

EVALUATION OF MANAGER COMPETENCIES

An International Comparative Analysis

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Bachelor's Thesis
August 2011

Degree Programme in International Business
School of Business Administration



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Author(s) CHIRKOVA, Ekaterina	Type of publication Bachelor's Thesis	Date 01.08.2011
	Pages 76	Language English
	Confidential () Until	Permission for web publication (X)
Title EVALUATION OF MANAGER COMPETENCIES: An International comparative analysis		
Degree Programme Degree program in International Business		
Tutor(s) SAUKKONEN, Juha MERLIER, Philippe		
Assigned by Héméra Management Sàrl		
<p>Abstract</p> <p>The plurality of opinions and views on the concept of “manager” causes confusions and difficulties in several aspects of business, namely: job searching, recruitment, selection and promotion processes.</p> <p>The objective of this thesis is to find an alternate solution for companies and academia in the management field as they develop models of core managerial competencies that will serve as a basis and standardize the notion of a manager. It aims to create a common notion instead of numbers of different frames used by many companies.</p> <p>Standardizing the concept of manager will simplify and stimulate the international exchange of knowledge and human resources in the world of globalization.</p> <p>In an effort to elaborate the set of core manager competencies, essential managerial skills were identified.</p> <p>A comparative analysis of management training centers on an international level and interviews helped to highlight characteristics of the top managerial development programs and the most-needed competencies.</p> <p>Research of the megatrends and possible future scenarios showed the development and evolution of core managerial skills.</p> <p>All collected data were analyzed with the use of mind mapping, brainstorming, identifications of tendencies and a frame of the core manager competencies were developed. It is hoped that this model will bring organizations one-step closer to creating an internationally recognized set of core competencies for managers.</p>		
<p>Keywords</p> <p>Management, manager, competencies, competency baseline</p>		
Miscellaneous		

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1. INTRODUCTION OF THE CONTEXT

“The clock is running. Make the most of today. Time waits for no man. Yesterday is history. Tomorrow is a mystery. Today is a gift. That’s why it is called ‘the present’”. – Alice Morse Earle.

This famous saying shows the value of time and the present. This thesis will focus on change in the context of the business world: particularly markets, companies, competencies, and technologies. The concept of the manager is in the centre of that context.

The following project has been submitted to the Jyväskylä University of Applied Sciences and to the Swiss University of Applied Sciences.

2. INTRODUCTION THE PROBLEM

Who is a manager? What kinds of competencies should he or she have?

The purpose of this project is to present an alternate approach to developing an internationally recognized model of core manager competencies by: defining the problem and its source, reviewing and analyzing a select set of literature to identify possible new approaches, and testing these with relevant interested parties.

In today’s world, a lot of research centres, recruitment companies, forecasters and many others are absorbed by these two key questions. Numerous resources, especially time and money, are invested to find the right answers, the results of which are astonishing.

Given the plethora of studies undertaken in the field of management to answer these questions, there is an abundant source of data, allowing me to investigate these results (or existing) data and questions in more details.

The content of the following project incorporates several areas of management studies, including human resource management, project management, international management, innovation, and information technologies. Intercultural analysis is a

very important aspect of this thesis, which was conducted in cooperation with the Swiss company in Geneva, Héméra Management SARL Consulting. The topic of the following project and the problem were also defined with the participation of the company.

Héméra SARL offers “*formation continue*” or training programs for current and future managers at all levels within academic and company organizations. A key source of learning is the use of short videos, which introduce a new multifunctional system of learning.

According of the official website of Héméra SARL, *ManagerFactory* is the e-learning platform dedicated to training existing managers and those who want to become managers. Through short videos, the e-learning tool addresses the development of several core competencies: communication, change management, negotiation, conflict resolution, teamwork, and leadership, among others.

One of the main priorities of the Héméra training centre is the continual development of reference competencies for managers. This approach allows the company to adapt its content by focusing on the development of core management competencies that are truly needed.

2.1 Identifying and Defining the Problem

For this thesis, the method called 5Ws is used. This method involves six questions: five are questions starting with a letter “W” and one question, starting with a letter “H”. The questions are following:

Who?	What?	Where?	When?	How?	Why?
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The 5Ws technique helps to identify the main points needed to understand the origin of the cause. For proper application of this technique, it is critical to use only facts; no personal aspects should be considered. The application to the given context is the following:

Who?

- Companies – managers
- Academia – professors

What?

- Different interpretations of
 - The notion of “manager”
 - Manager competencies
- The demand for manager’s competencies does not match the job offer/description
 - Training centres offer the development of competencies that are required only in a few companies ->
 - Managers have limited choice of companies where they can work with the set of competencies they have developed ->
 - Corporations demand a set of competencies in a manager that differ from what managers have been trained on->
- The waste of time and money

Where?

- Worldwide

When?

- 1890-2011

How?

- Academia: Schools and universities provide education in a specific way.

Professors of management transfer to students their preferred definition of the word “manager”, which can be culturally influenced/bias. When the student tries to find a job in the same field, the company may require a different set of competencies than what the student has been taught. In another company there will be other requirements. Training centres are also biased according to their understanding of “manager” and the required competencies, providing training for a different set of skills or competencies for the same “manager”. These situations are a source of confusion between offers and demands for managers and their competencies.

Why?

- There is no common notion of “manager”
- The status of a manager is not widely recognized
- There is no internationally recognized set of core manager competencies

The first of the identified problems is the variety of concepts of “manager”. There are a number of different definitions that can be found in both print and electronic literature. The meaning of the word varies depending on the source of the information; e.g. a hiring company, a firm that provides professional development/training, a university professor, a book author, etc. Each adopts a meaning of the notion relevant to their need.

As there are a lot of definitions of “manager”, there are also a lot of opinions of the competencies that s/he should have, which depend on the culture (Swiss or Indian), industry (automobile or consulting), sector (public or private), or organization (corporate or nonprofit). Each of these factors has different demands, which creates a great obstacle for the unification of a single notion of “manager” and the set of manager competencies.

2.2 Manager

Who would benefit from a unified and standardized concept of “manager”?

Recruitment companies, training centres, and organizations and their managers would directly benefit from a unified and standardized concept of “manager”.

In the Appendix 1 there is map tool called “Manager”. It provides a concrete example of this problem: trainings centres offer different sets of competency training for a manager that recruiting companies require, even though sometimes those sets of competencies are matching.

This creates a dilemma for a manager who may have one set of competencies and the company the candidate is interested in, which may require a different set of competencies. This limits the candidates’ choice of potential employers. Time is lost during the job search and money is wasted on irrelevant training. So a manager is one of the main interested parties.

Training centres can only offer their courses to certain individual clients and corporations. Their market share is very limited. For example, if the training centre does not able to offer courses in the same set of competencies that are required in the company where a manager knows he is going to work, he will find another training program. The reverse situation can happen with corporations.

An internationally recognized model will help to elaborate a range of training programs that would be suitable for a broader range of managers and corporations, increasing the market share.

It should be noted that the title and status of “manager” is not universally recognized. There is no one profession such as a manager and there is no unique frame of manager competencies.

As there is no unique system of recognition for this title, there is no base or foundation for it. If there is no base, how is it possible to develop the concept of “manager” or training? On what competencies should trainings be based?

In different countries, companies, and industries, there are different demands on the competencies of a manager.

Due to the lack of an internationally recognized set of core competencies, a great deal of time and money is invested and needlessly wasted.

In order to optimize recruitment, performance evaluations, and promotion processes for managers, some companies have created their proper model of competencies.

The creation of such a model is currently being discussed in different countries and investments are being made in this process. The United Kingdom is one of the global leaders in this effort.

2.3 Judging the thesis project successful

There are several criteria to judge whether this project is a success, which is primarily based on the achievement of the goals that were agreed to in collaboration with Héméra Management SARL before the project started. The quality of the results will be key. Not all issues raised in this work will be covered in full. The focus is limited to the following: conduct an international comparative analysis to formulate the notion manager and define a model of referential of competencies of a manager.

2.4 Defining the solution for the problem identified

The origin of the idea—to create a widely known and recognized model—comes from the globalization process: companies need to have standards in order to simplify and accelerate the process of creating a world economy. The second factor is the complex, multifunctional system of the world. Traditional models are no longer efficient.

The following books provided the primary inspiration to develop standardized notions and sets of core competencies: *PMBOK Guide*, *ICB - IPMA Competence Baseline Version 3.0*, *Business Analysis Body of Knowledge™* (BABOK).

For example, the *ICB – IPMA Competence Baseline* describes the system developed on the 46 competencies that are gathered into technical, behavioural, and contextual

competencies. The competencies are then designated to four different levels of project managers. Each subsequent level represents more complex requirements, such as more years of experience, deeper knowledge, and the level of mastery.

This system allows distinguishing different levels of project management. The same technique can be applied to the creation of the set of core competencies for a manager. There are different levels, such as first-line managers, middle-line managers, and top-level managers that require different degrees of mastery within certain competencies.

2.5 Research Methodology: Literature Review, Interviews & Mind Mapping

In addition to the three books mentioned earlier, additional literature was reviewed covering topics such as management, leadership, innovation, and megatrends of future research. Secondary resources were found on the Internet, including interviews, articles, and research. Using different sources of literature provided a global vision of the past, present, and future situation of the given context. The information gathered from the literature review is summarized throughout this paper.

The literature review is complemented by interviews, hypotheses, and analysis in order to obtain the necessary data.

Five people were involved in the interviews. There was represented a different level of management: top management, middle management, and consultancy/coach. The goal was to understand the real perception and the business needs of those levels. The difference of opinions represented by the informants gives the global view, involved competencies. The results of the interviews discussed in more details in the chapter 7.

The final step is, as a general conclusion, the elaboration of a model of the core set of competencies for a manager that is discussed in details. This model will then serve as an example for taking additional step towards the creation of an international standard of competencies for a manager.

While there are other possible tools and methods that can be used in this project for problem identification, its analysis or resolution, the following research methods are a personal choice, based on the experience of their application acquired during the educational process.

Individual brainstorming is also another method used, in addition to literature review and interviews. Generated ideas will be written down in the form of mind maps.

The brainstorming technique with mind mapping creates a combined method to develop ideas and analytical thinking competencies. This method is applied throughout the whole project with different purposes.

