- Share credit and benefits for successful projects with subordinates

Director
- Recognize interdependencies in cross-functional projects
- Promote collaboration among managers on projects that transcend unit boundaries
- Exemplify co-operative approach in own interactions with peers

Director General
- Provide a personal example of sharing power horizontally and vertically
- Work co-operatively with senior executives, peers and subordinate employees to enhance the success of cross-functional programs, policies or services

On-the-Job Actions to Develop in Teamwork
- Ask your team to identify two to three obstacles or problems they want you or the entire team to work on or to eliminate. Work on an action plan and ensure follow-up and learning.

- Provide a clear rationale for your decisions and actions that clearly links decisions and actions to your strategic vision. This will gain commitment and provide clear leadership.
- Consciously support team members in complementing each other's strengths in completing tasks. Encourage awareness of each other's styles by using team-building instruments/models such as the Myers-Briggs Type Inventory or the Katzenbach team effectiveness model.

Public Service Courses
- Leading for Results (CCMD)
- Mediating Conflict (T905 - Training & Development Canada)
- People Oriented Management
  (T416 - Training & Development Canada)
- Staff Relations for Supervisor and Managers
  (P403 - Training & Development Canada)
- Effective Leaders/Effective Employees: A Workshop on Managing Performance (0502- Statistics Canada)

Books
- *The Work of Teams*, Jon R. Katzenbach
  (Harvard Business School Press, 1998)
- *Teams at the Top: Unleashing the Potential of Both Teams and Individual Leaders*, Jon R. Katzenbach
  (Harvard Business School Press, 1997)
- *The Boundaryless Organization*, Ron Askenas, Dave Ulrich, Todd Jick and Steve Kerr (Jossey-Bass, 1995)
- *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations,* James Kouzes and Barry Posner (Jossey-Bass, 1987)
- *Overcoming Organizational Defenses,* Chris Argyris
  (Allyn & Bacon, 1990)

- *Transforming the Way We Work*, Edward Marshall (Amacon, 1995)
- *First Among Equals: How to Manage a Group of Professionals,* Patrick J. McKenna, David H. Maister (Free Press, 2002)
- *Leadership Ensemble: Lessons in Collaborative Management from the World's Only Conductorless Orchestra*, Harvey Seifter, Peter Economy, J. Richard Hackman (Henry Holt and Company, Inc, 2001)
- *When Teams Work Best: 6000 Team Members and Leaders Tell What It Takes to Succeed,* Frank M. Lafasto, Carl E. Larson (Sage Publications, 2001)
- *The Five Dysfunctions of a Team: A Leadership Fable,* Patrick M. Lencioni (Jossey-Bass, 2002)

Articles

- The Secrets of Great Groups by Warren Bennis, http://www.pfdf.org/leaderbooks/l2l/winter97/bennis.html
- Making Teams Work at the Top by Jon R. Katzenbach, http://www.pfdf.org/leaderbooks/l2l/winter98/katzenbach.html
- The Conductor-less Orchestra by Harvey Seifter, http://www.pfdf.org/leaderbooks/l2l/summer2001/seifter.html
- The Discipline of Virtual Teams by Jon R. Katzenbach and Douglas K. Smith, http://www.pfdf.org/leaderbooks/l2l/fall2001/katzenbach.html

Videos

- Teamwork: Principles of Successful Teams (CRM)

Notes:

9. PARTNERING

Competency Descriptors by Level

Supervisor
- Determine how expertise will be shared with external partners
- Monitor working relationships with partners

Middle Manager
- Recognize opportunities to enhance outcomes through partnerships
- Make progress on joint projects
- Recommend when adjustments, fine tuning or termination of partnerships is required

Director
- Create positive relations with partners
- Ensure smooth ongoing relationships with partners
- Keep senior management informed of potential new alliances and progress on current partnerships
- Identify beneficial alliances for own sector

Director General
- Identify strategic partners within target organizations
- Sponsor, negotiate and take the necessary steps to finalize partnerships
- Align systems to facilitate partnerships

On-the-Job Actions to Develop in Partnering
- Seek an assignment in a policy development function where intergovernmental negotiation and/or public consultation is required.
- Join industry and public service organizations in your area of expertise and take all available opportunities to attend meetings and conferences.
- Meet with potential partners in informal settings. Begin to explore on a non-directive basis those ideas that will help you help them

accomplish their goals. When you demonstrate a sincere interest in their affairs, potential partners are likely to be more interested in and loyal to you and your organization.

