



**COMPETENCY CLUSTERS
FOR
GENERAL LEADERSHIP MODEL
FOR
SENIOR MANAGEMENT EXECUTIVES**



Table of Contents

Competency.....	3
Thinking Capabilities.....	5
Decisiveness	5
Strategic Orientation	6
Leadership Effectiveness	8
Development of People	8
Team Leadership	10
Self-Management.....	12
Achievement Orientation.....	12
Self-confidence/Courage of Convictions	14
Social Awareness.....	16
Impact and Influence	16
Leadership Assessment Questions.....	20
Leadership Assessment Matrix	24

Competency

The competencies within the dictionary have been grouped into the following four clusters: Thinking Capabilities, Leadership Effectiveness, Self-management and Social Awareness. Each cluster covers a broad range of behaviors and provides an overall picture of focus of different behaviors.

1. **Thinking Capabilities:** This cluster captures the behaviors associated with problem solving and planning, as well as one's cognitive ability to research, analyze and make well-thought out decisions which are aligned to the organization's strategic direction.
2. **Leadership Effectiveness:** This cluster groups leadership qualities and behaviors that allow one to have an impact on their employee's contribution, development and understanding of their role. In addition, this cluster draws on behaviors associated with one's ability to align others to the organization's vision.
3. **Self-management:** This cluster includes the competencies related to one's ability to know one's own triggers, preferences and internal resources and be able to apply those to guide one's performance.
4. **Social Awareness:** This cluster includes the competencies related to one's ability to manage the relationships effectively. This cluster also draws on behaviors associated with being socially aware of the work environment and how best to make an impact.



Generic Competency Model for Leadership Role

1. Thinking Capabilities

Decisiveness
Strategic Orientation

2. Leadership Effectiveness

Development of People
Team Leadership

3. Self-management

Achievement Orientation
Self-confidence/Courage of Convictions

4. Social Awareness

Impact and Influence
Relationship Building

Thinking Capabilities

Decisiveness

Decisiveness is the ability to make decisions based on an analysis of the information presented in the face of ambiguous or conflicting situations, or when there is an associated risk.

Behavioral Indicators

1. Makes and implements decisions where necessary information is available and the stakeholders share compatible objectives.
2. Recognizes conflicting situations as they arise and determines appropriate responses.
3. Takes ownership of decisions and ensures decisions are consistent with legislation, precedent and established policies/ procedures.
4. Implements ideas and approaches that are likely to add value, but may not work out. Puts systems in place to proactively monitor risks and determine acceptable risk tolerances.
5. Champions initiatives with significant potential paybacks, but possible adverse consequences, based on an assessment of the risks, benefits, impacts, etc.
6. Integrates risk management into programme management and organizational planning.

Strategic Orientation

Strategic orientation is the ability to link long-range visions and concepts to daily work. It implies the ability to think conceptually and to 'see the big picture'. It includes an understanding of the capabilities, nature and potential of the department and the organization. It involves taking calculated risks based on an awareness of socio-economic and political issues as they impact the strategic direction of the department and the organization.

Behavioral Indicators

1. Is able to analyze and comprehend operational as well as organizational goals and strategies developed by others.
2. Uses understanding of business fundamentals to add value at meetings.
3. Prioritizes work in alignment with business goals, acts and implements strategies and policies in accordance with the organization's strategies, objectives and goals.
4. Projects or thinks about long-term applications of current activities.
5. Anticipates reactions to different initiatives.
6. Actively increases one's own knowledge/awareness of the business and competitive environment to determine long-term issues, problems or opportunities.



7. Develops and establishes broad scale, longer-term objectives, goals or projects (e.g., affecting a department, several departments or the organization).
8. Considers how present policies, processes and methods might be affected by future developments and trends.
9. Ensures contingency plans exist for problems and situations that might occur.
10. Redesigns the structure and/or operations of the department or organization to better meet long-term objectives.
11. Establishes a course of action to accomplish a long-term goal and shares with others his/her personal view of the desirable future state of the organization.

Leadership Effectiveness

Development of People

Development of people involves taking actions to develop people's contribution and potential. Involves a genuine intent to foster the long-term learning or development of others, including direct reports, peers, team members or other staff. The focus is on the developmental intent and effect rather than on a formal role of training.

Behavioral Indicators

1. Expresses positive expectations about an employee's potential even when others might not share the same beliefs about that person's potential.
2. Offers suggestions that help people find solutions to their problems.
3. Asks questions, gives tests or uses other methods to verify that others have understood explanation or directions.
4. Gives feedback to direct reports, peers and/or team members or other staff in behavioral rather than personal terms for developmental purposes, and refers them to available resources to help further their success.
5. Documents and follows through on a specific development plan for direct reports to support the achievement of performance targets and competencies.



