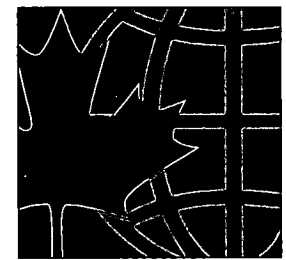


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Leadership in DFAIT

A Guide to Management Development

CANADIAN FOREIGN
SERVICE INSTITUTE



INSTITUT CANADIEN
DU SERVICE EXTÉRIEUR

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Introduction

Organizations everywhere are demanding more from their managers. Managers should be leaders. They must initiate and embrace change. They are expected to motivate, to listen, to mentor and to coach. The list of expectations is long. In the Public Service, the issue of managerial leadership sits at the centre of all discussions about revitalization and renewal.

In DFAIT, leadership is particularly challenging. Members of the management ranks have a double set of skills to acquire - managing in headquarters and managing abroad. DFAIT managers abroad are expected not only to demonstrate Canadian values, but also to bring the values of other cultures into harmony with our own. The Department's task to develop its leaders is thus doubly complex.

Leadership and management skills grow in importance and complexity with each career step. This is especially true for EX-level managers. Although the professional skills linked to substantive specialty areas remain fundamental, leadership competencies in DFAIT are becoming more and more pivotal for decisions on promotions into and within the EX category.

This handbook explains the approach the Department takes to management development. It sets out the career milestones for employees who become managers, explaining at every step the skills individuals must possess to be successful, as well as the tools, processes and resources available to assist them in meeting their goals. Most aspects of the DFAIT career journey, which many of us pursue with conviction and determination, are set out within this handbook.

No matter how much others may try to help, learning to become a better manager is something only the learner can do. This handbook is a tool for facilitating the process of individual learning and professional development. Please look through it and find the areas where it applies to you, as well as those which describe the challenges you aspire to meet and the roles you hope to play.



*Robert G. Wright
Deputy Minister for
International Trade*



*Donald W. Campbell
Deputy Minister of
Foreign Affairs*



LEARNING ROLES & RESPONSIBILITIES

DFAIT, in promoting a learning culture, is developing supportive tools, processes and resources to improve your development and effectiveness as a manager. The following is a summary of the responsibilities that your organization, your manager, and you as the learner have towards ensuring that effective learning does occur. We have also outlined the roles and responsibilities associated with acting as a coach and/or mentor, as well as strategies to find a coach and/or mentor.

You

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

Your Manager

Support efforts to learn & 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 potential

CFSI

Offer leadership development courses that enable participants to learn through action, feedback & reflection

Support for informal learning processes:

- access to resources, feedback tools, self-assessment instruments
- access to coaches & mentors

DFAIT

Provide information on competencies for different management levels and career streams

HR

Link Human Resources processes with learning (e.g., succession planning, performance management, career management, rotational programme)

Coaches & Mentors

THE COACH'S ROLE

- Tend to focus on developing people in their current role.
- Tend to coach individuals 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 to people (the organization's unwritten rules) and introduce people to their networks, usually as it relates to the job at hand.

THE MENTOR'S ROLE

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

REQUIRED SKILL SETS - The terms "coaches" and "mentors" are sometimes used interchangeably as they have similar skill sets and they share a common focus in developing people to maximize their potential. Skill sets include the following:

- **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 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.

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 behaviours 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 they excel.

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.



Leadership Roles in DFAIT

This section highlights the formal programmes, expectations and other learning opportunities available to you at each step of your management career within DFAIT.

PSC EXECUTIVE DEVELOPMENT PROGRAMMES

The CFSI programme is part of a government-wide emphasis on management development. CCMD programmes complement CFSI activities. The executive development programmes offered in the public service include the Executive Leadership (EL) Programme, the ADM Pre-Qualifying Programme (ADM PQP), and the Accelerated Executive Development Programme (AEXDP). For further information on these offerings, please refer to page 18.

CFSI CORE MANAGEMENT DEVELOPMENT PROGRAMMES - A COMPREHENSIVE, CUMULATIVE APPROACH -

In terms of formal learning, CFSI offers management development programmes at each stage of your management career. These programmes are required and are part of your movement to the next management level. Refer to CFSI's web-site (cfsi-icse.gc.ca) for more information.



