

THE CHALLENGE / Pat's Working Frame Work

Typical Leader competencies	Examples of Skills or Techniques that relate to competency	Existing Best Practices for development	Do these types of competencies typically necessitate a change in thinking or maturity level in the individual leader or manager?	Commentary Considerations
<p>Leading Self: <i>(Often included but newly focused on due to continuing research into success factors for star performers)</i></p> <ol style="list-style-type: none"> 1. <i>Self-aware and self-regulating</i> 2. <i>Empathetic and socially astute and effective with others at all levels of the organization.</i> 3. <i>Demonstrates credibility by modeling the values of Amalgamated Widget.</i> 	<ol style="list-style-type: none"> 1. Knows one's strengths and weaknesses and works to both build on strengths and develop in ways to minimize weaknesses. Recognizes one's limits. 2. Handles conflict situations to affect a win-win outcome that meets all stakeholders' needs. 3. Is considered trustworthy by one's staff and one's peers as rated by annual 360-degree feedback. 	<ol style="list-style-type: none"> 1. Providing tools and insights like Myers-Briggs, social styles of any type or specific feedback from 360-degree tools are all very effective and useful at all levels. 2. Conflict and negotiation are sub-skills that can be taught effectively by modeling and feedback like many of the skills noted in section one. This is an important and useful skill needed for managers and leaders at all levels. 3. Again, tools like those above especially 360-degree feedback is very helpful in providing data for learning. Also extremely useful is having individuals from an early stage in their careers target specific self-development issues and focus on them. This ownership of the issue of self-development is important and well documented in the learning literature. 	<p>Definitely YES for most managers and leaders. Although some individuals may have highly developed self-awareness and a realistic plan of action for continual improvement of their skills and competencies, few people realize to what a large extent the issues of personal development, continuous learning, and high degrees of social competence relate to success at work.</p> <p>No training or education program should fail to integrate some amount of self-development work regardless of topic.</p> <p>For example, if educating for a broader perspective in understanding the business and its processes, it would only make sense to reinforce the importance of understanding and continually strengthen one's own personal competencies in order to more effectively collaborate with others in implementing the types of decisions and approaches needed in the second set of competencies. The first set of competencies is of course nearly all related to this third group.</p> <p>There are many useful existing tools and practices for self-development. The challenge is helping people to get good and acceptable data upon which to work, and to support continuing the journey throughout one's career.</p>	<p>The role of HRD here is to introduce self-development and continuous learning early and provide needed tools, and coaches and mentors.</p> <p>This work can have some elements of traditional training and companies have some good resources for these in Myers-Briggs and other well researched tools.</p> <p>The importance of demonstrating how the specific skills have produced success in the particular organization is very helpful in gaining buy-in to these areas of development.</p> <p>Most people like to focus on themselves so there is less resistance to this type of learning than some others such as those in category two.</p> <p>The reason that these types of competencies may be neglected are related to these issues:</p> <ol style="list-style-type: none"> a) There is a belief that these emotional type areas are too personal or not business related despite the evidence to the contrary. b) There is confusion about how best to address these issues and competencies. c) The organization has limited resources and spends in on the first types of competencies only. d) The organization is dysfunctional and does not have good models that actually demonstrate these self-development types of behaviors.
<p>Leading Others: <i>(Most traditional competencies fall here-enabling, forceful or both)</i></p> <ol style="list-style-type: none"> 1. <i>Create and sustain an achievement environment.</i> 2. <i>Plan and set goals and objectives.</i> 3. <i>Hire and develop people for optimal performance.</i> 	<ol style="list-style-type: none"> 1. Provides positive feedback as needed. 2. Works with individuals on goal and objective planning aligning with goals of the organization. 3. Interview effectively and hire the right profile and then provides targeted coaching as needed. 	<ol style="list-style-type: none"> 1. Feedback is usually best taught by modeling, practice and feedback. Help with understanding self and some amounts of self-development are usually also part of this type of training. 2. Goal setting, objectives development is also best taught by providing models, having people practice and then receive feedback. 3. Interviewing and coaching skills are also best taught by modeling and also by increased types of programs that lead broadly to self-development and increased self-awareness. 	<p>NO.</p> <p>Other than new supervisors or managers, this set of competencies and skills would likely not require any type of shift in thinking or perspective.</p> <p>For the most part people understand that the role of managers and leaders is to manage performance and create a positive environment in the organization.</p> <p>Since the skills do not require a change in thinking or perspective taking, training can be used to "teach" the vast majority of skills and competencies in this area.</p> <p>Learning of this type is easily available from a wide variety of reliable vendors, from a vast number of consultants and nearly any HRD professional. The industry well knows how to develop these skills and has research to prove it.</p>	<p>Whether online or off, some type of modeling is going to be very helpful with this type of education.</p> <p>Frequent opportunities to practice and get meaningful feedback are key.</p> <p>Mentoring helps in terms of introducing new people to the role of performance management--the core role of the management team.</p> <p>Books, articles and discussions are also helpful in sharing new ideas and techniques. Movies and other traditional training also work very well.</p> <p>Organizations have a wide range of proven and useful tools, approaches, and models for the range of core skills and techniques related to managing others. Some are 20 years old or more, others are new and repackaged, but most do the job if they are applied as recommended.</p> <p>The lack of skill development in these competencies usually relates to one of the following issues:</p> <ol style="list-style-type: none"> a) The company hasn't adequately provided this basic training though all managers and leaders consistently need it. b) The company has provided the training but not mandated it. c) The coaching and feedback portion of the learning is left out. d) There is no reward system integrated with these desired behaviors. e) The company has no formal process for leadership development.
