

# **Competency Standards for Participative Management Education**

(Draft version)

**Prepared by  
COG Ownership Education Project**

**Approved by  
(Here a list of regional and international institutions like COG,  
EFES, Universities, etc, should follow)**

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# Introduction

Employee ownership, open book management, participative management, cooperativism, economic democracy, organizational citizenship all these terms though slightly different in their meaning have one in common they connote person and community, long-term oriented management as opposed to results, cost, and short term orientation of post-taylorist, human resource management.

Although the person and subsidiarity oriented approach have long traditions, going back as far as Aristotle, there is comparatively little research on this approach to management. What is even worse this approach is taught only at few management or business schools. The scarcity of this encouraged COG to start a project on Ownership Education. The team consisting of practitioners and scholars from many countries at its week workshop in Bilbao, has worked out a plan for research and implementation of MBA counterpart in participative management. The task is not as simple as it sounds, for traditional education is more tayloristic than participative.

The Competency Standards for Participative Management are meant as an assistance in:

Course and curriculum design

Ownership culture research

Handbook development

Professional exams

Recruitment and development criteria

The present first version should be presented to and improved by institutions which need such a tool and are willing to further develop as to make a generally accepted standard. All remarks, additions and comments should be sent to Ryszard Stocki ([ryszard\\_stocki@tdrs.com.pl](mailto:ryszard_stocki@tdrs.com.pl))

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# Contents

Introduction .....	2
Contents .....	4
<b>1 General management competency standards .....</b>	<b>5</b>
<b>1.1 Values .....</b>	<b>5</b>
1.1.1 Trust.....	5
1.1.2 Personal dignity.....	5
1.1.3 Responsibility .....	5
<b>1.2 General competencies.....</b>	<b>6</b>
1.2.1 Business literacy .....	6
<b>1.3 People related competencies.....</b>	<b>7</b>
1.3.1 Personal development.....	7
1.3.2 Personal communication skills .....	8
1.3.3 Giving and receiving feedback .....	8
1.3.4 Team and group work .....	9
1.3.5 Entrepreneurial spirit .....	9
1.3.6 Decision making .....	10
<b>1.4 Data related competencies.....</b>	<b>10</b>
1.4.1 Statistics.....	10
1.4.2 Information systems .....	11
<b>2 Specific participative management standards.....</b>	<b>12</b>
<b>2.1 Values .....</b>	<b>12</b>
2.1.1 Community .....	12
2.1.2 Subsidiarity.....	12
2.1.3 Solidarity.....	12
<b>2.2 General competencies.....</b>	<b>13</b>
2.2.1 Anthropological foundations of economic systems.....	13
2.2.2 History and development of social systems.....	13
<b>2.3 People related competencies.....</b>	<b>13</b>
2.3.1 Facilitating others' individual development .....	13
<b>3 Specific Competencies – Selectives.....</b>	<b>15</b>

# 1 General management competency standards

## 1.1 Values

### 1.1.1 Trust

1. Being able to discriminate main conditions for building trust within groups of people.
2. Being able to discern behaviours destroying trust.
3. Building trust with individuals.
4. Ability to admit organizational failure.
5. Admitting when you have made a mistake
6. Practicing trust building activities such as: meetings, open door policy, explaining the situation, free access to data, active listening.
7. Discriminating between organizational practices and systems leading to trust and destroying trust.

### 1.1.2 Personal dignity

8. Accept and give respect to all people regardless of their age, race, sex, nationality, profession.
9. Practically be ready to accept the other's point of view and be ready first to change one's own point of view before convincing the other.
10. If other person is mistaken be able to courteously pay attention of that person to that mistake.
11. Distinguish the person from his or her behaviour and attitude.
12. Be able to honor dignity of any person regardless the person's behaviour.

### 1.1.3 Responsibility

13. Be aware and take appropriate action to secure strong will an self-control as prerequisites of responsible behaviour.
14. Take personal responsibility for all problems which may arise in the organization and in external relations.
15. Understand and accept personal responsibility as a key feature of a manager.

16. Understand the responsibility of our generation for the future generations, particularly in aspects of protection of natural and cultural environment,
17. Being aware of dispersed responsibility of consumer decisions on the unethical and exploitive economic behavior of companies in different parts of the world (China, Africa)
18. Ability to recognise and discern between responsible and irresponsible behaviour in organisational context;
19. Ability to formulate documents expressing social responsibility awarness of an organisation (e.g. code of conduct).
20. Keep promises and commitments towards colleagues and other stakeholders.