CFSI Programmes by Level





Leadership Roles in DFAIT

LEADERSHIP COMPETENCIES - BUILDING A SOLID FOUNDATION -

DFAIT is currently developing a competency framework that reflects the uniqueness of DFAIT's mandate and culture. In the interim, the "La Relève" competencies model for leaders in the Public Service will be applied to this workbook, as these competencies provide a sound, comprehensive framework for leadership. In addition, DFAIT has an additional unique leadership competency essential to competent leadership abroad: *Cultural Awareness*, or, integrating an understanding of how different cultures work and need to mesh into leadership practices abroad. This competency has yet to be fully articulated in terms of its applicability to DFAIT managers.

Ethics and Values, as well as *Stamina and Stress Resistance*, both of which are La Relève competencies, also provide a unique dimension when exercising leadership abroad. Understanding and managing the ethics and values of different cultures is essential to successfully managing a mission or managing within a mission, as is the ability to withstand the stress, for both DFAIT employees and their families, of living in a foreign country.

Expectations of you as a leader within the Public Service, regardless of your management level, are highlighted below as “leadership competencies”. The chart highlights those competencies which are critical at DFAIT, and reflect the realities of working abroad, including one which is not a specific La Relève competency (Cultural Awareness). For a detailed description of how these competencies are defined at your management level, please refer to pages 19 to 46. Note that at the time of publication of this handbook, the definition of these competencies were still in draft form.





Leadership Roles in DFAIT

SUPERVISOR LEVEL

The Supervisory Role at DFAIT

At Headquarters

- *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)

Abroad

- *Sample Positions: New Management Consular Officers, Junior Foreign Service Officers*
- Have an operational, multi-function focus
- May manage employees who cover a broad diversity of roles/tasks (e.g., technical/administrative) and LES (locally engaged staff); 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

See next section to address specific competencies.

Learning Strategies

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

PSC Courses Available

- ***Learning for Leadership*** (T926 - Training & Development Canada)
- ***Supervisors Orientation Program*** (G501 - Training & Development Canada)
- ***Fundamentals of Supervision - Level 1 and 2*** (Z101 - Training & Development Canada)

Suggested Readings

- *Becoming a Manager - Mastery of a New Identity*, Linda A. Hill (Penguin USA, 1993)
- *The Profession of Management*, Peter Drucker (Harvard Business School Press, 1998)
- *Mining Group Gold*, Thomas A. Kayser (Irwin Professional Publications, 1995)

Websites

- Access the *Leadership Pages* through learnnet.gc.ca/eng/lrncentr/index.htm

Assessment Instruments

- Adversity Quotient (www.doojee.com)
- Emotional Quotient
- Myers-Briggs Type Indicator (CSFP)



Leadership Roles in DFAIT

MIDDLE MANAGER LEVEL

The Middle Manager Role at DFAIT

At Headquarters

- *Sample Positions: Deputy Directors*
- Have a strong operational focus
- Usually manage 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

Abroad

- *Sample Positions: Program Heads, Mission Administrative Officer (smaller missions), Head of Mission (small missions)*
- May manage employees who cover 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

See next section to address specific competencies.

Learning Strategies

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
- **Managing Programmes Abroad**
Learning Highlights
 - ↳ Managing large programmes and Canada-based staff
 - ↳ Acting as chargé in the absence of the Ambassador

Suggested Readings

- *Caught in the Middle*, Lynda C. McDermott (Prentice Hall Trade, 1992)
- *The Profession of Management*, Peter D. Drucker (Harvard Business School Press, 1998)
- *Working with Emotional Intelligence*, Daniel Goleman (Bantam Books, 1998)

Websites

- Access the *Leadership Pages* through learnnet.gc.ca/eng/lrncentr/index.htm

Assessment Instruments

- Adversity Quotient (www.doogee.com)
- Emotional Quotient
- Myers-Briggs Type Indicator (CFSP)

PSC Courses Available

- **Management Development Program** (T419 - Training & Development Canada)
- **Learning for Leadership** (T926 - Training & Development Canada)



Leadership Roles in DFAIT

DIRECTOR LEVEL

The Director Role at DFAIT

At Headquarters

- *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

Abroad

- *Sample Positions: Management Consular Officer (large missions), Program Heads, Heads of Mission*
- Have leadership responsibility for people, property and bilateral relationships
- Represent the Canadian government
 - Coordinate linkages with other departments/international organizations/embassies
 - Actively advocate Canadian interests and values
 - Negotiate complex international agreements on behalf of Canadian Government
- Manage crisis situations

See next section to address specific competencies.