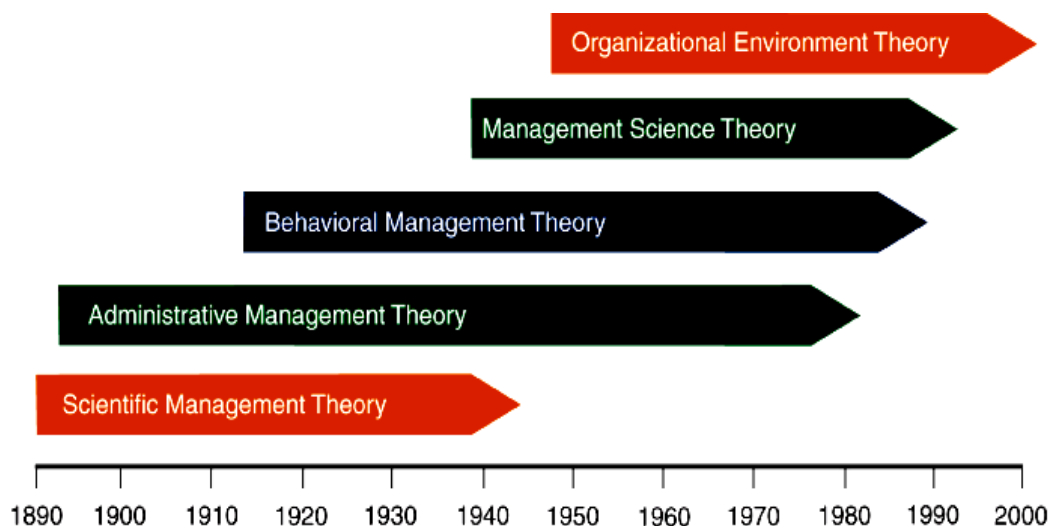
3. THE CLASSICAL MANAGEMENT THEORIES: FROM THE PAST TO THE PRESENT

The origins of management lie far in the past. For this paper, the modern understanding of management is primarily used.

Over the centuries, engineers, economists, managers, business leaders, and researchers have generated a number of management theories and approaches to management style.

In order to understand where management is now, it is useful to provide a quick overview of the evolution of management theories. According to the book *Contemporary Management* by Jones and George, the evolution of management theories can be organized into five units and historical periods as presented in Figure 1.

Figure 1: Evolution of Management Theories



Source: *Contemporary Management, European Edition*, 2007, p.34

Frederick Taylor, an American engineer, developed the theory of Scientific Management and investigated time and motion studies.

Frank and Lillian Gilbreth built on Taylor's work by developing a theory based on the improvement of a technique of work in order to find the most efficient one and time study corresponds to time limits of the performance of a task.

Scientific Management, or Taylorism, is a systematic approach, which focuses on workers performing a task. The aim is to increase productivity and efficiency. The approach is based on the measurement, planning, and result-orientation. In cases where a worker achieves higher results, he had to be awarded. Despite the successful results of research and practical application (a lot of industrial enterprises adopted this way of production), workers at some companies did not adapt well to this type of approach due to its lack of autonomy, initiative, and monotony. This method leads to exploitation of the worker's power.

Administrative management theory concentrates on the development of the organizational structure in order to achieve high performance. Max Weber, a German economist, developed the bureaucracy system for companies: rules and standard operating procedures (SOP), tasks and roles were written out and a defined system of evaluation and distribution of bonuses was established, creating a clear hierarchy.

Within Weber's theory, Henri Fayol, a French engineer, developed 14 principles of management that place an emphasis on strict hierarchies, division of labor, centralization, discipline, and authority). Companies that have this kind of organizational structure can be still found.

Among such strict notions are other principles, such as initiative (i.e. the possibility of contributing ideas and plans), stability of tenure of personnel (i.e. assured, life long work contract), equity (i.e. "fairness", Fayol p.13), and esprit de corps (i.e. "harmony and team work", Fayol, p.13). Principles that were developed by Henri Fayol reflect the specific vision of that period of time and perceptions about the relationship between managers and employees.

According to Fayol, there are five functions a manager should be able to perform: planning, organizing, commanding, coordinating, and controlling. Luther Gullick further developed Fayol's theory of five functions by defining seven main functions of a manager: planning, organizing, staffing, directing, coordinating, reporting, and budgeting.

Behavioral management theory is based on the modern vision of encouraging and motivating employees for the purpose of aspiring to achieve a common goal. The idea is to make relationships between a manager and an employee the centre of attention. Researches human relations in organization came from an experiment known as the Hawthorne studies. The purpose of the research was to find out factors that influence worker performance and productivity, such as lighting or illumination. Results of the experiments showed that these factors do not influence the fatigue and productivity of workers.

Later, another set of experiments, taken as a part of the Hawthorne studies, called relay assembly test experiments, were conducted with the help of Elton Mayo, a Harvard psychologist. The purpose of the experiments was to identify other factors, such as number of working hours, pauses, and monotony of work, that influence the performance of a worker. The results of the experiments concluded that the workers relationships with managers influenced their performance as employees. In other words, the behavior of the manager is an essential factor in employee performance. Simply stated: By applying certain managerial practices it is possible to affect the efficiency of employees.

Several people who contributed to the development of this management concept are briefly mentioned below.

According to the web site Business Management, Mary Parker Follett was an American social worker and leading management consultant. She concentrated on the analysis of organizational behavior, organizational theories, and human relations (e.g. conflict resolution). Ms. Follett developed ideas about organization, community, and group work. She was convinced that organizations should function as a decentralized network and employees should participate in improving the actual description of their jobs and the type of work they do. Her ideas were considered advanced and unacceptable for the period of time. Only decades after her death those theories were rediscovered and are still being applied today.

Douglas McGregor was an American management professor. He developed a double approach to the behavior of a manager concerning his subordinates, known as Theory X and Theory Y (see Figure 2).

Figure 2: Theory X and Theory Y

THEORY X	THEORY Y
The average employee is lazy, dislikes work, and will try to do as little as possible.	Employees are not inherently lazy. Given the chance, employees will do what is good for the organization.
To ensure that employees work hard, managers should closely supervise employees.	To allow employees to work in the organization's interest, managers must create a work setting that provides opportunities for workers to exercise initiative and self-direction.
Managers should create strict work rules and implement a well-defined system of rewards and punishments to control employees.	Managers should decentralize authority to employees and make sure employees have the resources necessary to achieve organizational goals.

Source: *Contemporary Management, European Edition*, 2007, p. 50

Theory X is based on the assumption that an employee is lazy by nature and will apply minimal effort, finding the easiest way to complete a given task. Thus, a manager should use an autocrat leadership style with a strict and systematic control over the employee, limiting the employees' participation in the decision-making processes and adapting measures to force them does their job.

Theory Y, in contrast to Theory X, is based on the assumption that employees are motivated to achieve given goals. This concept implies collaboration between managers and workers in order to achieve corporate goals. The leadership style in Theory Y is rather democratic; employees are participating in the decision-making process and are orientated on problem solving.

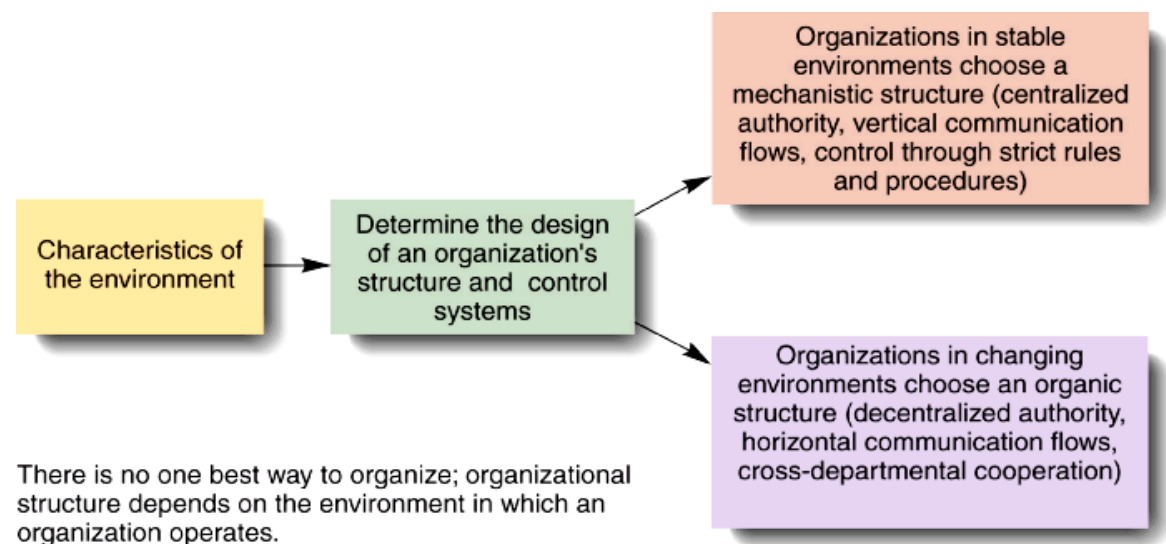
Another approach is called Management Science theory. It is based on "quantitative techniques to help managers to maximize the use of organizational resources to produce goods and services" (*Contemporary Management, European Edition*, p. 54),

such as Total Quality Management. The goal is to improve the quality of products or services. There are other techniques, such as Operational Management, Quantitative Management, etc.

The open system theory is also a part of management science. Daniel Katz, Robert Kahn, and James Thompson developed the open system approach. This method introduces the vision of an organization within its external resource. An organization should transform them, and give back to the environment in the form of produced goods or services.

Tom Burns, G. M. Stalker, Paul Lawrence, and Jay Lorsch developed the Contingency Management theory. They claimed the essential factor that influences organizational structures is the environment. Environmental factors will form the organizational structure and system of authorities, including leadership style. Figure 3 describes the environmental phenomena:

Figure 3: Contingency management: Environmental phenomena



Source: *Contemporary Management, European Edition*, 2007, p. 56

Researchers point out two types of environment: stable and changing. According to Figure 3, in the case of a stable environment an organization will have centralized

system of authority and a strict hierarchy. In the case of an unstable environment, decentralization is more appropriate.

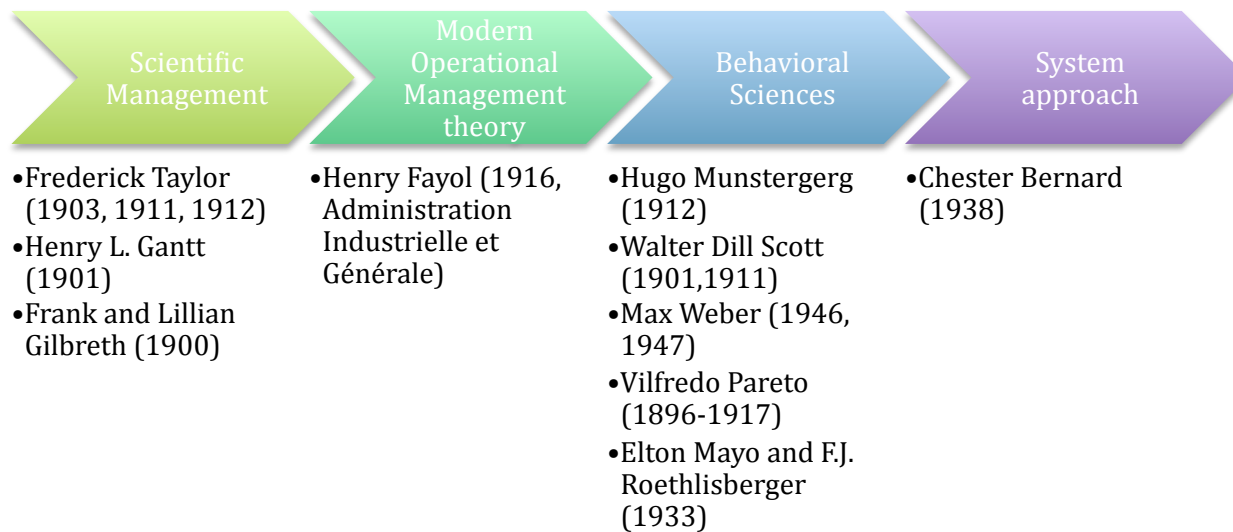
One of the most famous contributors to modern day management is Peter Drucker. He claimed that a human approach is needed and that a worker should have a job involving creativity, so that worker will be able to use his capabilities to show his competencies and to increase the extent of their use.