Public Service Courses
- Project Management (R901 - Training & Development Canada)
- Negotiating Skills (T006 - Training & Development Canada)
- Leading for Results (CCMD)
- Integrated Resource Management (CCMD)
- Public Consultations and Citizen Engagement
  (T418 - Training & Development Canada)
- Mediating Conflict (T905 - Training & Development Canada)
- Project Planning and Control: Techniques and Tools
  (R710- Training & Development Canada)
- Basic Project Management (0500 - Statistics Canada)

Books
- **PSC: A Practical Guide to Partnerships** available from Training & Development Canada's Training Reference Centre (1994)
- **The Power of Partnering: Vision, Commitment and Action**, J.G. Sujansky (Pfeiffer and Company, 1991)
- **The Partnership Handbook** available from Human Resources Development Canada (pub@hrdc-drhc.gc.ca)
- **Mastering the Art of Creative Collaboration**, Robert Hargrove (McGraw-Hill Ryerson, 1998)
- **Caught in the Middle: A Leadership Guide for Partnership in the Workplace**, Rick Mauerer and John Mariotti (Productivity Press, 1996)

- *Essential Managers: Project Management,*
  Andy Bruce, Ken Langdon (DK Publishing, 2000)

Articles

- Principles for Partnership by James E. Austin,
  http://www.pfdf.org/leaderbooks/l2l/fall2000/austin.html
- Emerging Partnerships - Drucker Foundation Report,
  http://www.pfdf.org/collaboration/partners.html
- The New Order of the Day by Frances Hesselbein,
  http://www.pfdf.org/leaderbooks/L2L/spring97/fh.html
- The New Pluralism by Peter F. Drucker,
  http://www.pfdf.org/leaderbooks/L2L/fall99/new-pluralism.html

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10. STAMINA/STRESS RESISTANCE

Competency Descriptors by Level

Supervisor
- Set example for subordinates of coping with stressful situations
- Reduce stress factors in the work environment
- Help subordinates to reduce the effects of stress by supporting alternative methods of meeting performance targets (e.g., flex time, telework)
- Realign workload by delegation or redistributing responsibilities to alleviate subordinates' stress
- Support the need for balance between work and personal responsibilities

Middle Manager
- Identify unit limits for workload and for change
- Encourage and facilitate dialogue on workplace stress and successful strategies for coping
- Maintain sound judgement and decision making in the face of demanding or stressful situations

Director
- Identify the sector's limits for workload/change
- View short-term, moderately stressful situations as challenging rather than threatening
- Use prudent planning (e.g., resource planning) to eliminate or minimize potentially stressful workloads

Director General
- Develop strategies to reduce stress within the system
- Challenge subordinate managers and employees to find ways to meet standards of excellence without undue stress and strain

On-the-Job Actions to Develop in Stamina/Stress Resistance
- Define what balance is for you and include your spouse, partner,

friend or family in the definition.
- Use stress management techniques such as exercise, meditation and nutrition to manage your own stress levels.
- Focus on taking action in areas where you have indirect or direct control; stop focussing on areas over which you have no control.
- Do not allow yourself to become abusive or hostile - you may have to make an extra effort to guard against this when you are under stress or providing negative feedback to subordinates. Challenge yourself on how effectively you are delegating and sharing ownership of your team's mandate.
- Face the truth. Identify the causes of your current stresses by examining your own behaviours and seek advice from an objective source.