Learning Strategies



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

- **Managing Programmes Abroad**

Learning Highlights

- ↳ Managing large programmes and Canada-based staff
- ↳ Acting as chargé in the absence of the Ambassador



Suggested Readings

- *The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations*, James Kouzes and Barry Posner (Jossey-Bass Publishers, 1987)
- *The Profession of Management*, Peter Drucker (Harvard Business School Press, 1998)
- *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)

Assessment Instruments

- Adversity Quotient (www.doogee.com)
- Emotional Quotient
- Myers-Briggs Type Indicator (CFSP)
- Feedback to Managers (CFSP)

CCMD Courses

- Executive Leadership Program (G301)
- Leading Transitions (S208)



Leadership Roles in DFAIT

DIRECTOR GENERAL LEVEL

The Director General Role at DFAIT

At Headquarters

- 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

Abroad

- *Sample Positions: Heads of Mission (larger missions), Deputy Heads (large missions)*
- Have leadership responsibility for people, property and bilateral relationships in large complex operations
- Represent the Canadian government
 - Symbolize Canadian ethical norms and cultural values
 - 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

See next section to address specific competencies.

Learning Strategies



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

CCMD Courses

- Executive Leadership Programme (G301)
- Leading Transitions (S208)



Suggested Readings

- *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)

Assessment Instruments

- Adversity Quotient (www.doogee.com)
- Emotional Quotient
- Myers-Briggs Type Indicator (CFSP)
- Feedback to Managers (CFSP)



Developing Leadership Competencies

The following section is a guide to the different resources and learning strategies available to you for each of the 14 leadership competencies. Competencies can be defined as a combination of observable and applied knowledge, skills and behaviours that are important for the success of the organization and personal performance. We recommend that you focus on two or three competencies that you believe need the most development.

KEY PRINCIPLES OF ADULT LEARNING

Before you embark on your journey into learning, you may wish to review this summary of key findings on how adults best learn.

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 best learn.
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.	Measure and note your progress.
Adults learn by using a variety of learning methods.	Access different learning strategies: readings, on-the-job challenges, mentors, coaches, formal learning courses, learning journals, videos, assessment tools.

EXECUTIVE DEVELOPMENT PROGRAMMES IN THE PUBLIC SECTOR

CCMD offers executive development programmes to provide broad leadership skills. These are outlined below as they do not relate specifically to any one competency, but instead touch upon many of the competencies presented in the remainder of this section.

The ADM Pre-Qualifying Programme (ADM PQP)

- The Pre-Qualifying Programme is a pre-qualification process for ADMs which is designed to identify and promote senior leaders in the public service. The successful candidates in this pool will already demonstrate ADM leadership competencies and are ready for appointment to the ADM level. Appointments are made from the pre-qualified pool by Deputy Ministers as assignments become available.
- Interested executives need to complete an application, which can be obtained through the web-site listed below. Assessments involve three components: a track record interview, a reference check process, and an interview with a Selection Review Board which includes Deputy Ministers, Associate Deputy Ministers, experienced senior ADMs, and a senior PSC official.
- For detailed information, access www/psc/cfp.gc.ca/admpqp/pqhome.htm or contact SPE at 995-5145.