The evolution of managerial thought is clear: employees cannot be forced to do their job; they need to want to do their jobs. In the past, a manager just had to give an order. Today, a manager has to inspire their employees. As a result, companies are more and more dependent on their employees. Additionally, organizations are now more decentralized than in the past. Power is shared between the manager and the employee. There is no longer a strict and absolute hierarchy. With no strict hierarchy, there is no autocrat style.

The work relationship is at the centre of attention: employees-employees and employees-managers. Thus, the working environment is crucial. It should be positive in order to motivate employees and create a good working place.

The above review of management theories across different time periods shows the way management has evolved. It helps to understand how and why management is where it is now. The analysis of the past and present will help to analyze the future.

An alternate way to view the development of management theories is illustrated in Figure 4.

Figure 4: Development of management theories

From this table we can readily see another identified theorists who contributed to the management development. That shows that there are a lot of people investigated the management as the discipline.

Many of these theories have been developed over the last 100 years and show a great deal of progression over time. In any case, the general evolution of management thought may be summed up as progressing from the exploitation of the worker's power to a more human- and relationship-based approach.

Henry Mintzberg made additional global progress as a researcher in the field of management. He developed different innovative approaches to management education in cooperation with international partners, including a number of management tools and training programs that are used in schools around the world. The most noted tool is Mintzberg's 10 Management Roles, which outlines 10 different roles of a manager corresponding to different types of behaviors. Many lectures, questionnaires, and trainings are based on his research.

As we can see from the history above there is an evolution of perception, of views on the notion of what constitutes a manager and the competencies that he should

possess. Mr. Fayol concentrated his ideas on centralized and disciplined organization, with a unity of commanding. Some of these principles continue to correspond to current management visions. That is, to give employees an opportunity for self-expression, to encourage their productivity and additional hours by compensation or bonuses, and to build team spirit.

Mr. Taylor pointed out the need for efficient utilization of the worker's power, which turned to monotony work and exploitation. Ms. Follett developed new ideas about organizational structure as a network and team spirit, instead of hierarchy, strict discipline and human exploitation. She put forward ideas about collaboration and decentralization. This changed the view on management and organization.

Managers and researchers often try to find the best way to perform, by putting forward the most important competencies and skills of manager (according to their place in history).

Including a history of the development of management thought is important here, because the goal is to understand the foundation and perceptions of the relationship between workers and managers, and their responsibilities and rights. By doing so, a full picture of present-day management systems can be formed. Based on the past and present, the analysis of the possible future evolution should be made in order to develop the needed competencies of the managers for the future.

4. PRESENT CONCEPTIONS AND FUTURE TRENDS.

This chapter will provide a description of current elements and principles and present the concept called “megatrends” in order to arrive at an understanding of interdependency and the interaction between disclosed principles and their importance for this work. The book *Management and Technology* is the primary source in this chapter.

Why is management such a popular notion these days?

Globally, one of the reasons is there are a limited quantity of available resources on the planet. This problem has been at the centre of discussions for several years in many countries.

Managers are responsible for the rational allocation and consumption of resources. They have a crucial role by being responsible for decisions that involve not only organizations, but also society in general.

A second reason, according to *Management and Technology* is, organizational relationships. Even though there are many different kinds positions within an organization (not just managers), there are always relationships with a boss and colleagues. Studies about business administration and management provide an explanation for this, as well as tips on how to deal with conflict situations, how to work in a team, how to work under the stress and pressure, how to manage your time, and so forth. While some people may not intend to become managers, they may still be interested in studying management. There are many professions where managerial skills are required and meaningful.

The third reason people are interested in management is the desire to secure a well-paid job. Well-paid jobs involve increasing levels of complexity and responsibility. Acquiring management skills gives a candidate a chance to compete in the labour market at a higher level and increases the likelihood for being promoted over time. Recently, researchers have acknowledged that manager can be a profession, because

it involves a complex set of knowledge and skills that an employee in another profession may not have.

What is management today, theoretically? What are the factors that influence the meaning of this word?

There are a number of definitions. Some of them are more recognized than others. The most recognized are these:

According to *Essentials of Management*, 2008:

“Management is a process of designing and maintaining an environment, in which individuals, working together in groups, efficiently accomplish selected aims...Managing is concerned with productivity; this implies effectiveness and efficiency”

The author expands the definition further by describing managers as *“people [who] carry out the managerial functions of planning, organizing, staffing, leading and controlling”*. *“The aim of all managers is ... to create a surplus”*.

The emphasis in this definition is on managerial functions, while in another book, *Contemporary management, European edition*, managers are described as working in an organization and having control over the distribution of the resources (i.e. human resources, materials, equipments, etc.) in order to achieve common goals.

“Management,” according to this book, *“is planning, organizing, leading and controlling of social capital and other resources to achieve organizational goals efficiently and effectively.”*

Both of those definitions are similar to one another and represent several essential managerial functions: planning, organizing, leading, controlling, and staffing.

Based on these definitions, the question now is, are those all of the possible managerial functions? Is this the idea of a manager?

Management develops with a society—trends, fashions, values, and mentality are just a few of the factors that influence it.

In the search for best practices, people continue to invent new models of management by adopting and monitoring external and internal environments, and by being guided by existing conditions—favourable or not—that show readiness for change.

Within management, there are three major levels: first/low-level, mid-level, and top-level. According to the *Essentials of Management*, these management levels apply to any for-profit or non-profit organization.

According to this hierarchy, there are different distributions for specific roles and different allocations of time spent for each managerial function. For example, low-level managers often concentrate more on leading competencies, while top-level managers often possess more organizational skills. Therefore, different levels of managers have to have different set of competencies, or different skills sets, that they have to apply to their jobs according to their level.

Management and manager are two inseparable ideas. Changes that are happening within management are also occurring for managers. Evolution of managerial thought reflects evolution of management, and thus an evolution of manager's roles, competencies, and responsibilities.

Once these roles and functions are understood, the next question is, what is meant by good manager?

According to recent developments in business, there are several emerging competencies that good managers should possess. These include the capacity to work in a team, the ability to guide people and be a leader, and so forth.

There is also a theory that good management is not a guarantee of success—at least in the case of public administration, but good leadership is. It is said that “The leader should not only lead for the future, he/she should lead from the future” and “Managers do things right, leaders do right things”. These aphorisms suggest an idea

about the mission and purpose of a leader. Should a manager just have leading skills or should a leader be a manager? This question will be further discussed in the chapter 7.

The studies of the past show the evolution of management and manager competencies. The role of the manager has changed. The review of history helps us to identify and understand the competencies of the present and competencies that are not a part of the managerial role anymore. Studying future scenarios and megatrends allow us to identify emerging competencies and the competencies of the future that should be developed today.

According to the article *“Why megatrends matter?”* taken from the website of the *Copenhagen Institute for future studies*, megatrends influence the future and give us knowledge about what might happen (though there are always elements of uncertainty, depending on the reaction to the megatrend of different companies, individuals, and society).

Table 1 lists 10 of the most important megatrends that will have a direct influence on the manager competencies, which will be discussed in more detail in the chapter 8.

Table 1

Megatrends

1. Ageing	<ul style="list-style-type: none"> • The population is ageing, resulting in a reduction of dynamism and employees who are less open to change • The number of working people will fall • Youth will be in a great demand • Older workers will stay in business longer
2. Globalization	<ul style="list-style-type: none"> • Possible future global free trade with a deeper integration in the regions as there are differences in consumer preferences

3. Technological development	<ul style="list-style-type: none"> • Changes come quickly and involve more areas • The most important areas of development are: information technology, biotechnology, nano-technology, and energy
4. Prosperity	<ul style="list-style-type: none"> • Constant prosperity growth around the world • The change of the economic leaders • Increasing consumption of services • Change in the relationship between cost/price/ profit • Added value for tangible products, like knowledge behind the product-quality • Companies and individuals will need to be change orientated, innovative, and creative
5. Individualization	<ul style="list-style-type: none"> • Related to cultural norms and change of social structure • Difficult to segment buyers
6. Commercialization	<ul style="list-style-type: none"> • The biggest impact of globalization, easy to promote and make it cheaper worldwide, and international trade • Prosperity and individualization accelerate it because of the money people wish to spend on personalized products and services • More choice • Greater competitiveness
7. Health and environment	<ul style="list-style-type: none"> • Focus of companies will be on the health of their employees in order to gain their trust,

	loyalty, and productivity <ul style="list-style-type: none"> • Social and corporate responsibility
8. Acceleration	<ul style="list-style-type: none"> • For an individual there is more to transport, communicate, people to interact with, knowledge, and more to consume and to produce • People are changing jobs, habits, friends, places to live and knowledge than in previous generations • The expected pace is now about speed, flexibility, and change-orientation
9. Network organizing	<ul style="list-style-type: none"> • Communication • Affects technological, societal, and economic development
10. Urbanization	<ul style="list-style-type: none"> • 48,3%-live in urban areas • 53,6% (prediction) will live in urban areas by 2030

With globalization, “the pace of change” is increasing. The world of the future will be totally globalized and competencies, such as flexibility and adaptability, the ability to manage changes and have double vision, and the ability to manage diverse cultures, ages and genders (as woman will achieve equality of rights) will be even more important in the near future.

Researchers at the *Copenhagen institute for Future Studies* created a scenario for the year 2040. Based on the experience, trends that will dominate the future already exist now; the tendencies will become stronger by the year 2040.

How is this information useful? The goal is to identify the megatrends and possibilities of future development. Studies that look at the future help to define the content of the set of core competencies that a manager should be trained on today.

Education in the future will be based on values and morals. The graduates of prestigious universities will have very high moral standards. Futurists are predicting that for a manager the main “attribute” will be “his moral standards” and values of the company. That is why it is important to develop ethical standards and social responsibility now.