<p>Leading Organization: <i>(most critical list for organizations who need more sophisticated and broad thinkers at more levels. Increased interest due to globalization, increased understanding into chaos and other theories of organization as well as always changing business landscape. Most difficult competencies to "teach" or "train" for.)</i></p> <ol style="list-style-type: none"> 1. <i>Sets and motivates others toward a vision of success.</i> 2. <i>Engages people in sometimes complex change processes and works through change plans.</i> 3. <i>Thinks critically and systemically taking broad and enterprise wide perspective on business issues and problems.</i> 	<ol style="list-style-type: none"> 1. Able to collaborate with others, and be innovative in developing a meaningful vision for the organization or sub-part of it. 2. Understands change processes and how they work and affect others. Able to engage people in the process and handle the outcomes that are likely to be created with standard processes of change. 3. Critical thinking skills and ability to make assumptions clear and examine them so as to develop others if appropriate. 	<ol style="list-style-type: none"> 1. The ability to collaborate in setting an organizational mission or vision is usually learned through the process of participating in these types of exercises led by a consultant internal or external. Work experience then is the main teacher. As for motivating toward a vision, this too is often learned through on the job training with mentoring and feedback, as well as more traditional training workshops and seminars. 2. Learning about change processes and the flow of how people react to them and accept them is complex information and usually requires large amounts of education as well as reflection and the sharing with others of reactions and approaches. Providers of major strategies for change such as quality often provide education of this sort. But organizations going through change that is not formalized like quality do not usually have curriculums for leaders at all levels dealing effectively with these issues. Some type of action learning would likely be the best practice available. 3. Learning to think critically comes from being in situations where one is required to think of one's assumptions, share and evaluate them and then come to different conclusions. Discovery learning or action learning would likely work best for these types of skills along with reading, reflection and a tool or technique kit to use the ideas back on the job. The point is the person needs to be made to consider the "different". 	<p>Definitely YES.</p> <p>The challenge for HRD is how to develop people's critical thinking skills, how to improve their judgment and how to make broader thinkers out of people who are technically competent but often only involved in one department or unit.</p> <p>The use of cross-functional teams with action learning or discovery learning is a good place to start.</p> <p>Exposing leaders to situations, which will help show them broader choices and how their actions affect outcomes that they may have not considered is an effective strategy. Games, scenarios and the like work well in this case.</p> <p>Traditional training, which includes models and practice, are not effective here.</p> <p>Reading, reflection and action back on the job and coached and mentored work also works but is expensive for large numbers of leaders.</p> <p>On the job learning with targeted feedback can help.</p>	<p>Organizations that are serious about leader development need to focus increased attention in this area.</p> <p>There are fewer programs; processes and targeted learning in this area because of the difficulty in providing an experience that helps a variety of leaders learn these types of sophisticated skills.</p> <p>More game, stimulations, case studies and action learning approaches should be encouraged at more levels-especially junior levels, which are often neglected.</p> <p>Cross functional teams should include more coaches and learning experts that can help take the tasks being accomplished and tie them to specific learning so that leaders can apply the lessons learned more easily and effectively.</p> <p>More leadership development should expose leaders at lower levels to the challenges of leading the enterprise. That is, expose people to the complexity of organizations, the multiple results of actions taken, the understanding of how decisions impact various groups in different ways, and how individuals work through change processes.</p> <p>Using more learning coaches, and more group activities that focus on this more high-level thinking and outcomes would be useful for most organizations.</p> <p>Senior executives are often sent to educational experiences that help them with these higher-level thinking and perspective taking. Research seems to indicate that without exposure to such ideas and perspectives, leaders are not able to explain or share learning's with others in useful ways.</p> <p>Only training managers and leaders on the basics is not going to provide the organization with sufficient people to lead effectively in changing times.</p> <p>The reasons organizations fail to educate for these types of competencies falls into one of these areas:</p> <ol style="list-style-type: none"> a) The HRD people have limited resources and so stick with the tried and true proof based training that yields predictable results. b) There is a lack of understanding for the need for educating versus training leaders in order for them to be more effective. c) Practical ways for large numbers of people to be exposed to perspective transforming types of education are limited and are sometimes rejected as not behavioral enough. d) Coach and mentors to follow up with and work with leaders and managers in these types of educational experiences are tougher to train and provide than coaches and mentors for traditional skills. e) Education is harder to measure so it is eliminated in tough times.