The Accelerated Executive Development Programme (AEXDP)

- The objective of the Accelerated Executive Development Programme is to identify a group of EX-1s to EX-3s who demonstrate the potential to become ADMs, and to accelerate their development and career advancement through assignments and learning mechanisms such as coaching, mentoring, learning plans, and small learning groups.
- Interested executives should assess themselves against the leadership competencies for ADMs and Senior Executives (see web-site below), and seek the advice of their current ADM and other senior officials with whom they have worked in the past.
- An application guide is available through the web-site listed below. The assessment process parallels that of the PQP process, with the addition of other optional assessment tools, such as the Full Circle Appraisal.
- For detailed information, access www/psc/cfp.gc.ca/aexdp/axhome.htm or contact SPE at 995-5145.

The EL Programme

- The Executive Leadership (EL) Programme is an intensive two-week, non-residential course with mandatory pre-course reading and interviewing of colleagues on leadership issues.
- It is designed to increase the leadership capacity of participants by allowing them an opportunity for dialogue, reflection and active learning around the four masteries of leadership: personal, interpersonal, organizational and contextual (the nation, international realities, globalization, etc.).
- A number of modules help participants focus on these masteries. A module on *Vision, Values and Ethics* explores ethical and values questions. Other modules look at the culture of teams, the realities of organizations and the challenge of leadership in periods of change. Another significant module, called *Moving Toward a Citizen Centered Governance*, invites participants to produce their own diagnosis of the evolution of governance.
- The focus of this learning experience is reflection and dialogue rather than a program of information exchange or a “how to” session on problem solving.
- For further information, access www.ccmd-ccg.gc.ca or contact CFSP at 944-PROF.



Developing Leadership Competencies

1. VISIONING

Competency Descriptors by Level

Supervisor

- Align work activities and people in 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 benefits and set example of necessary change
- Identify the practical steps and timeframes for the implementation of change



Suggested Readings

- *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)
- Subscribe to *The Futurist Magazine* of the World Future Society (www.tmn.com/wfs/futurist.htm)
- Annual Report of Privy Council Office

Videos

- *Discovering the Future: The Power of Vision* available from the Public Service Commission's Self-Directed Learning Centre
- *The Business of Paradigms*, Joel Barker

Director

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

Director General

- Influence the internal climate and culture of directorate
- Translate 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

Public Service Courses

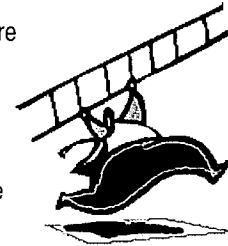
- *Learning for Leadership* (T926 - Training & Development Canada)
- *Management Development Program* (T419 - Training & Development Canada)
- *Understanding and Applying Strategic Communications* (T712 - Training & Development Canada)

Websites

- Test your Leading and Influencing Skills with a free demo quiz from the Learning Resources Network (learnnet.gc.ca)

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 re-alignment with the larger Public Service vision.
- Create a forum within which ideas are solicited from team members regarding how to best 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.





Developing Leadership Competencies

2. COGNITIVE CAPACITY

Competency Descriptors by Level

Supervisor

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

Middle Manager

- Analyze and reconcile the multiple concerns of project and people management
- Anticipate operational problems within a fiscal year framework
- Coordinate information from a variety of sources
- Recognize, analyze and solve problems across projects
- Use analysis of situations to generate sound recommendations



Suggested Readings

- *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)
- Subscribe to *FastCompany* magazine (www.fastcompany.com)

Videos

- *Brainpower*

Newsletters

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

- 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

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

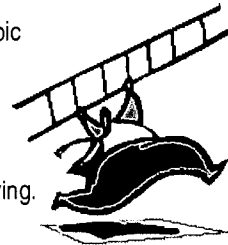


Public Service Courses

- *Problem Solving and Decision Making* (Managing Challenging Situations - Statistics Canada)
- *"It's Not a Problem - It's an Opportunity" Individual and Group Problem Solving Techniques* (Z081 - Training & Development Canada)
- *Management Development Program* (T419 - Training & Development Canada)
- *Learning for Leadership* (T926 - Training & Development Canada)

On-the-Job Actions to Develop Your Cognitive Capacity

- Identify and communicate key themes and broad strategic/political 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 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.