Public Service Courses
- Managing Stress Effectively
  (T013 - Training & Development Canada)
- Planning For My Retirement
  (D007 - Training & Development Canada)
- Stress Time Out (0103 - Statistics Canada)
- Managing Personal Performance
  (Building Resilience and Autonomy) (CCMD)
- Management of Time (0511 -Statistics Canada)
- Managing Your Time (T605 - Training & Development Canada)

Books
- *Lighten Up: Survival Skills for People Under Pressure,*
  C.W. Metcalf (Perseus, 1992)
- *How to Stay Cool, Calm and Collected When the Pressure's On: A Stress Control Plan for Business People*,
  John E. Newman (AMACOM, 1992)

- *You Don't Have to Go Home from Work Exhausted*,
  Ann McGee-Cooper (Bantam Books, 1992)
- *The Joy of Stress - How to Make Stress Work for You*,
  Peter G. Hanson, (Hanson Stress Management Organization, 1986)
- *The One Minute Manager,* Spencer Johnson and Kenneth Blanchard
  (Berkley Publishing Group, 1983)
- *Getting Things Done: The Art of Stress Free Productivity*,
  David Allen (Viking Press, 2001)

Articles
- The Art of Chaordic Leadership by Dee Hock,
  http://www.pfdf.org/leaderbooks/l2l/winter2000/hock.html

Videos
- The Unorganized Manager Series, (Video Arts)
- Managing Stress (CCRM)
- The Story of a New One Minute Manager (Ken Blanchard, TRM)
- Stress Busters! (Enterprise Media)

Other Resources
- Wellness Checkpoint - a computer-based assessment offered by the
  Public Service Commission's Self-Directed Learning Centre
- Employee Assistance Programme for DFAIT (EAP)

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Competency Descriptors by Level

Supervisor
- Reinforce standards and ethics with subordinates
- Deal fairly and equitably with subordinates
- Ensure that obligation to or preferential treatment of outside organizations, groups or individuals is avoided in any official matter
- Maintain consistent performance standards

Middle Manager
- Ensure that projects are consistent with organizational and public service values
- Use sound ethical practices in carrying out operational duties
- Ensure equity in staffing actions and developmental opportunities
- Maintain objective, fair and impartial human resources practices

Director
- Be a role model embodying the values and ethics of the organization for the sector
- Foster a climate of trust and respect for others' principles
- Make explicit efforts to incorporate employment equity practices into the sector's Human Resource Management plans
- Apply sound business and management ethics when pursuing the sector's goals

Director General
- Build the values of the organization into programs, services and policies
- Reflect on and enable organizational values within the directorate
- Do (and be perceived to do) the right things
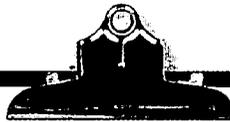
On-the-Job Actions to Develop in Ethics and Values
- Write down what you want your ethics to be on the left-hand side of

a page (i.e.,"I want to be a fair manager").Then on the right-hand side write down what someone with that value would and would not do (i.e.,"Would hold everyone to the same standards"/ "Would listen to everyone's ideas").Have someone you trust check it over to see if you are on the right track.Then start to consistently do the things you have written on the right-hand side.
- List five common areas where values clash for you at work or in your personal life and describe how you deal with these situations.Talk to people who would go the other way and begin to see more complexity in the issues.

Public Service Courses
- Ethics and Conflict Interest (Health Canada)
- Public Service Management-Primer (CCMD)
- Career and Learning Decisions for Better Results (Taking Charge)(CCMD)
- Leading for Results (CCMD)

Web Site
- The Office of Values and Ethics, http://publiservice.tbs-sct.gc.ca/veo-bve/index_e.asp

Books
- *Core Values in the Public Service, Institute of Public Administration of Canada* (1993)
- *The Ethics Era in Canadian Public Administration*, Kenneth Kernaghan (1996), available from CCMD
- *The Ethical Type Indicator,* Louie V. Larimer