Children will be educated based on the practical aspects and not just the theoretical knowledge. Currently, there are many universities of applied sciences where education is based on theory combined with practice. Students get to know the business world—strategic analysis, auditing, and marketing—during their studies. As a result, it is easier for them to adapt to the work environment and to the requirements of organizations after graduation. For companies, it is also an advantage, as they will spend less money or nothing at all for training of new employees. Graduates from these kinds of universities are in demand in the job market.

For decades, the United States and many European countries have been known for their strong, stable economies. Those countries are leaders on the world stage. The question is for how long? There are emerging (Brazil, Russia, India, China) countries—Brazil, Russia, India, and China (also known as BRIC)—where a lot of European investments are going. Futurists are estimating that by the year 2040 those countries will become very important for the world’s economy.

What will cause difficulties for a manager of the future? How will these difficulties change the role of a manager in the future? These are the questions the *Copenhagen Institute for Futures Studies* researched.

They claim that these days, the “demands for continual development and change are increasing”. Businesses have to react to market trends, demands, competitors’ innovations, and technological development. Management has to take care of this trend and continue to provide training and development to their employees and within their organizations.

This statement actually contradicts an article by the Canadian Management Centre titled “*The five myths about leadership*”. In this article, they say that management is about maintaining the existing environment, processes, and procedures, while leadership is about dealing with people and changing the existing environment.

To consider megatrends is very important in the elaboration of the competency baseline for a manager.

5. SKILLS AND COMPETENCIES

According to the quality management system known as AFNOR FD X50-183, “Competence is the capacity to apply knowledge, know-how, and behaviour in a situation of execution.”

There are many definitions of the word competence; most researchers are in agreement about the essential meaning with varying forms of expression.

According to the *Oxford English Dictionary* “competence is the ability to do something successfully or efficiently”.

The *ICB IPMA Competence Baseline* proposes a certification system should be created for project managers that is recognized on an international level, includes a hierarchy of competencies, and identifies basic competencies that any project manager should possess.

As there are many definitions and interpretations of competencies, the definition of chose for this paper comes from *ICB IPMA Competence Baseline*. They identify competence as “the demonstrated ability to apply knowledge and/or skills, and, where relevant, demonstrated personal attributes”. The level of competencies can be measured by assessing the performance of the individual. The quality of performance is a factor in showing the worker’s ability to do his/her job and to be competent in specific aspects of their work.

With the development of managerial thought, the idea of competence is at the heart of organizational effectiveness. One of the opportunities to increase efficiency of organizational competencies is by developing human resources.

In the book *Le management des compétences dans les entreprises européennes* (*Management of the competencies of the European companies*), the concept of competence is presented as taking into account different cultural aspects. As stated previously, there are many definitions; some of them more clearly reflect the essence of competence, while others have a broader meaning and can be interpreted in several ways. Prof José Tejada Fernandez from the Autonomous University of Barcelona selected 20 definitions that can be interpreted in a variety of ways. Reviewing the various descriptions will allow us to take into account the main concepts within the idea of competence.

Italian concept of competency

The first extract is taken from the text of Luana Bartoli from Italy. The emphasis is made on the central role of competencies. She claims that the character of a person and his ability to react in certain professional situations is much more important than a description of the post and responsibilities. The concept of human resource management is new and not fully adapted or may even be contrary to the strategic goals of the company. Human resources are the key strategic factor in determining competency; it cannot be efficiently measured to ascertain whether it is worth the expense.

Traditional models of human resources management are outdated and do not correspond to needs of companies. Old models of total control, standard sets of actions, and models of behaviour for a manager are no longer suitable and applicable for European countries. However, this particular approach still exists in some non-European countries.

A modern model of human resources management is the model of management by competencies. A competence is a core asset of a company.

American concept of competency

In 1993, Spencer and Spencer identified five characteristics of competence: motivation, personal characteristics, self-concept/self-perception, know-how, and knowledge. They claimed that knowledge and know-how can be developed through training, university coursework, and other services. They suggest that, when hiring, a company should look at the candidate's personal characteristics and motivation, because these traits harder to change or develop.

The approach developed by Boyatzis is based on identifying the competencies of an organization's best performers and their personal characteristics, creating a profile for what constitutes a good manager, and encouraging best performers during the selection process by investing in and rewarding their development.

British concept of competency

According to the British, the concept of competence is based on minimum standards of performance on the national level. These standards are based on a description of the post with an identification of the exact tasks and responsibilities for an occupied position.

The essential differences between the British and the American concept are thus: competence in Britain is viewed in relation to the standard that is set for the job. If a person is competent, it means that he is able to perform according to his post.

In the statement below, the meaning of "competence/competences" is based on the British interpretation. That is, when a competence is considered to be a standard and recognized practice.

"The Chartered Institute of Personnel and Development (CIPD) is Europe's largest HR and development professional body. As an internationally recognised brand with over 135,000 members across 120 countries, we pride ourselves on supporting and developing those responsible for the management and development of people within organisations."

In the American view, competency is understood as delivering an extraordinary performance, which distinguishes it from normal practices and are the best practices.

In the world of globalization and moving environments, human resources are becoming more and more important. Companies invest a great deal of money, time, and resources in order to develop appropriate competencies in their personnel. As a result, competency has a central place in today's business world.

With the development of this type of managerial thought, the new human resources management system has resulted in "management by competencies". This approach defines two models. First, it is centred on the job, professionalism and the organization, while the other model focuses on personal characteristics and behaviour.

The Belgium Concept

Claire de Brier from Belgium has identified three main stages in "management by competencies". The first stage is about identifying the competencies. This is followed by evaluating competencies, and lastly, rewarding good performance.

French concept of competency

The French define the concept of competency with yet another approach, known as "strategy-organization-management". As it was generated for French culture, the framework can change depending on the national features.

People must first talk about organization, the unique style of individuals, managements style in the company, and the strategy of the company.

The overview of the concepts that are representing different cultures gives an understanding of the multiple interpretation of the notion "competency". Are the cultural differences influencing that much on the concept of management? What is the role of the globalization? The further analysis of the companies on the international level will help to answer the questions above.

6. COMPARATIVE ANALYSIS OF TRAINING CENTRES ON AN INTERNATIONAL LEVEL

The goal of the analysis of the training centres is to see what is offered in different countries (cultural difference) and to identify the most demanded trainings and, by extension, competencies for managers. The most demanded competencies will form a part of the set of core manager competencies.

Another objective in the analysis is to see if there are companies that are using their own frames of manager competences and what kind of frames they are using.

This analysis will show the cultural influence. The cultural aspect shows the possible degree of standardization of the internationally recognized set of core manager competencies and the level of acceptance in each country (e.g. countries in Europe versus Asia).

This analysis will begin by focusing on companies in France, Russia, the United States, Canada, and India.

To make it easier and clearer to understand, the special method has been elaborated. There are three categories: normal/standard, unique and emphasis for each competence.

A normal or standard one means that mentioned competencies are required now in a lot of different positions, and there is nothing specific about it.

A unique competence means that this competence is a specific for this job or extraordinary. This competence would not be found in each company.

The emphasis on the certain competence is the use of it in different areas. The conclusion is that a company makes the emphasis on the importance of this competence. That is one of the reasons of creating a unique set of competencies with the common meanings of the importance.

Sub-category was defined. It is called "Normal (context)". It means that some competencies even if they are standard are developed with a consideration of the occupied position. For example, "to exert dominance based on the credibility". On

the one hand, this can be a normal requirement to a manager. From the other hand, it is only according to this kind of position that competence is mentioned.

This method was used in the analysis of competencies in the electronic and printed literature to identify tendencies.

Also depending on the functional level there are appearing some new competencies. Lower level competencies are less towards innovations, but more towards the maintaining the existing environment, to evaluate it.

6.1 France

In France, there is a recognized management category known as “cadre” on the national level. Workers in this category are involved in the management of the companies. This status of “manager” is recognized in France.

“Cette catégorie regroupe à la fois des salariés d'entreprise (y compris nationalisée) qui ont des responsabilités importantes dans la gestion des entreprises. Ils ont la qualité de cadre au sens des conventions collectives. On les trouve dans les fonctions d'administration et gestion, dans les études relevant des sciences économiques et humaines...”

“This category includes the employees of the company..., who have important management responsibilities. There is a quality framework in the form of the collective agreements. They [employees] occupy functions of the management and administration, in the studies of the economics and social sciences...”

The leaders among the training centres of the French market are the following management training companies: Cegos, Commundi, and Demos.

The following analysis will start with Cegos.

Cegos

Table 2

The overview of Cegos

	Principal points
The focus is on	Change management Communication Professional development Organizational management International Management
The recognition of the profession “manager”	YES
The interesting point(s)	Intercultural management

Cegos is one of the international leaders on the market with a presence in 30 countries.¹ The group is giving trainings to prepare for the certification of the International Project Management Association (IPMA), the Project Management Professional (PMP) and the Certified Associate in Project Management (CAPM) of the Project Management Institute, and the Prince2 practitioner and foundation certifications. The company also awards a Professional Certificate of the Federation of the Professional Training (Certificat Professionnel Fédération de la Formation

¹ Cegos. <http://www.cegos.com/en-us/Pages/CegosHome.aspx>. (Accessed on 21 July 2011).
 The National Institute of Statistics and Economic Studies.
http://www.insee.fr/fr/methodes/default.asp?page=nomenclatures/pcs2003/n2_36.htm
 (Accessed May 6th, 2011)

Professoinnelle) (CP FFP). Since France recognizes “manager” as a profession, there is also a training course called “Manager profession” that allows managers to acquire the certificate CP FFP. The certificate acknowledges that the manager has acquired needed knowledge and practices. The program is focussed on the development of leadership skills, coaching, personal impact, and adaptation.

There is also a training course evaluating competencies called “S'entraîner à construire un référentiel compétences” or “To elaborate a set of the core competencies”. This training generally enables the manager to incorporate the key competencies and to understand the importance of the management models and their advantages.

The program that has been identified as the most interesting is Cegos international training programme. Cegos offers several trainings based on cultural differences, for example, how to negotiate with Russians, which kind of relationships to build with Indians, how to manage Chinese people, and so forth. This program develops global vision and the ability to manage diversity. This is one of the most important competencies of the future.

Another big management training company is Comundi.

Table 3

The overview of Comundi

	Principal points
The focus is on	Management Human Resource trainings Personal development
The recognition of the profession “manager”	No

The interesting point(s)	Intercultural aspect The equality between women and men Retirement
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The company focuses on the public sector, multitasking, and project management. It offers a variety of aspects that include working with handicap people and gender equality in the workplace. The trainings emphasize the emotional side of work situations, self-control, the ability to negotiate, and how to be positive and create positive atmosphere. The development of behavioural competencies is included in several of the learning areas.

Comundi also offers a course called “Good practices of the intercultural management” which covers competencies specifically for managing different cultures. Additional trainings include the transition period around retirement period, and how to get through it, and how to transfer knowledge to the next manager.