Developing Leadership Competencies

3. CREATIVITY

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 unit to more creative work
- Recognize emerging areas for learning & development in specialty area



Suggested Readings

- *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)

Videos

- *Tapping into Your Creativity* - Learn the ins and outs of tapping creativity by watching experts as well as creative people share their techniques and insights
- *The Business of Paradigms*, Joel Barker

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

- Encourage constructive questioning of policies and practices
- Sponsor experimentation to maximize the potential for innovations in policies and programs
- Guide the development of innovative programs or policies
- Determine learning requirements based on future directions of the directorate

Public Service Courses

- *Creative Thinking* (0122, Statistics Canada)
- *Supervisors Orientation Program* (G501 - Training & Development Canada)
- *Learning for Leadership* (T926 - Training & Development Canada)

Websites

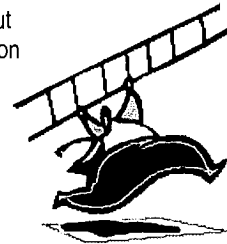
- *Innovation Journal* - Treasury Board Secretariat web-site at www/tbs-sct.gc.ca/tb/iqe/ij/articles/journale.html

Assessment Tools

- *The Personal Creativity Assessment*, Alexander Hiam (HRD Press, 1998)
- *Creativity Self-Assessment*, Adventures in Creativity - A Multimedia Magazine at www.volusia.com

On-the-Job Actions to Develop Your 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.





Developing Leadership Competencies

4. INTERPERSONAL RELATIONS



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 & across units
- Give credit or recognition for the contribution of others
- Recognize & handle difficult relationships

Suggested Readings

- *Valuing Diversity and Similarity: Bridging the Gap Through Interpersonal Skills*, Joe Wittmer (Educational Media Corporation, 1992)
- *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)

Videos

- *Dealing with Diversity* - Learn to deal with differences in age, race, education, religion and personality
- *How to Deal with Difficult People* offered by the Self-Directed Learning Centre of the Public Service Commission
- *Communicating Non-Defensively*

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

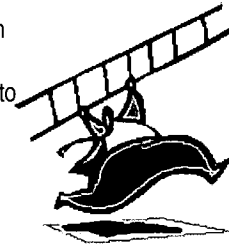
- Use diplomacy to find solutions where there are conflicting interests
- Foster a positive interpersonal climate/culture within the directorate
- Advance the sector's interests adroitly without arousing hostility
- Promote harmony and consensus across divergent interests and opinions

Public Service Courses

- **Interpersonal Communication Skills** (P607 - Training & Development Canada)
- **Cultural Diversity and Communication** (Z085 - Training & Development Canada)
- **Supervisors Orientation Program** (G501 - Training & Development Canada)
- **Fundamentals of Supervision - Level 1 and 2** (Z101 - Training & Development Canada)

On-the-Job Actions to Develop in 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 re-build this relationship with individuals who you believe have valuable insights into this individual's style. Implement actions that show an interest in re-building 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.





Developing Leadership Competencies

5. COMMUNICATION

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



Suggested Readings

- *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)

Videos

- *Listening: The Key to Productivity*, Tony Fulginiti (Communication Briefings, 1992)
- *Solving Your Communication Crisis*

Websites

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

Director

- Use communication as a promotion tool for 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 which enhances efficiency and productivity
- Use a variety of communication vehicles to enhance communication within sector

Director General

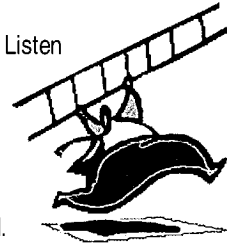
- Tailor external representation of the organization to suit a variety of contexts
- Use communication as a strategic tool for positioning key messages regarding the directorate's activities
- Translate and transmit essential underlying messages for peers, subordinate managers, employees
- Listen for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

Public Service Courses

- *Understanding and Applying Strategic Communications* (T712 - Training & Development Canada)
- *Interpersonal Communication Skills* (Training & Development Canada)
- *Effective Presentation Skills* (T010 - Training & Development Canada)
- *Managing Public Consultations* (T418 - Training & Development Canada)
- *Communication, Finding Solutions and Leading* (Z088 - Training & Development Canada) - suitable for Supervisor level

On-the-Job Actions to Develop in Communication

- Avoid selective listening. Challenge yourself to practice listening to those to whom you don't usually listen. Listen for content. Express to the individual 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. Practice 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, presentations, and to facilitate group discussions and meetings.