- *Ethical Dimensions of Leadership*, Rabindra N. Kanungo and Manuel Mendonca (Sage, 1996), available from the PSC Library
- *Business Ethics: Case Studies and Selected Readings*, Marianne Jennings (Thompson, 1998)
- *The Ethical Compass*, Citizenship and Immigration (December 1998)
- *Defining Moments: When Managers Must Choose Between Right and Right,* Joseph L., Jr. Badaracco (Harvard Business School, 1997)
- *Ethics, the Heart of Leadership*, James MacGregor Burns (Praeger Publishing Text, 1998)
- *The Good, the Bad and Your Business: Choosing Right When Ethical Dilemmas Pull You Apart*, Jeffrey L. Seglin, Norman R. Augustine (John Wiley and Sons, 2000)

Articles

- Aligning Action and Values by Jim Collins, http://www.pfdf.org/leaderbooks/l2l/summer96/collins.html
- The Leader's Legacy by Max De Pree, http://www.pfdf.org/leaderbooks/l2l/fall97/depree.html

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Competency Descriptors by Level

Supervisor
- Inspire an enthusiastic attitude toward work
- Maintain a positive outlook in the face of setbacks
- Encourage subordinates to take on more challenging assignments

Middle Manager
- Tenaciously pursue those activities that best meet the sector's needs
- Work with subordinates to help them set challenging but realistic goals
- Recognize the important role that personalities play in achieving goals

Director
- Maintain composure in the face of adversity
- Be motivated by need for achievement (goal setting) more than by need for power or affiliation
- Be motivated and motivate subordinates to accomplish the sector's goals

Director General
- Provide a stabilizing influence on the organization
- Be personally committed to address demands from internal and external stakeholders
- Create enthusiasm and motivation for employees to pursue the directorate's targets
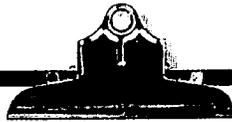
On-the-Job Actions to Develop in Personality
- Communicate to people that what they do is important. Offer help and ask for it. Adopt a learning attitude toward mistakes. Celebrate successes and have visible, accepted measures of achievement.
- Expect things to turn out well. When they don't, try to view setbacks as learning opportunities; focus on resolving problems rather than

dwelling on their occurrence or blaming yourself or others
- Be willing to seek help. Reflect on your leadership style; seek feedback from others about your style and the impact it has on others.

Public Service Courses

- Effective Leaders/Effective Employees: A Workshop on Managing Performance (0502 - Statistics Canada)
- People Oriented Management (0530 - Statistics Canada)
- Managing Personal Performance
  (Building Resilience and Autonomy) (CCMD)
- Career and Learning Decisions for Better Results
  (Taking Charge) (CCMD)

Books

- ***Human Dynamics: A New Framework for Understanding People and Realizing the Potential in Our Organizations***, Sandra Seagal and David Horne (Pegasus Communications, 1996)
- ***The Seven Habits of Highly Effective People***,
  Stephen R. Covey (Simon & Schuster, 1990)
- ***Working with Emotional Intelligence***,
  Daniel P. Goleman (Bantam Books, 1998)
- ***People Skills***, Robert Bolton (Simon & Schuster, 1986)
- ***Preventing Derailment: What to Do Before It's Too Late,***
  Michael M. Lombardo and Robert W. Eichinger
  (Centre for Creative Leadership, 1989)
- ***Beyond Ambition: How Driven Managers Can Lead and Live Better***,
  Robert E. Kaplan, with Wilfred H. Drath and Jane Kofodimos
  (Jossey-Bass, 1991)
- ***West Point: Character, Leadership, Education,***
  Norman Thomas Remick (RPR, 2002)

- *The 21 Indispensible Qualities of a Leader: Becoming the Person Other Will Want to Follow*, John C. Maxwell (Thomas Nelson, 1999)
- *First Break All the Rules: What the World's Greatest Managers Do Differently*, Marcus Buckingham, Curt Coffman (Simon and Schuster, 1999)
- *Now, Discover Your Strengths*, Marcus Buckingham, Donald O. Clifton (Free Press, 2001)