Finally, Comundi offers a five-day training course for the “management” profession. The objectives of the trainings are to develop leadership skills, strategic vision, and create specific conditions for teamwork. The programme also allows managers to acquire skills that will encourage creativity in their teams and manage the complexities of teams.

The third organization in France is Demos.

Table 4

The overview of Demos

	Principal points
The focus is on	Management Human resources

	Communication
The recognition of the profession “manager”	No
The interesting point(s)	Intercultural aspect Language skills The management of the international projects

At Demos, courses are available in a wide range of languages, including English, German, Italian, Russian, Thai, Chinese, Arabian, and Greek, among others.

Demos offers what they call “Global Service”. The emphasis of this programme includes management of international projects, human resources management, and outsourcing of development programs. The most quantitative trainings are informatics and banks and insurance. Human resources and communications also have a number of trainings.

Training courses like management of change are now considered classics. In the area of communications, there are standard trainings for internal and external communication, as well as courses to acquire basic skills in software applications like Microsoft Office Word, and so forth.

In France, manager is a recognized profession and can be certified. This shows a desire and ability to adapt to standardized ideas.

6.2 Russia

By researching on the Internet and trying to find and select appropriate enterprises to analyse them, I have discovered that there are few enterprises provide data or statistics about the number of clients they serve or number of training programmes

that are taught per year. This information is useful in characterizing a company and the culture. For example, on the websites of Cegos, Comundi, or Demos there are exact numbers on the quantity of trainings they are offer, as well as the number of professionals they training per year.

By contrast, Russian companies use compound sentences and veiled phrases in order to create the impression that their companies are reliable and successful.

Two companies were chosen for comparative analysis on the national and international level. The companies are City Class and Moscow Business School.

City Class

City Class was founded in 2004. The company was chosen for this analysis because of its success in the Russian market, and because the choice of trainings is extraordinary. Even though there are no corporate trainings or monthly courses, the way of presenting the programs is different from others and has some notable advantages and disadvantages when compared to standard training centres.

Table 5

The overview of City Class

	Principal points
The focus is on	Business and career Psychology and personal development
The recognition of the profession “manager”	No
The interesting point(s)	The art of negotiations

	Woman in the business
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The company offers 19 trainings in different areas ranging from business and career to gourmet corner. The most appropriate and quantitative trainings are “Business and career” and “Psychology and personal development”.

City Class emphasizes the complexity, compactness, and effectiveness of its 3-hours/programme courses. The company’s site lists a wide range of learning options: how to start your own business (i.e. café, club, restaurant, gallery, etc.), how to manage meetings and time, creating presentations, how to motivate others, how to negotiate, direct conversation, win negotiations, and apply psychological pressure, how to be the best manager, how to attract investors, how to be a successful business woman, techniques of recruitment, sales and how to succeed, language courses (i.e. Russian, English, French), building relations, creativity, merger and acquisition, and more.

There are a number of trainings that are a part of the “Business and career” domain that are rather unique. For example: “Life and business on heels”. This training focuses on women in business and includes how to be happy, how to find the right business, how to find the right man and educate him the way you need, and so on.

City Class leaves you with the impression that in this company they will teach you everything, from how to manage your private life to being successful in your career.

Entrepreneurs, designers, specialists, economists, lawyers, and professors of politics teach courses. This portfolio gives a certain image and respect to the company.

The Moscow Business School

The Moscow Business School offers a wide range of short-term trainings.

Table 6**The overview of the Moscow Business School**

	Principal points
The focus is on	Personal performance Education and consulting Psychology in business Management Human Resource Management
The recognition of the profession “manager”	No
The interesting point(s)	The development of the model of the core manager competencies

The focus is on the competencies that companies want their managers to acquire. Specific areas include personal performance, education and consulting, psychology in business, management, and Human Resource Management.

Personal performance: Leadership courses that focus on situational leadership, the art of influencing others, management skills, negotiations, visual psychodiagnostics (i.e. the skill of using nonverbal recognition cues to ascertain the sincerity of business partners), stress management, time management, and coaching.

Psychology in business: These courses teach managers about the psychological perception of buyers, psychology in a corporation, and dealing with people.

Human Resource Management: selection, recruitment, motivation, the development of personnel through the use of metaphors, parts of movies. Visual psychodiagnostic training allows managers to identify insincere behaviour. Training specific to the oil and gas industry is available and includes market competitiveness, economics, and the tax system.

The Moscow Business School also provides managers with the opportunity to study abroad. For example, there programs in hotel management in Geneva and courses in France, the United Kingdom, Montenegro, Germany, and the Czech Republic. It is possible to participate in corporate training in Paris, as well, and include programmes for team building.

These types of programmes are especially significant, because they open new horizons for Russian businessmen, by exposing them to new business practices, new technologies, other ways of functioning within a global vision, and the ability to be open-minded and develop objective perceptions about new and unknown things, which will positively influence their businesses and management.

The school also focuses on public speaking, influencing and negotiating with others, team building, and management skills and situational management.

In order to attract people, companies have to invent new ways and methods of teaching and training. There are a number of training centres that place an emphasis on the psychological side for management: emotions, non-verbal communication, being able to reach what you need without having any barriers and blocks inside your head. This approach is very different from the ones that have been observed in France.

Another point of comparison is names these training companies choose to use. In Russia, it is a common practice to include the words “business school” in a name for this type of company. That is cultural influences.

6.3 Canada

The Canadian Management Centre

Table 7

The overview of the Canadian Management Centre

	Principal points
The focus is on	Human resources and training Leadership Management Project management Communication
The recognition of the profession “manager”	No
The interesting point(s)	Leadership competencies Effectiveness Managing chaos

The Canadian Management Centre (CMC) is part of the American Management Association (AMA), which has operations worldwide.

The most pertinent courses are human resources and training, leadership, management, and project management. Communication as a training program is also appropriate to analyse.

Human resource training is fairly basic and includes train the trainer, fundamentals of HRM, etc.

Leadership training focuses on communication, critical thinking, influencing others, executive speaking, team development, post-merger integration, leading through change, and emotional intelligence. These courses are similar to those found in other organizations.

Management courses provide training in communication, creativity and innovation, effectiveness, leadership skills, managing chaos (i.e. “practical techniques to make structured decisions”), performance management, and time management.

CMC emphasises leadership, management, and communication, as well as some of the ordinary manager and leader functions like HRM, performance management, creativity and innovations, and critical thinking.

6.4 The United States

The American Management Association

Table 8

The overview of the American Management Association

	Principal points
The focus is on	Management Innovation Communication skills
The recognition of the profession “manager”	No

The interesting point(s)	<p>Interpersonal skills</p> <p>Multigenerational workforce</p> <p>Communicational strategies for women</p> <p>Managing difficulties</p>
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The American Management Association (AMA) was founded in 1923 and provides services and training around the world.

According to the company's official website, the AMA focuses on management solutions for companies, governments, and individuals.

For each branch, there is a range of offers characterized by different types of trainings.

There are 21 subject areas for seminars. Each includes several offers. The most popular subject areas are communication skills and management and supervisory skills.

The AMA focuses primarily on training for managers in improving communication skills and being innovative. Emphasis is also placed on the ability to negotiate with and influence others, how to get work done, and interpersonal skills, communicating with a multigenerational workforce, communication strategies for women, and standing strong in a difficult workplace situation.

Within AMA, the most popular seminars are communications skills and management and supervisory skills. These areas are most in demand among employees and managers. Because demand is so high, these areas need to be developed.

Dale Carnegie Training, (USA)**Table 9****The overview of the Dale Carnegie Training Centre (USA)**

	Principal points
The focus is on	Team member engagement Leadership development Process improvement
The recognition of the profession “manager”	No
The interesting point(s)	Creativity Interpersonal skills Teamwork Conflict resolution Multi-tasking Project management

The Dale Carnegie Training has centres in several countries. For the purposes of this analysis, centres in the United States and India have been singled out in order to see how the programmes differ in each country.

There are six curriculum areas: team member engagement, leadership development, sales effectiveness, customer service, presentation effectiveness, and process improvement. In each of six areas, several trainings are offered.

The competencies Carnegie chooses to emphasise help organizations to focus on essential skills need to bring success to any enterprise (e.g. change management, teamwork, vision, initiative, and result-orientation). Dale Carnegie Training also offers a partnership for global companies.

For individuals and teams there are courses, seminars, online trainings, web events, guide books, and Smartphone applications.

Among the six curriculum areas the most appropriate for the analysis are: team member engagement, leadership development, process improvement. These involve sub-areas covering stress management, conflict resolution, change management, communication, interpersonal skills, leadership, HRM, teamwork, creative thinking, and decision-making.

Team member engagement: several trainings are geared towards different aspects of conflict (e.g. as an opportunity “culture where people can view conflict as an opportunity for personal and organizational growth”), emotional control, communicating, stress management, positive at work place, and team building.

Leadership development: communication, motivation, multi-tasking, time management, vision, mission, and values.

Process improvement: change aspects (e.g. engagement, team change engagement, management), innovation, lead change without authority, and project planning.

Dale Carnegie Trainings (INDIA)

Table 10

The overview of the Dale Carnegie Training Centre (India)

	Principal points
The focus is on	Team member engagement Leadership development

	Process improvement
The recognition of the profession “manager”	
The interesting point(s)	Generation Next (youth) Relationship and relations in a family business The performance under pressure

The Indian centre for Dale Carnegie Training was analysed and compared to the American one.

In the Indian centre, a higher quantity of courses is offered. Training options include: train the trainer, mastering public speaking, managing without authority, negotiations, how to hire the right people, self-organization, Generation Next (youth), relationship and relations in a family business, and how to perform well under pressure.

Conclusion

This concludes the analysis of companies on the international level is completed. Unfortunately, it did not meet the expectations and it does not give me the answers to my questions on the beginning of the work. The analysis does, however, bring me to a very important point: mostly international companies that are considered leaders in coaching and training do not possess and do not use the model for the core manager competencies.

The companies offers almost the same range of trainings. Even though the companies are situated in different countries, the trainings are very similar to one another. Simply stated: The fact of the globalization. However, there are cultural

differences and that is why a cultural management course is offered almost in each company.

It has been concluded that globalization influences the companies, but the cultural differences are still important to consider. The concept of management in the European Union countries is easier to standardize than to define the international compromise. The elaboration of the internationally recognized competency baseline for a manager is possible, but countries can have an additional list of competencies that is needed for a certain country.

Other resources were analyzed to aid in my search for answers.

Different types of companies in Canada, France, and Switzerland were chosen. These companies either intend to have or already have core competencies of their own.