Developing Leadership Competencies

6. ACTION MANAGEMENT

Competency Descriptors by Level

Supervisor

- Coordinate 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 unit
- Move projects forward to achieve effective and timely results
- Identify operational requirements for financial and human resources
- Assign and reallocate resources as required

Suggested Readings

- *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)

Videos

- *Workchange* produced by the Canadian Labour Market and Productivity Centre
- *Implementing Change*
- *How to Delegate Work and Ensure it is Done Right* available from the Public Service Commission's Self-Directed Learning Centre
- *Meetings Bloody Meetings* by John Cleese

Director

- Guide 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 sector's projects
- Take action by setting challenging but realistic goals for projects in sector
- Manage workforce for current/future needs of sector

Director General

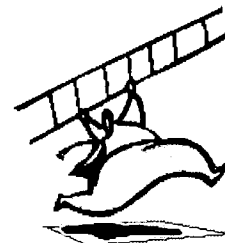
- Perform risk analysis to assess viability of opportunities
- Take responsibility for the outcomes of risky ventures within directorate
- Coordinate activities within directorate to assign accountability and reduce duplication
- Link directorate's programs, services and policies to broad objectives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

Public Service Courses

- *Leading Transitions* (S208 - CCMD)
- *Managing Resources: An Integrated Approach* (T422 - Training & Development Canada)
- *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)
- *Project Management* (R901 - Training & Development Canada)
- *Staff Relations for Managers and Supervisors* (P403 - Training & Development Canada)

On-the-Job Actions to Develop Your 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.





Developing Leadership Competencies

7. ORGANIZATIONAL AWARENESS

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 directorate's priorities
- Establish connections with working groups in other parts of the organization that may facilitate the progress of projects



Suggested Readings

- *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 Publishers, 1989)
- *Smart Questions*, Dorothy Leeds (Berkley Publishing Group, 1995)
- *Fifth Discipline: Mastering the Practices of the Learning Organization*, Peter Senge (Doubleday, 1990)

Videos

- *Service Quality in Action* available from the Self-Directed Learning Centre of the Public Service Commission

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 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

Public Service Courses

- *Structure and Operations of Government: Challenges for Accountability* (CCMD)
- *How the Government Works* (on-line - Learning Resource Network)
- *Organizational Analysis and Design* (P718 - Training & Development Canada)
- *Management Development Program* (T419 - Training & Development Canada)

Websites

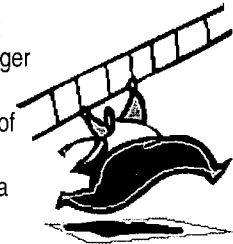
- *Treasury Board Secretariat* (www.tbs-sct.gc.ca)

CD Rom

- *La Relève* - A virtual showcase of key documents

On-the-Job Actions to Develop Your Organizational Awareness

- Analyze 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 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 their cultural nuances.





Developing Leadership Competencies

8. TEAMWORK

Competency Descriptors by Level

Supervisor

- Acknowledge diverse opinions amongst team members and work towards 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 cooperation between work teams
- Seek synergistic solutions rather than compromises
- Contribute fully to cross-functional projects
- Share credit and benefits for successful projects with subordinates



Suggested Readings

- *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)

Videos

- *Teamwork: Principles Of Successful Teams*
- *Meetings Bloody Meetings* by John Cleese

Director

- Recognize interdependencies in cross-functional projects
- Promote collaboration amongst managers on projects that transcend unit boundaries
- Exemplify cooperative approach in own interactions with peers

Director General

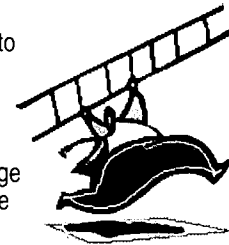
- Provide a personal example of sharing power horizontally and vertically
- Work cooperatively with senior executives, peers and subordinate employees to enhance the success of cross-functional programs, policies or services

Public Service Courses

- *Learning for Leadership* (T924 - Training & Development Canada)
- *Cultural Diversity and Communication* (Z085 - Training & Development Canada)
- *Project Management* (R901 - Training & Development Canada)
- *Supervisors Orientation Program* (G501 - Training & Development Canada)
- *Negotiating Skills* (T006 - Training & Development Canada)
- *Team Facilitation Skills* (0515 - Statistics Canada)
- *Conducting Effective Meetings* (0517 - Statistics Canada)

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 others' strengths in completing tasks. Encourage awareness of each others' styles by using team-building instruments/models such as the Myers-Briggs Type Inventory or the Katzenbach team effectiveness model.