6. Arranges appropriate and helpful assignments, formal training or other experiences, for the purpose of fostering a person's learning and development (may include career pathing or career planning).
7. Understands and identifies a training or developmental need and establishes new programmes or materials to meet it.
8. Actively supports competent employees in seeking lateral and promotional opportunities to further their career.

Team Leadership

Team leadership is the intention to take a role as leader in a team or other group. Leadership involves communicating a compelling vision and embodying the values of the organization. Team leadership is generally, but not always, shown from a position of formal authority. The 'team' here should be understood broadly as any group in which the person takes on a leadership role, including the organization as a whole.

Behavioral Indicators

1. Makes sure the group has all the necessary information.
2. Matches the skills of the individual to the requirements of the work.
3. Anticipates the implications of project changes on resource needs.
4. Gets others' input for purposes of promoting the effectiveness of the group or process. Resolves conflicts in the team, gives fair feedback (individual or collective), etc.
5. Acts to build team spirit for purposes of promoting the effectiveness of the group or process.
6. Recognizes staff efforts by celebrating accomplishments.
7. Takes a proactive, positive view of the staff and their capabilities, ensuring they understand their role and responsibilities, counselling and supporting them in improving their skills.



- 8.** Fosters a climate of openness, trust and solidarity among the staff by treating each person as a valued team member where people feel comfortable in expressing their opinions and needs.
- 9.** Sets a good example by personally modelling desired behavior and establishing norms for group behavior 'rules of engagement'; takes appropriate action if group norms are violated.
- 10.** Takes action to ensure that others buy into the leader's mission, goals, agenda, climate, tone and policy.
- 11.** Inspires confidence in the mission.
- 12.** Generates excitement, enthusiasm and commitment to the group mission.

Self-Management

Achievement Orientation

Achievement orientation involves working to achieve results and improve individual as well as organizational contribution. It is a concern for working well or for surpassing a standard of excellence. The standard maybe one's own past performance (striving for improvement); an objective measure (results orientation); outperforming others (competitiveness); challenging goals one has set; or trying something new that will improve organizational results (innovation). Achievement orientation also involves effectively managing internal and external resources to achieve the organization's goals.

Behavioral Indicators

1. Sets and achieves individual performance targets aligned with the business plan, keeping others informed of the progress or barriers to achievement.
2. Identifies resources (including partnerships or indirect resourcing approaches) that will facilitate the achievement of the organization's goals.
3. Keeps track of and measures outcomes against a standard of excellence not imposed by others.
4. Makes specific changes in the system or in own work methods to improve performance (examples may include doing something better, faster, at lower cost, more efficiently; or improves quality, client satisfaction, morale, etc.), without setting any specific goal.

5. Sets and works to meet goals that are a definite stretch, but not unrealistic or impossible. These may be goals one sets for oneself or goals one sets for direct reports.
6. Sets out to achieve a unique standard. The standard may process oriented or people related (e.g., 'No one had ever done it before').
7. Analyzes organizational outcomes in order to make decisions, set priorities or choose goals on the basis of calculated inputs and outputs. This includes analyzing both process and people related outcomes.
8. Provides leadership in effective management and stewardship of resources.
9. Makes decisions that allocate limited resources (time, people, budgetary, etc.) to meet programme delivery and/or policy objectives.
10. Knows how and when to influence policy development in order to impact policy and delivery outcomes.

Self-confidence/Courage of Convictions

Self-confidence/ Courage of convictions is a belief in one's own capability as expressed in increasingly challenging circumstances and confidence in one's decisions or opinions, within the framework of public interest, ethics, values and organizational integrity. It may include providing leadership, direction and inspiration to others by making difficult decisions and taking actions that may not be popular, but are in the best interests of the organization and its clients.

Behavioral Indicators

1. Proposes new or modified approaches, practices and processes, defending them effectively if challenged.
2. Takes on activities and projects that need to be done, even though they may not be easy or have popular support.
3. Reassesses position in the face of justified or persistent resistance.
4. Speaks up when in disagreement with management, clients or others, but does so tactfully, stating own view clearly and confidently, even in a conflict.
5. In spite of complex challenges and no guarantees of success or reward, moves issues or change initiatives forward, on the basis of the personal conviction that it is the right thing to do.
6. Acknowledges personal responsibility for outcomes from decisions made.



7. Makes decisions having significant consequences that are good for the organization and consistent with the values of the organization, subject to public scrutiny.

8. Instills a desire in groups of people to take action, through encouragement and positive example.

Social Awareness

Impact and Influence

This implies an intention to persuade, convince, influence or impress others (individuals or groups) in order to get them to go along with or to support the organization's direction. The 'key' is to understand others, since it is based on the desire to have a specific impact or effect on others where the person has his or her own agenda, a specific type of impression to make, or a course of action that he or she wants the others to adopt.