The training centre at **Geneva** University Hospital ("Hôpitaux Universitaires de Genève") has been analyzed. The centre conducted studies about the creation of core competencies (managerial competencies) on the medical level. Different functional levels and respective areas of competencies were identified. A questionnaire was administered to 840 employees at the hospital with different questions being asked. The aim of the questions was to identify the level of importance of certain competencies for different hierarchical levels, the frequency of the use of that competency, the level of mastery, and access to the tools to implement those competencies.

As a result the core competencies have been elaborated considering the aspects listed above (the importance of a competency, etc.).

The use of this model of core competencies is that it provides an idea about how competencies can be organized and which kind of questions need to be asked in order to create one.

The elaborated model of the set core competencies of the medical managers helped me to have a better understanding of the idea that managerial competencies not

only take into consideration different managerial levels: first-line managers, medium level and top level managers.

I will try to make general conclusions about what a manager is, why it should be a profession, and what competencies are needed. This research provides me with an idea about how to identify a set of core competencies within the managerial levels.

The competency baseline of different functions in the Canton of Geneva has been analyzed. Standard competencies are taken into account, such as how to plan, how to coordinate a project, and how to objectively evaluate the performance.

Documentation about the set of manager competencies of the Federal Administration in Geneva has been analyzed. There are six domains of competencies; some of them are very specific. It makes it easier to find appropriate competencies. The competencies are divided into classifications. A few examples include “specific competencies of a department”, “professional competencies”, and “competencies if direction/top management”. These are similar to the classifications elaborated in this thesis, where “unique” can mean a competency that is specific a particular job or position.

The emphasis within the Federal Administration of Geneva is on the personal and social competencies. The organization is concentrating on loyalty, global vision, result- and client-orientation, stress resistance, negotiations, and creativity and innovation.

The unique competencies are equal opportunities and empathy/sensitivity.

In **Canada**, the competency baseline of managers working for the Government consists of 18 domains of competencies, where 14 are part of the leadership competencies. Obviously, a manager must possess leadership qualities. Is a manager also a leader, because of their involvement in the government affaires? Being a manager means not only planning, controlling and organizing, but also leading, coaching and innovating nowadays?

These competencies are required from two aspects: theoretical knowledge and practical basis. The manager competency baseline elaborated in this thesis includes theoretical and practical aspects.

Other domains, such as politics and governance, are created in consideration of the specific business area; in this case, government.

The standard competencies with the use of the technique (three categories: interesting, emphasis and unique) have been identified, such as creativity, teamwork, vision, communications, and self-confidence. These competencies will further be analyzed and included in the set of the core manager competencies.

France has also identified a baseline set of competencies for a manager. The logic of the elaboration is: identifications of competencies and a combination them under the domains of competencies. Within this set, there are six domains: management of project units, technical expertise, team management, administrative management of a unit, communication/ partnership management, and evaluation and quality development.

The analysis of these countries contributes to the development of the international competency baseline for managers. The identified competencies should be a part of the final model of competencies.

7. THE ANALYSIS OF THE INTERVIEWS

Interviews have been conducted in order to compare real-life experiences with written theories and Internet research results. By conducting interviews, it was hoped that the responses would confirm the findings of my literature review and online research. Talking to professionals helped to identify competencies that are essentials for a manager. As a result of interviews tendencies and similarity of views were identified, though the general conclusion was: there is no one opinion of what constitutes a manager and what the competency baseline should be, even among professionals.

This section will provide an analysis of the five interviews. The sample was limited to five participants, because these five people represent all of the necessary management levels: consultant, director of HR development, managers. The interview the questions were broad in order to identify general tendencies rather than tendencies specific for any one profession. This was done so that the results could be used to make a model of the set of the core manager competencies.

It is a known fact that managerial styles are different in each company. However, we can also generalize and assign certain managerial characteristics to a country. An obvious example is Russia. In conducting an interview with a Russian businesswoman, the style that emerged could also be identified as representing the management style in the country. This is an executive style: task- and result-orientated and in control of behaviour with some elements of initiative and, in certain situations, empowerment.

In Swiss and, I would conclude, European companies, the management style is mainly based on empowerment, taking responsibility, and more about supervising than controlling the behaviour of a manager.

European countries are forward-looking and are more open to development and future changes. They are also more flexible, adaptable, and ready to change.

Of course, the type of management style depends on the industry. For example, in a public sector, government enterprise, the structure is much more hierarchical, less flexible, and there are a lot control and pressure. That is the fact confirmed by one of the interviewees.

Situational management is a very important competence. When asked, "How can you describe a management style applied in your company?" the respondent provided valuable information. He pointed out different factors that influence the behaviour of a manager, which include a manager's own personality, motivation of subordinates, their skills, prioritization of the task (urgent, important, etc.), environment, and availability of those subordinates. There are a lot of factors that

create a situation. Depending on the situation, the style of management and leadership can change.

The factor of a moment is the most important one, though there is still a general ordinary situation that can describe a style.

“A situation” is becoming more and more important today and will be even more so in the future, according to my research and studies. A situation involves a complex set of factors that influence the deal, the change factor, and adoptability.

To understand what competencies a good manager has in reality Mintzberg’s framework of 10 managerial roles was used. The participants were asked to assess and rank the roles on a scale from 1 to 5, where 5 is the highest score.

According to the results, a manager has to be a leader and disturbance handler, which means he/she must “take corrective actions during crises, to adapt to external changes and to resolve conflicts among staff”. Several people gave the highest score to those roles. Liaison (“to maintain information links in and beyond the organization) and resource allocator (decide who gets resources, budget, to develop schedules) were given a 4 by several people. As supportive roles, monitor (interpersonal contact) and disseminator (to move information) were given 3 as a score. All of the roles are important, but it is interesting to see the tendency and the perception of interviewees about the most important ones: the leader and disturbance handler. These results confirm other research and studies that have been done worldwide, and are the roles or competencies that are one of the essentials today for a manager.

For the role of a negotiator, opinions were dispersed. Each person gave a different score starting from 2 to 5. A person, working in the consultant business, considers negotiating a very important ability. For the public sector, this is not as important, as there is always somebody who is hired for that job, and as a result is not part of the manager’s role.

Table 11

Managerial roles by Mintzberg

Category	Role	Activity
<i>Informational</i>	Monitor	Seek and receive information, scan papers and reports, maintain interpersonal contacts
	Disseminator	Forward information to others, send memos, make phone calls
	Spokesperson	Represent the unit to outsiders in speeches and reports
<i>Interpersonal</i>	Figurehead	Perform ceremonial and symbolic duties, receive visitors
	Leader	Direct and motivate subordinates, train, advise and influence
	Liaison	Maintain information links in and beyond the organisation
<i>Decisional</i>	Entrepreneur	Initiate new projects, spot opportunities, identify areas of business development
	Disturbance handler	Take corrective action during crises, resolve conflicts amongst staff, adapt to external changes
	Resource allocator	Decide who gets resources, schedule, budget, set priorities
	Negotiator	Represent department during negotiations with unions, suppliers, and generally defend interests

LM

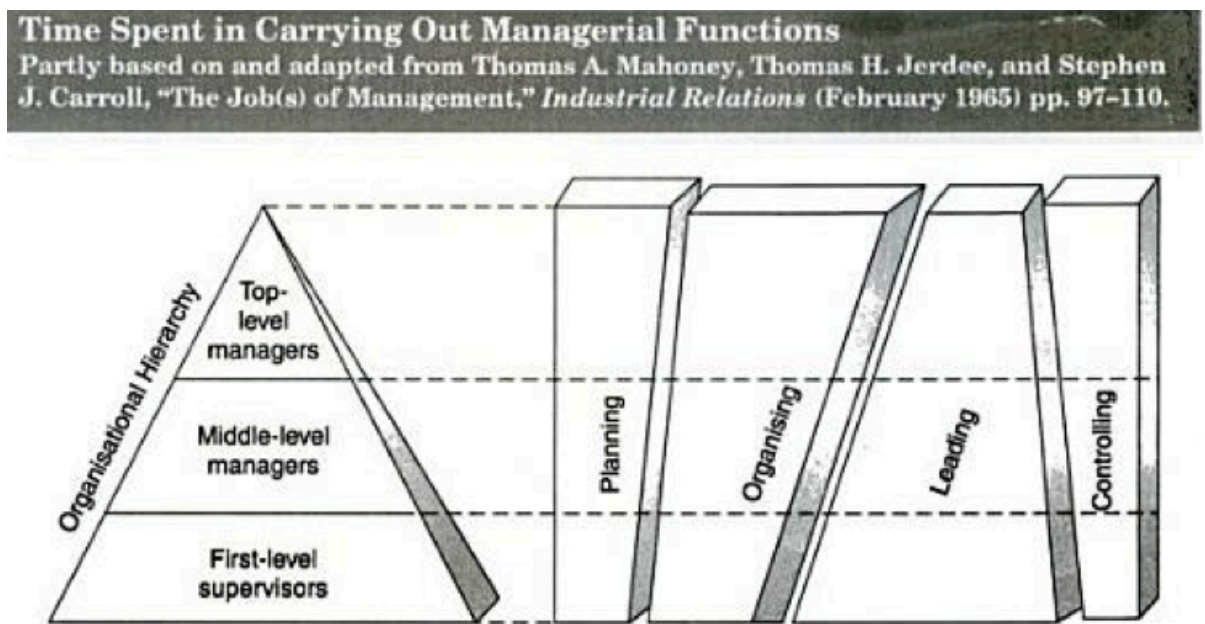
TM

The source: <http://www.sayeconomy.com/ten-management-roles-by-henry-mintzberg/> (accessed 10. 07. 2011)

All roles are important; however, the distribution of the importance depends on the management level.

The top-level managers have more decision-making roles, but it is also essential to move decisions forward and to communicate about changes. These roles are more complex and involve more responsibilities. As a result, top-level managers should possess more complex competencies than their low or middle level counterparts. Mastery of those competencies should be at a higher level. For the low-level manager, it is essential to disseminate the information and move it forward, but at this level, the manager probably is not as involved in the decision making process.

Figure 5: Time Spent in Carrying Out Managerial Functions



Source: KOONTZ, Harold, WEHRICH, Heinz. *Essentials of Management: an international perspective*. 2008, p. 7

According to Mintzberg, roles are based on information and how they link with each other. Of course, the use of these roles is different for each manager. According to the author, informational roles link different units of work together, interpersonal roles move it forward, and decisional roles are based on the efficiency of delivered information.