Articles

- A Culture of Commitment by Herb Kelleher, http://www.pfdf.org/leaderbooks/l2l/spring97/kelleher.html
- The Leadership Advantage by Warren Bennis, http://www.pfdf.org/leaderbooks/l2l/spring99/bennis.html
- The Mark of a Winner by Noel M. Tichy, http://www.pfdf.org/leaderbooks/l2l/fall97/tichy.html

Video
- Six Pillars of Character (Time Frame Productions)

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Developing Leadership Competencies

13. BEHAVIOURAL FLEXIBILITY

Competency Descriptors by Level

Supervisor
- Encourage flexibility in subordinates
- Interact appropriately with different individuals

Middle Manager
- Shift operational priorities to meet new challenges in a changing environment
- Maintain operational effectiveness in an environment that contains ambiguity and uncertainty

Director
- Keep abreast of changes in direction within the organization
- Shift priorities and adapt the sector's work to reflect changes in organizational priorities
- Deal with a wide range of individuals and situations

Director General
- Respond to shifting organizational priorities with changes in directorate orientation
- Deal adroitly with volatile, changing interactions with subordinates, peers, superiors and stakeholders
- Adapt orientation as needed to be effective in a wide variety of situations
- Respond quickly to emerging opportunities or risks
- Demonstrate a high tolerance for change and ambiguity

On-the-Job Actions to Develop in Behavioural Flexibility
- Create a Learning Action Circle in your department. Once a month members agree on a topic. Each member undertakes some form of learning on that topic. At the next meeting, each member discusses what he or she has learned.

- Do you feel best when you know everything that's going on around you and are you in control? Most people do. Few are motivated by uncertainty and chaos, but many are challenged by it. Become more comfortable being a pioneer. Explore new ground. Learn new things.
- Change is letting go of one trapeze in the air to catch the next one. For a small amount of time you have nothing to hold but thin air. Change is letting go. Stay informed of business changes and ask what they mean for your work. Visualize a different and better outcome. Talk about it. Invite ideas. Experiment. Under uncertainty, it really helps to get as firm a handle as possible on the problem. Figure out what causes it. Keep asking why. See how many organizing buckets you can put them in. This increases the chance of a better solution because you can see more connections.

Public Service Courses
- Leading Transitions (CCMD)
- Interpersonal Communication Skills
  (P607 - Training and Development Canada)
- Managing Stress Effectively
  (T013 - Training and Development Canada)

Books
- *The Situational Leader*, Paul Hersey (Warner Books, 1984)
- *Thriving on Chaos: Handbook for a Management Revolution*, Tom Peters (Knopf, 1987)
- *Adversity Quotient*, Paul Gordon Stoltz and David Pulatie (John Wiley and Sons, 1997)
- *The Future of Leadership: Riding the Corporate Rapids into the 21st Century*, Randall P. White, Philip Hodgson and Stuart Crainer (Pitman Publishers, 1996)

- *Who Moved My Cheese? An Amazing Way to Deal with Change in Your Work and Your Life*, Spencer Johnson and Kenneth H. Blanchard (Putnam Publishing Group, 1998)
- *Leading Change*, John P. Kotter (Harvard Business School 1996)
- *The Heart of Change*, John P. Kotter and Dan S. Cohen (Harvard Business School 2002)
- *Leadership and the New Science: Discovering Order in a Chaotic World*, Margaret J. Wheatley (Berret-Koehler, 2001)
- *Birth of the Chaordic Age*, Dee W. Hock (Berret-Koehler, 1999)

Articles
- The Enduring Skills of Change Leaders by Rosabeth Moss Kanter, http://www.pfdf.org/leaderbooks/L2L/summer99/kanter.html
- Winning at Change by John P. Kotter, http://www.pfdf.org/leaderbooks/l2l/fall98/kotter.html

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Competency Descriptors by Level

Supervisor
- Demonstrate trust in subordinates
- Resist opportunities to blame subordinates for mistakes and setbacks
- Assume responsibility for outcomes
- Learn from setbacks or failures