Behavioral Indicators

1. Uses direct persuasion in a discussion or presentation.
2. Makes no apparent attempt to adapt the presentation to the interest and level of the audience.
3. Takes two or more steps to persuade, without trying to adapt specifically to the level or interest of an audience.
4. Makes two or more different arguments or points in a presentation or a discussion.
5. Adapts a presentation or discussion to appeal to the interest and level of others.
6. Anticipates the effect of an action or other details on people's image of the speaker.



7. Anticipates and prepares for others' reactions.
8. Takes two or more steps to influence, with each step adapted to the specific audience.
9. Builds 'behind-the-scenes' support, for ideas.
10. Uses an in-depth understanding of the interactions within a group to move toward a specific agenda (e.g., may withhold information to have specific effects).

Relationship Building

Relationship building involves the ability to develop contacts and relationships, internal and external to the organization, to facilitate work efforts or to gain support/cooperation. It implies building long-term or on-going relationships with clients or stakeholders (e.g., someone internal or external to the organization, on whom your work has an impact). This type of relationship is often quite deliberate and is typically focused on the way the relationship is conducted.

Behavioral Indicators

1. Makes or sustains informal contacts with others in addition to contacts required in the course of work (such as unstructured or spontaneous talks about work-related issues, children, sports, news, etc.).
2. Looks for and seizes opportunities to expand one's network of key contacts and nurture the ones in place.
3. Identifies key stakeholder contacts in the organization with whom a relationship must be established.
4. Develops and cultivates effective working relationships with others to accomplish tasks.
5. Builds a reservoir of goodwill; exchanges information, services or time with one's network.
6. Initiates or participates in parties, outings, or special gatherings designed to improve or strengthen relationships with others.



7. Matches staff to appropriate stakeholder contacts and coordinates between the contacts.

8. Develops new ways to reach out to clients and stakeholders, to stimulate input and exchange of information.

9. Develops and maintains a planned network of relationships with clients, internal colleagues, stakeholders and colleagues in other departments and non-government organizations.

Leadership Assessment Questions

Leadership Assessment is a tool used to consolidate the review of individuals in a group, department, organization or business unit. In the preparation of this matrix, the leader would focus on the distribution of employees in each quadrant.

The leader would consider:

1. Are the right people in the right jobs, performing at maximum levels?
2. Is this the mix of personnel necessary to drive the business?
3. How does this mix of results and behavior compare with the mix of previous review periods?
4. Who needs to be reassigned to another position to improve results and/or behaviors?
5. Does anyone need to be outplaced?
6. Who could be promoted to further realize career and organizational potential?

Key questions add perspective as the manager assesses an individual's development needs and potential.

Will this person:

1. Develop fast enough to keep up with the rest of the team?



2. Take ownership of his or her problems?

Does this person:

1. Have the appropriate sense of urgency?
2. Have enough experience to take the next job?
3. Have the stature of a senior executive?
4. Have the skills or credibility to be a senior executive?

Can this person:

1. Make tough people decisions that may be necessary to build the organization?
2. Build a team?
3. Make the transition from a staff to a line role or from a thinking to an implementation role?
4. Recover from a bad or slow start?
5. Develop a successor?
6. Handle the increased administrative load of this position?
7. Learn to conduct business more smoothly and effectively?



- 8.** Change management styles from 'tough leader' to 'coach'?
- 9.** Move to a new functional area or line of business?
- 10.** Manage unstructured people or functions?
- 11.** Develop executive perspective?
- 12.** Let go? Can he or she let direct reports assume accountability?
- 13.** Learn to effectively deal with top management? Can he or she learn to manage up? Can this person influence or manage the boss?
- 14.** Have the ability to be effective with less budget, less support or a leaner staff?
- 15.** Constructively leverage outside resources?
- 16.** Manage as well as perform functional tasks growing beyond being a personal producer and become more than a technician?
- 17.** Really move the business?
- 18.** Learn to set higher standards?
- 19.** Operate as a stand-alone executive set?
- 20.** Adjust to the organizational culture ser?



Is this person:

1. Really in the right function, career track or position?
2. Willing to assume a hands-on role?
3. Willing to take a more aggressive leadership position?
4. In the right business unit?



Leadership Assessment Matrix

Embedded in the leadership assessment is an assessment of potential.

The ratings and definitions are:

High Potential—This individual is capable of having two or more assignments with significantly greater scope and responsibility. This is an individual whose career should be carefully tracked and managed.

Promotable—This individual is capable of having one or more assignment with significantly greater scope and responsibility.

Experienced Professional—This individual has demonstrated depth and capabilities, which reflect his or her expertise. This professional coach those less experienced and less knowledgeable and is a skilled professional who may be moved to other positions, though the move is likely to be at the same level of responsibility.

Reassess Potential—This individual is yet to demonstrate the capabilities. It may be, he has been in the company for less than six months or needs to be moved from his present assignment. He may be reassigned or outplaced and if he is close to retirement, he may not be recommended for any future positions.