Developing Leadership Competencies

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



Suggested Readings

- *PSC: A Practical Guide to Partnerships* available from Training and 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 (www.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)

Videos

- *Building Strategic Relationships*

- 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

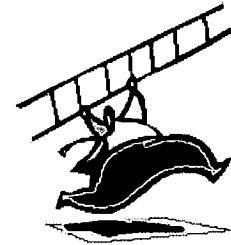
- Identify strategic partners within target organizations
- Sponsor, negotiate and take the necessary steps to finalize partnerships
- Align systems to facilitate partnerships

Public Service Courses

- *Project Management* (R901 - Training & Development Canada)
- *Negotiating Skills* (T006 - Training & Development Canada)

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. By demonstrating a sincere interest in their affairs, potential partners are likely to be more interested and loyal to you and your organization.





Developing Leadership Competencies

10. STAMINA/STRESS RESISTANCE

Competency Descriptors by Level

Supervisor

- Set example for subordinates of coping with stressful situations
- Reduce stress factors in work environment
- Assist subordinates to reduce 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



Suggested Readings


- *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, M.D. (Hanson Stress Management Organization, 1986)

Videos

- *The Unorganized Manager* series starring John Cleese (1997)
- *Managing Stress*

- Identify 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

- 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



Public Service Courses

- *Managing Stress Effectively* (T013 - Training & Development Canada)
- *Planning My Future* (D007 - Training & Development Canada)
- *Stress Management* (0103 - Statistics Canada)

Public Service Counseling

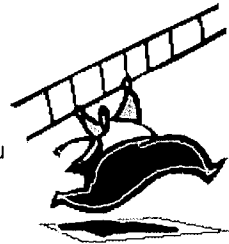
- Contact your EAP for confidential counselling and guidance

Other Resources

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

On-the-Job Actions to Develop Your 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 - seek advice from an objective source.





Developing Leadership Competencies

11. ETHICS AND VALUES

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



Suggested Readings

- *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*, Kanungo and Mendonca (Sage, 1996)
- *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)

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

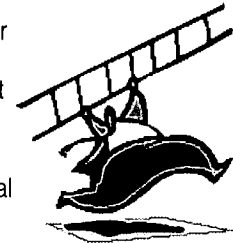
- Build values of the organization into programs, service and policies
- Reflect on and enable organizational values within the directorate
- Do (and be perceived to do) the right thing

Public Service Courses

- *Ethics and Conflict Interest* (Health Canada).

On-the-Job Actions to Develop in this Area

- Write down what you want your ethics to be on the left-hand side of a page (i.e., "I want to be known as a fair manager"). Then on the right 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.





Developing Leadership Competencies

12. PERSONALITY

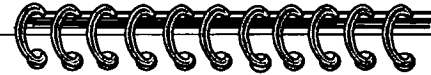
Competency Descriptors by Level

Supervisor

- Inspire an enthusiastic attitude towards 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




Suggested Readings

- *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)

- 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 sector's goals

- 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 directorate's targets

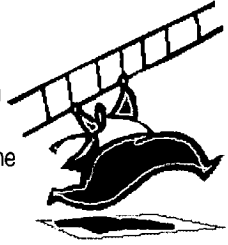


Public Service Courses

- **Leadership and Personal Development** (Z087 - Training & Development Canada)
- **Enhancing Personal Productivity** (9469 - Statistics Canada)
- **Learning for Leadership** (T924 - Training & Development Canada)
- **Management Development Program** (T419 - Training & Development Canada)
- **Supervisors Orientation Program** (G501 - Training & Development Canada)

On-the-Job Actions to Develop in this Area

- 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 and focus on problem resolution 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.