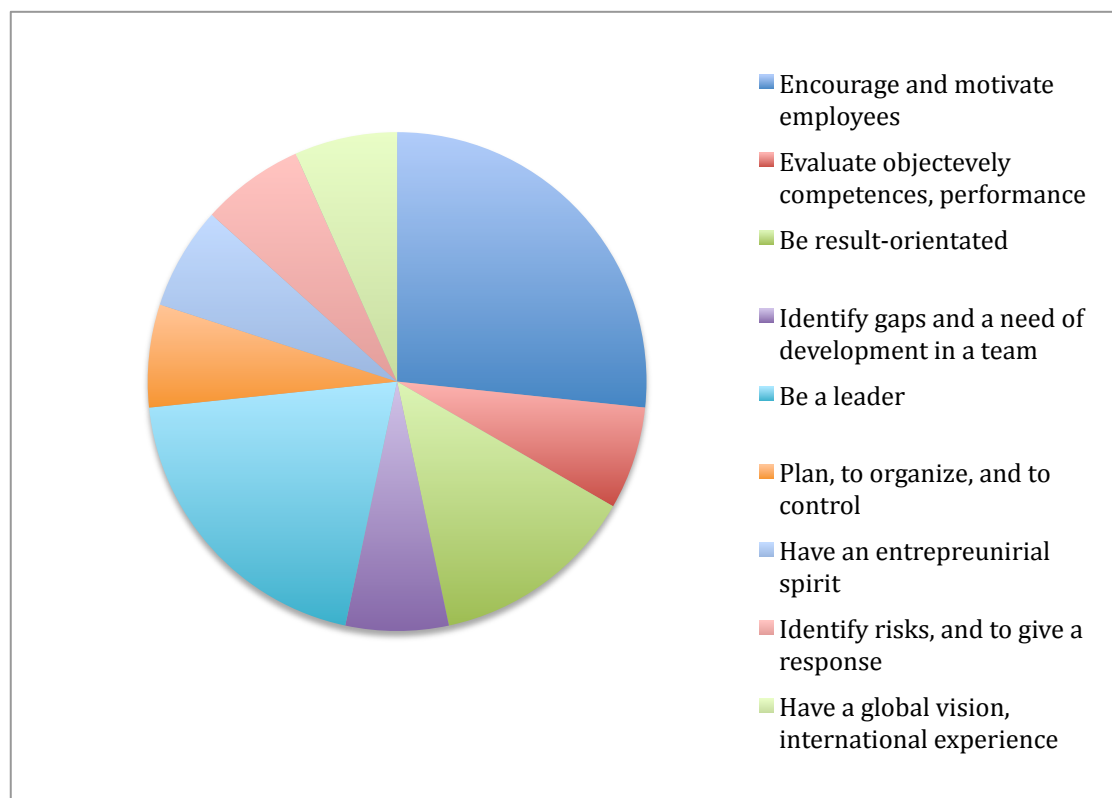
Those who were interviewed said, a bad manager is someone who is self-centred and who does not listen to others. A bad manager believes everything he says is inviolable. He also wants to control everything, is afraid of risk and uncertainty, challenges or rejects employees' questions, and is not logical. If a manager says that innovation and creativity are appreciated, but does not accept the initiative of his subordinate and may even punish them for it, he is not logical and cannot accept risk and uncertainty.

In the interviews, the Russian businesswoman and the Swiss manager stated that a bad manager would not be organized. Their responses confirm the standard

functions: to plan, to organize, to control. These are still a part of the manager competencies.

There is a great deal of literature that discusses research into management from all aspects: good manager and bad manager. In an effort to understand what it means to be a bad manager in today's world, it was important to ask interview participants about this. This also gave a hint about the competencies and qualities a good manager needs.

Figure 6: The importance of manager competencies



In one of the questions, participants were asked to choose from a list of 37 competencies the three most essential competencies a manager should have today.

The pie graph above shows the results of answers given. As can be seen in this table, according to the opinions of the participants, encouraging and motivating employees

and being a leader are the most essential skills. Being results-orientated was also chosen as one of the important qualities of a manager.

Today, there is a trend for managers to have interpersonal and behavioural competencies. A manager still needs to have a set of management tools to be able to perform ordinary tasks that are part of their job.

That statement is confirmed by the interviews. Participants gave their opinion based on what competencies they think managers should be trained in. The result is that there is a confirmation of a trend for the behavioural side of management. It also makes it evident that with time the managerial style has been transformed. In other words, there is no longer a place in management for orders and total control of the employees' work. Today, managing people is about proper behaviour towards employees; the way that companies treat their employees is important and the opinion of subordinates is essential. The research also confirms this fact.

For the public sector the technical aspect is very important, as a manager is seen as someone who maintains the existing environment. That is why the emphasis is made on the technical side.

What is the manager? What is the leader? Are they the same?

These questions are very important. Certainly over time the concept of what a manager and leader is has been modified. In today's business world, it is assumed that the idea of a manager and a leader are different.

Those who participated in the interviews confirm there is a difference between a manager and a leader, though there is no unique perception of who is who. For some of the interviewees a manager has to be a leader. And, as in the question before, "to be a leader" was identified as one of the most important competencies for a manager; this makes a logical chain. Furthermore, a leader does not have to be a manager. But for one of the interviewees—a government employee—a leader has additional competencies. He has a vision and the ability to manage people, while a

manager simply maintains the existing environment, procedures, processes, and he organizes, plans, and controls.

According to an article by the *Canadian Management Centre*, some years ago a manager and a leader were two different concepts, while today a manager is seen as maintaining an existing environment and a leader is changing it.

There is still a lot of confusion, because of the plurality of opinions. In another article from the *Copenhagen Institute for future Studies*, they describe (based on research) the future roles of a manager and how it is changing the business environment.

As the final question in the interview, I tried to understand what respondents thought the future competencies for managers will be. It is important to realize where the business world is going to and how it is developing, so that we can prepare for the future.

The following competencies were identified as being the most important for a manager in the next 10 years. The adaptability to changes, understanding the multicultural environment and being able to manage it, age differences (e.g. the manager is 30, the team member is 50), gender management (men and women), short-term and long-term, or double, vision (i.e., the ability to make always-changing situations stable), interpersonal communication, technological skills and innovation, and creativity.

Conclusion

An important fact has emerged during the analysis of the interviews. The fact is that the idea of what a manager is and the competencies that they should have or that are the most essentials differ depending on the area of business in which they are working. For the person working in the government, that perception of what constitutes a manager is very standard. In this setting, a manager's function is to maintain the existing environment, manage, and organize.

For people working in private sector or in a consultancy, the idea of what makes a good manager is much broader. In this type of setting, a manager is more than just

the function of maintaining the status quo. She should also change or influence the existing business environment, have a global vision, and develop and motivate employees.

In several articles from the American Management Association, the future role of a manager is described very well. Future changes are based on the present, and roles that a manager could have in the future are developing already today.

Another fact that emerged in the research and the interviews is the concept of what constitutes a leader versus a manager. Some authors believe there is a difference, while others do not. During the course of the interviews, I understood that most of today's businesses make this distinction, but the main difference among those who were interviewed is that for some, a leader is also a manager, but a manager is not necessarily a leader. For others, a manager is also a leader, but a leader does not have to be a manager. Some were of the opinion that leadership is a part of good management. For these individuals, good leadership is a baseline competency for manager.

As we can see, opinions vary. At the beginning of this thesis, I stated that there is no unique perception about what a manager and is. The interviews have confirmed this, and this is why it creates difficulties for the business world. Multiple parties are involved in this process, namely: managers themselves, public and private organizations, consultancy firms, and trainings centres. Everybody has his or her own understanding of the concept. This creates barriers for the international trade of knowledge. Add to that a trend towards globalization, particularly of companies and markets. The international exchange of knowledge is highly important today and it will be even more important in the future, as the world will be more globalized and more of the areas will be involved into the process. At this time, the international flow of knowledge is blocked by differing opinions about what a manager is.

Managerial skills are essential today and companies are spending a lot of money to retrain managers to perform specifically for their company, despite previous training and acquired skill sets.

A lack of knowledge sharing and knowledge building means companies are wasting their money training their employees.

Training companies offer different sets of trainings and generally only cover certain areas. After these specific trainings, a manager may be limited to working in a certain organization. As a result, their business area is limited.

That is why it is important to identify what manager is by creating a baseline of competencies.

The Management Charter Initiative (United Kingdom) sets forth one of the best competency frames available. The charter is based on benchmarking the best-identified managerial practices. Standards are developed for first-line managers, middle-level managers, top managers and those first-line managers who also have supervisory responsibilities, which require some specific skills.

Several countries already use this competency frame.

8. RECOMMENDATIONS

The model of the core manager competencies elaborated in this work is based on a literature review (theoretical part), a secondary data analysis of electronic and printed materials, and interviews.

Inspired by the frame of core manager competencies of the University Hospitals of Geneva (Hôpitaux Universitaires de Genève) and on the model developed by *ICB - IPMA Competence Baseline Version 3.0* for a project manager, three levels of management have been defined: low-level, middle-level, and top managers. Different levels of management involve different skills and levels of mastery. Appendix 2 contains a breakdown of the core set of manager competencies. The choice and the importance of the competencies are discussed in details hereafter.

Figure 7: Managerial levels



Source: COLLINS, Karen. Exploring Business [online]. 1st edition. United States of America: Prentice Hall, 2007. (Accessed July 15th, 2011)

The competencies elaborated in this work represent the interdependency and integrity of the set. Within this complex system, set of core competencies shapes the definition of what it means to be a “manager”.

The definition combines two statements. First, taken from the book *Essentials of Management*, it defines that a manager should maintain the organizational environment, be effective and efficient, and complete given tasks. Second, an article from the *Copenhagen Institute for future Studies* defines future managerial roles thusly: to develop the organization and the people who work in it.

The combination of those two statements allows for the formulation of a definition of the manager as a facilitator, who should efficiently maintain and influence the organizational environment.

The manager competency baseline is based on studies and research regarding past, present, and future business needs. This is a very important aspect as things change quickly. A manager should be trained based on the competencies of the future in order to be able to maintain stability within the company. The set of the core

manager competencies is based on the reactive and proactive approach. The proactive approach includes an analysis of the future.

Global vision

To manage successfully, today's international corporations and small and medium enterprises (SMEs) need to think globally; in the future this type of thinking will be in increasing demand. Plainly stated: It will be a requirement. In the totally globalized future world, managers and leaders will have to be able to manage global trade (e.g. global production) and global technologies. They should work with technology and understand its use for people.

The adaptation and integration

As the changes will happen more often and faster, the manager of the future should adapt quickly to changes in order to remain in demand on the market. To achieve the stability of any organization in the globalized world, double vision will be a requirement: the ability to work short-term and long-term at the same time.

Different companies around the world offer development opportunities to their employees that are approximately the same competencies despite cultural differences. In the near future the ability to use regional integration, better understand regional preferences and use the best teaching methods will bring organizations a competitive advantage.

Diversity management

The flow of knowledge and human resources will increase in the future. The manager will have to be tolerant of all cultures, and understand cultural differences and similarities to be able to manage people with different religious backgrounds, belief systems, and values. They will have to learn different ways to motivate, work with, and manage multicultural transversal teams. The cultural management is part of globalization process.

Diversity management also includes management of different genders and ages. Women will be equal in job positions with men. In analysing online sources, it is apparent that several companies already have training courses aimed at women and their unique management style. As the population is ageing (table 1), situations where the manager is younger than their employee will be ordinary. In order to be ready and to be able to manage this change, managers must be trained.