Middle Manager
- Demonstrate trust in subordinates
- Resist opportunities to blame subordinates for mistakes and setbacks
- Assume responsibility for outcomes
- Learn from setbacks or failures

Director
- Set and achieve high standards for the sector
- Promote own sector
- Maintain composure in times of stress or transition
- Feel comfortable making decisions and taking responsibility for the sector

Director General
- Set and achieve high standards for the directorate
- Ensure that goals set for the directorate are challenging but realistic, given organizational constraints
- Demonstrate resilience and perseverance when faced with opposition
- Promote the directorate's interests
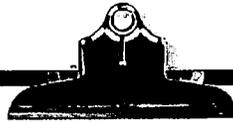
On-the-Job Actions to Develop in Self-Confidence
- Visualize a more assertive style. Identify a set of specific behaviours for yourself that, added together, would constitute a more assertive style. Apply these attributes in situations and evaluate your performance. By practising these new behaviours you will gain

a more complete understanding of your strengths and how to apply them.
- Shadow a colleague with strong self-confidence, i.e., someone who can defend minority opinions and take calculated risks in the best interests of the organization. Role play with this individual, using specific situations where you are called upon to demonstrate similar qualities.
- Volunteer for a highly visible task force or special project that has very tight deadlines.
- Get a mentor to guide you in areas in which you wish to develop.

Books
- *Confidence: How to Succeed at Being Yourself*, Alan L. McGinnis (Augsburg Publishing House, 1987)
- *Learned Optimism*, Martin Seligman (Pocket Books, 1992)
- *A Force of One: Reclaiming Individual Power in a Time of Teams, Work Groups and Other Crowds,* Stanley M. Herman (McGraw-Hill, 1991)
- *Communicate with Confidence: How to Say It Right the First Time*, Dianna Booher (McGraw-Hill, 1994)
- *Reaching the Peak Performance Zone,* Gerald Kushel (AMACOM, 1994)
- *Leading Quietly*, Joseph L. Badaracco Jr., (Harvard Business School 2002)
- *Unstoppable Confidence*, Kent Sayre (Unstoppable Books, 2001)
- *How to Win Friends and Influence People*, Dale Carnegie (Pocket Books, 1994)

Videos
- The Psychology of Achievement, (Brian Tracy Nightingale Conant Corporation)

Competency Descriptors by Level - Under Development

Public Service Courses
- Managing in a Diverse Workforce (0550 - Statistics Canada)

Books
- *Intercultural Interactions: A Practical Guide. Second Edition*, Kenneth Cushner and Richard W. Brislin (Sage Publications, 1996)
- *Managing in Different Cultures: How Managers Can Succeed by Understanding Themselves and Those They Manage*, P. Christopher Earley and Miriam Erez (Oxford University Press, 1996)
- *Understanding Cultural Differences*, Edward T. Hall and Mildred Reed Hall (Intercultural Press, 1990)
- *Cultures and Organizations: Software of the Mind*, Geert Hofstede (McGraw Hill, 1997)
- *Success for the New Global Manager: How to Work Across Distances, Countries, and Cultures,* Maxine Dalton, Chris Ernst, Jennifer Deal, and Jean Leslie (John Wiley & Sons, 2002)
- *Tempered Radicals: How People Use Difference to Inspire Change at Work*, Debra E. Meyerson (Harvard Business School, 2001)

Articles
- The Global Power of Tribes: An Interview with Joel Kotkin, http://www.pfdf.org/leaderbooks/l2l/fall96/kotkin.html
- Everyday Leaders: The Power of Difference by Debra Meyerson, http://www.pfdf.org/leaderbooks/l2l/winter2002/meyerson.html

Videos
- Dealing with Diversity (LearnCom)
- Village of 100 (David Smith)
- Fostering Team Diversity (International Telefilm)

Key General Resources on Leadership

Key Contacts:
- **The Canadian Foreign Service Institute** (CFSI)
  613-944-7763
  http://intranetapps/cfsi/virtual/menu-e.asp
- **The Canadian Centre for Management Development** (CCMD)
  613-995-2263
  http://www.ccmd-ccg.gc.ca/main_e.html