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**



Suggested Readings

- *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 Pulatit (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)

Director

- Keep abreast of changes in direction within organization
- Shift priorities and adapt work of sector 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 & 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



Public Service Courses

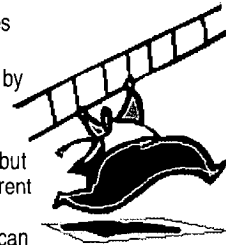
- *Leading Transitions* (CCMD)
- *Interpersonal Communication Skills* (P607 - Training & Development Canada)
- *Managing Stress Effectively* (T013 - Training & Development Canada)

Websites

- Test your *Personal Flexibility Skills* with The Learning Resource Network's online assessment form. (learnnet.gc.ca)

On-the-Job Actions to Develop Your 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 in control? Most 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 to hold nothing but thin air. Change is letting go. Stay informed of business changes and ask what it means 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 in which you can put them. This increases the chance of a better solution because you can see more connections.





Developing Leadership Competencies

14. SELF-CONFIDENCE

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

- Assume personal responsibility for the work of the unit
- Challenge the status quo
- Solicit contrary opinions to enhance understanding of situations, events or change
- Support and defend the interests of employees as necessary and appropriate



Suggested Readings

- *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)

Videos

- *The Psychology of Achievement*, Brian Tracy (Nightingale Conant Corporation, 1984)

Director

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

Director General

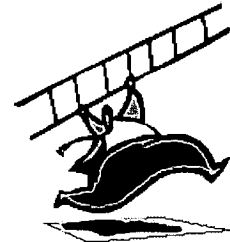
- Set and achieve high standards for the directorate
- Ensure that goals set for directorate are challenging but realistic, given organizational constraints
- Demonstrate resilience and perseverance when faced with opposition
- Promote the directorate's interests

Other Resources

- *The Adversity Quotient* (www.doogee.com)

On-the-Job Actions to Develop Your 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 practicing 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 for specific situations where you are called upon to do likewise.
- 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.





Quick Reference Page

Phone Numbers

613-994-PROF

For information on CFSI course offerings, or questions/comments about this handbook.

613-995-5145

DFAIT - SPE, for information on the ADM PQP and AEXDP.

Websites

www.cfsi-icse.gc.ca

CFSI

www.cfsi-icse.gc.ca/e-thologies

Provides social, political, economic, environmental and cultural information about a country, maintained by CFSI's Centre for Intercultural Learning.

www.ccmd-ccg.gc.ca

CCMD

www.hrdc-drhc.gc.ca

HRDC

learnnet.gc.ca

Learning Resources Network, maintained by the PSC.

www.statcan.ca

Statistics Canada

www.psc-cfp.gc.ca

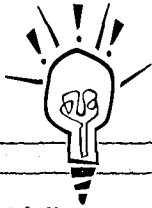
PSC

www.tbs-sct.gc.ca

TBS

www.edu.psc-cfp.gc.ca

Training & Development Canada



Feedback Form

We would like your feedback on this guide, as well as your input into future versions. Please send or fax this form to the location on the back of this booklet. 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?

Learning Roles & Responsibilities (p. 2-3)

Yes Somewhat No

Leadership Roles in DFAIT (p. 4-15)

Yes Somewhat No

Developing Leadership Competencies (p. 16-45)

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?

6. Would you recommend this guide to a colleague?

Yes

No

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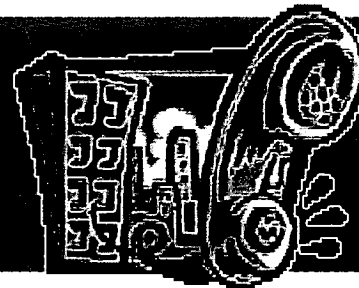
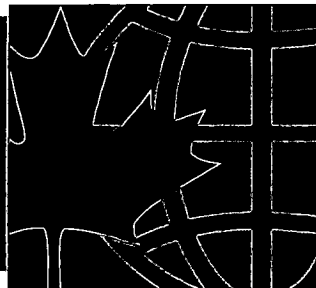
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Leadership in DFAIT : a guide to
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