The direct impact is in the content of the trainings. The competence of the resource allocation or rational use of resources (if there are few young employees, the company needs to take the best use of it), and to remain the dynamism at the workplace will take one of the centre positions.

To build networks and relationships

This is one of the megatrends in management, according to the article “Partners, not employees”. The interviews also confirm this fact. Professionals are speaking about empowerment, autonomy, and collaboration with management.

The way the people are managed or led is already changing. Instead of a strict hierarchy (globally speaking), there are networks, efficient negotiation and constant communication between many organizational levels. This creates a need to build internal and external relationships. It will become even more necessary in the future. A manager or a leader has to build relationships with his team; he should see them as his partners, not “underlings”. (The Canadian Management Centre, “*Partners, not employees*” by Marshall Goldsmith). Managers should communicate to and influence employees by involving them in decision-making processes and changes. As a result, management is increasingly dependent on employees.

The competencies of and the ability to build networks, alliances, and forge partnerships are needed.

In the network it is hard to remain the unique leader, so sharing the leadership will help the leaders to better motivate and achieve higher results within their teams.

Leadership

Leadership as an integral part of manager competencies has been discussed. The next question is what kinds of leadership competencies will a manager need in the future?

These skills include a number of sub-competencies: critical thinking, motivating employees, assertiveness, and strategic planning. Studies about future leaders are considered.

“Employees are our most important resource” is the phrase in today’s businesses. The employees, their skills, and competencies are the most important assets for an organization and give them a competitive advantage. In the future, this will remain the case and it will become hard to keep the most qualified and talented employees. The emergence of individualization in employees will create within the company a need for individual attention. Therefore, the ability of the leader to hire and keep the best employees will be in great demand.

The Canadian Management Centre identified five new qualities for the leader of the future.

Other leadership skills are needed, including critical thinking, the ability to influence others, and the ability and willingness to be a part of change management.

Situational leadership

The concept of situational leadership has been introduced in the global arena. The way a manager leads depends on the situation (i.e. a crisis, a problem requiring a solution, something that requires risk-taking, an urgent deal, etc.) and the employees (i.e. whether employees are available at a certain moment, their competencies, etc.)

Managers provide leadership to their teams in any situation: whether crisis or change. The crisis needs to be seen as the opportunity (i.e. identification of the possibilities for the company to grow or to benefit).

Entrepreneurial spirit

Entrepreneurial spirit is also a part of the required competencies. For a manager, it is important to take initiative, identify new opportunities, and be reactive and proactive at the same time (see: The 10 managerial roles, Mintzberg).

Words like efficiency and effectiveness are frequently used in today's business vocabulary. The knowledge and application of management and human resource management tools are a part of ordinary managerial functions and will help to achieve the desired results—to be result-orientated. The ability to identify the gaps in knowledge and to objectively evaluate the performance of employees are some of the basic tools a manager needs at all times.

Creativity

With globalization and constant technological development, creativity is necessary. The people who will be able to develop new knowledge by using technology will be in great demand in the labour market. Trainings in techniques that focus on innovative thinking and creativity are needed today.

Managing complexity

Managing complexity is becoming more important as society develops. The ability to multitask, absorb the excessive flow of information, and work under pressure or stress are advantages now and requirements of the future. These are transferable competencies.

Conclusion

Employees are no longer forced to do their job. They are the most important resource and they can easily change jobs and go to the competitors. Considering the named factors, the manager has to motivate employees, encourage them, and create an atmosphere that the employees are willing and want to work in. Motivation will remain a very important competency in the future.

As the relationship between managers and employees will be more of a partnership, one of the roles of the manager will be to coach employees. Constant support and feedback are some of the responsibilities of good coaches.

For the training centres, the simulation, exercises, and practical aspects are the most important. Theory should be combined with practice in order to achieve efficient results. In the set of the core manager competencies developed in this thesis this method of the combination is applied.

In the elaborated set of manager competencies, the importance of different skills will change with the times and as society and management evolve. Some of the competencies will become extremely important, such as the ethical values of the manager. Models should be researched and further developed. This model is just the *maquette* for an internationally recognized model of competencies.

The analysis of trainings companies in different countries showed that, despite cultural differences, an internationally recognized model can be developed and adopted by countries. When there is a need for additional competencies specific to a particular country, each country could adopt a nationally and internationally recognized list of additional competencies.

The model that can be found attached in Appendix 2 may be the base for any recruitment process, selection, performance estimation, and promotion. Managers around the world may use it to acquire the required competencies and facilitate the processes of searching for a job. The internationally recognized framework will allow training centres to select appropriate training sets for their managers. International networks will be easier to build with an international exchange of knowledge and human resources. The lack of a standardized set of core manager competencies is the counter-force of the internationalization process. These are the main reasons for developing an international manager competency baseline.

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9. APPENDICES

9.1 Appendix 1 Mind map "Manager"



9.2 Appendix 2 "The Manager Competency Baseline"

The legend:

The level of mastery: 1 - very low, 2- low, 3 - medium, 4 - elevated, 5 - high, 6 - very high, 7 – eccellente											
K - the level of knowledge required, E – the level of the experience required											
Involved levels of management: 1 - first-line managers, 2 - middle managers, 3 - top managers											
The indicator of importance: X - very important for this level of management, X - important for this level of management, x - not very important											
N°		The level of mastery							Involved levels of management		
	Behavioral competences	1	2	3	4	5	6	7	1	2	3
1	To encourage and motivate employees				E	K			X	X	x
2	To create and develop team spirit				E	K			X	X	
3	To create and maintain positive atmosphere at work			E	K				X	X	x
4	Creativity and innovation			E		K			X	X	X
5	Flexibility and adaptability				E	K			X	X	X

6	To have an entrepreneurial spirit			E		K			x	X	X
7	To be result-orientated			E		K			X	X	X
8	To know, respect and apply the values of the workplace			E		K			X	X	X
9	To implement situational leadership					E	K		X	X	x
10	To manage emerging diversity				E	K			X	X	X
11	To work under stress and emerging pressure		E		K				X	X	
12	Conflicts resolution			E	K				X	x	
	Technical competencies	1	2	3	4	5	6	7	1	2	3
13	To recruit, select and keep the best talents				E		K			X	X
14	Teamwork			E		K			X	X	
15	To evaluate objectively competencies, performance				E		K		X	X	x
16	To identify gaps and needs in the development of a team/individual				E	K			X	X	

17	To provide feedback and support			E		K			X	X	X
18	To communicate			E			K		X	X	X
19	To manage projects				E	K			x	X	X
20	To engage in risk management			E		K			x	X	X
21	To scan the environment				E		K		x	X	X
22	To define strategic goals and objectives					E	K		x	X	X
23	To coordinate daily activities				E				X	x	
24	To plan			E		K			x	X	X
25	To organize				E	K			X	X	X
26	To allocate resources			E		K			x	X	X
27	Quality management								X	X	X
28	Sustainable development			E		K			X	X	x
29	Management tools				E	K			X	X	x
	Transversal competencies	1	2	3	4	5	6	7	1	2	3

30	To develop network		E			K			X	X	X
31	To have a global vision		E				K		X	X	X
32	To negotiate			E		K			x	X	X
33	To manage complexity			E		K			X	X	X

9.3 Appendix 3 "The interview

In order to move towards the creation of a model of a widely recognized referential of standard/ basic competences for a manager, I would like to conduct this interview, which will also help me to get a better understanding of the real perception of the concept of « manager » in Switzerland.

Confidentiality and anonymity are guaranteed.

1. What is your exact job title?
2. Tell me about your professional experience ? (where you have been working, which position you have held and for how long)
3. How would you describe the management style applied in your company ?
4. What competences does a good manager have ? (Please assess 10 managerial roles by Mintzberg from 1 to 5, with 5 as the highest score).

Category	Role	Activity
<i>Informational</i>	Monitor	Seek and receive information, scan papers and reports, maintain interpersonal contacts
	Disseminator	Forward information to others, send memos, make phone calls
	Spokesperson	Represent the unit to outsiders in speeches and reports
<i>Interpersonal</i>	Figurehead	Perform ceremonial and symbolic duties, receive visitors
	Leader	Direct and motivate subordinates, train, advise and influence
	Liaison	Maintain information links in and beyond the organisation
<i>Decisional</i>	Entrepreneur	Initiate new projects, spot opportunities, identify areas of business development
	Disturbance handler	Take corrective action during crises, resolve conflicts amongst staff, adapt to external changes
	Resource allocator	Decide who gets resources, schedule, budget, set priorities
	Negotiator	Represent department during negotiations with unions, suppliers, and generally defend interests

Saukkonen, J. 2010. Patent strategy and action. Lecture Notes of High-tech Module 4. Published in the student intranet Optima at JAMK University of Applied Sciences. Accessed on 11.4.2010. <https://optima.jamk.fi>. Explain your choice.

5. How would you define a bad manager ? (Please name at least 3 competences and explain your choice.)
6. Pick up 3 essential competences that a manager should have. See the annex. Please explain the reason for your choice.
7. In your opinion, based on what competences managers should be trained in, which competences should be developed (Name at least 3.) Explain your choices, please.
8. In your opinion, is there any difference between a manager and a leader ? (How would you distinguish a manager from a leader ?)
9. In your point of view, what are the managerial competences of the future ? (minimum 3) Explain your choices, please.

9.4 Appendix 4 " Appendix to the question 6 of the interview"

Pick up 3 essential competences that a manager should have and categorize them from 1 to 3 in the hierarchical way, where 1 is the highest score.

1. To encourage and motivate employees, subordinates
2. To produce written reports based on synthesis
3. To manage and optimize human resources
4. To be result-orientated
5. To be able to initiate and to control the process of changes
6. To handle critics and aggressiveness
7. To make decisions independently and to follow somebody's
8. To negotiate
9. To plan, to organize, and to control
10. To develop key performance indicators
11. To filter and distribute information
12. To be able to manage a simple project
13. To create and develop team spirit
14. To be flexible (fast adaptation)
15. To offer programs of professional development
16. To be capable to deal with paradoxes of management
17. To be a leader
18. To identify gaps and a need of development in a team
19. To manage conflicts
20. To have an entrepreneurial spirit
21. To manage timeframes/ budget
22. To have a sense of responsibility
23. To create positive atmosphere at work despite of all
24. To be person-orientated
25. To identify risk, and to give a response
26. To manage excessive flow of information
27. To manage complexity
28. To evaluate objectively competences, performance
29. To have global vision, international experience
30. To understand informal limits
31. To react in common interest
32. To create and develop network
33. To manage meetings
34. To manage equilibrium work-private life
35. To be able to work under the pressure or/and in stress
36. To be project-orientated
37. To be able to manage in all situations (e.g. crisis)