Courses:
- **Management Development Courses** (CFSI)
  http://intranetapps/cfsi/virtual/12CFSIPrograms/ProgrammeInfo-
  e.asp?id=17
- **Leadership Courses (Government)**
  http://leadership.gc.ca/categories.asp?lang=e&Sub_
  id=14&titlesOnly=&id=0
- **Leadership Courses (Non Government)**:
  http://leadership.gc.ca/categories.asp?lang=e&Sub_
  id=15&titlesOnly=&id=0

Books on Leadership:
- **Top 10 books on Leadership in the Public Service**,
  http://leadership.gc.ca/static/impact/issue-2/top10_e.shtml
- **Leadership Books Vol 1**,
  http://leadership.gc.ca/static/reading-room/leadershipbooksvol1_e.shtml
- **Leadership Books Vol 2**,
  http://leadership.gc.ca/static/reading-room/leadershipbooksvol2_e.shtml
- **Articles on Leadership**,
  http://leadership.gc.ca/categories.asp?lang=e&Sub_id=6&titlesOnly=&id=0

Newsletters:
- **Leader to Leader** - quarterly newsletter -
  Peter F. Drucker Foundation for Non Profit Management (quarterly
  newletter), http://www.pfdf.org/leaderbooks/l2l/subscriptions.html
- **Leadership Tools** - Linkage Inc. free monthly email newsletter,
  http://www.linkageinc.com/newsletter/default.shtml

- **Harvard Management Update** - (monthly newsletter),
http://harvardbusinessonline.hbsp.harvard.edu/b02/en/newsletters/news_home.jhtml

Magazines:
- **California Management Review**,
http://www.haas.berkeley.edu/News/cmr/
- **Harvard Business Review**,
http://harvardbusinessonline.hbsp.harvard.edu/b02/en/hbr/hbr_home.jhtml
- **MIT Sloan Management Review**,
http://smr.mit.edu/index.html

Videos:
- **The Stephen Covey Leadership Library**,
https://asp1.secure-shopping.com/newmedianow/details.asp?prodid=23112&cat=23012&path=23000,23012%20
- **The Lessons in Leadership Series** (Stephen Covey),
http://www.trainingabc.com/stephencovey.htm#lessons_in_leadership
- **Leadership with John Kotter**,
https://asp1.secure-shopping.com/newmedianow/browse.asp?cat=23006&path=23000,23006
- **Leadershift with Joel Barker**,
https://asp1.secure-shopping.com/newmedianow/details.asp?prodid=23012&cat=23002&path=23000,23002

Websites:
- **The Leadership Network**,
http://leadership.gc.ca/menu_e.asp
- **The Canadian Centre for Leadership and Strategy**,
http://www.canadiancentre.com/ccls.htm#top
- **Peter F. Drucker Foundation for Non-Profit Management**,
http://www.pfdf.org/index.html
- **Wharton Center for Leadership and Change Management**,
http://leadership.wharton.upenn.edu/welcome/index.shtml
- Center for Creative Leadership, http://www.ccl.org/index.shtml

Leadership Guide Feedback Form

We would like your feedback on this guide, as well as your input into future versions. Please complete this form and send it to us. Your input is greatly appreciated.

1 Overall, did you find this guide useful?
Yes   Somewhat   No

2. Did you find each of the following sections useful?

a) **Learning Roles and Responsibilities**
Yes   Somewhat   No
b) **Leadership Roles in DFAIT**
Yes   Somewhat   No
c) **Developing Leadership Competencies**
Yes   Somewhat   No

3 Did you like the overall format of this guide
Yes   Somewhat   No

4 Did you find this guide to have...
Not enough information
Just the right amount of information
Too much information

5 Do you have any suggestions for other topics or resources that should be added?

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6 Would you recommend this guide to a colleague?
Yes   No
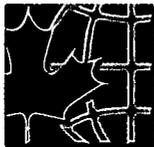
Leadership in DFAIT
A Guide to
Management Development

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