## **1.2 General competencies**

### **1.2.1 Business literacy**

21. Know main functions and processes of a business organization.
22. Understand strategic position of a company (product) within a framework of BCG environment matrix.
23. Understand the organizational development and growth process, e.g. on the basis of Greiner model.
24. Understand the political, economic, social, technological, ecological and regulatory aspects of business environment.
25. Understand the impact of globalization on business and world economy.
26. Have a deeper understanding of various forms of participative business purpose, values and principles.
27. Understand the impact of national and organizational cultures on functioning of the organization.
28. Be able to easily recognize main points of improvement and possible difficulties in implementing change in various businesses.
29. Understand and use the idea of business processes.
30. Understand the concept of strategy and strategic management.
31. Be able to explain and develop the balanced scorecard and be able to implement it in the perspective of professional specialization.
32. Be exposed to and understand the business issues and management skills needed in the emerging global economy.
33. Understand how to apply participative values to the business issues and management skills they need as successful participative business managers.

34. Be exposed to and participate in creating a growing number of 'participative business tools' and participative best business practice, useful in managing a successful participative systems in business.
35. Know various legal issues such as employment law and employee ownership structures.
36. Know financial management such as how to read an income statement, a balance sheet, cash flow statements to make important operating decisions.
37. Manage a project effectively using gnat charts and other processes.
38. Financial management skills as to how to read an income statement, balance sheet, cash flow statement
39. Awareness how the decisions that you make affect the financial picture, indicate key financial drivers of a business.
40. Ability to communicate financial concepts in simple terms i.e. how shares are valued in a company.

### **1.3 People related competencies**

#### **1.3.1 Personal development**

41. Use basic psychological learning rules in planning and conducting lifelong personal development.
42. Regularly analyse one's own knowledge, skills and attitudes as a response to the changing environment.
43. Use available strategies and resources in relevant institutions and individuals in personal and professional development
44. Be aware of the change factors (both negative and positive) influencing individual development.
45. Be able to choose among different approaches to personal and professional development; their advantages, disadvantages, limitations and adequateness
46. Use challenges, mistakes and problems as a learning opportunity.
47. Differentiate between individual, group and organization development goals.
48. Modify one's own behaviour in line with personal development plan.
49. Adopt new responsibilities when required by the organizational situation
50. Show that as the effect of trainings activities validation one does continuous review of one's own results and influence on that development

51. Be ready to adopt new competencies and profit from new approaches and other cultural perspectives.
52. Be able to apply different self assessment tools to assess one's current communication style, conflict management style and decision-making style

### **1.3.2 Personal communication skills**

53. Active listening skills where people interact by repeating what is said
54. Be able to see the world from other person's perspective.
55. Be able to ask nondirective and non evaluative questions which help in understanding others' point of view.
56. Refrain from emotional reactions to personally unaccepted points of view presented by others.
57. Be able to suspend one's own point of view and try to keep others' point of view by asking clarifying questions.
58. Being an authority among subordinates and customers who is asked for advice.
59. Responding to different types of communication styles ex. Unresponsive, aggressive,
60. Dispute resolution/conflict management skills so that people can deal with conflict effectively
61. Learning how to mediate a conflict
62. Reacting appropriately to different communication styles including gender and cultural differences
63. Learning how to negotiate using interest based negotiation techniques
64. Relating to the self assessment tools in communication, decision-making and conflict to a participative management style

1.

### **1.3.3 Giving and receiving feedback**

65. Give respectful feedback when employees' proposals are not implemented.
66. Ask for feedback on personal, group and organizational basis.
67. Be ready to give sincere feedback information when asked for it.
68. Welcome and accept feedback from subordinates, supervisors and peers.
69. Being patient in explaining one's point of view to nonprofessionals.



70. Leading others into seeing their weaknesses and strengths as well as opportunities and threats both on interpersonal as well as organizational level.

#### **1.3.4 Team and group work**

71. Appropriately react to the group dynamics, particularly show appropriate behaviors in storming, norming, performing phases of the group process.
72. Be able to form teams and working groups consisting of members of variety of stakeholder groups.
73. Efficiently coordinate, plan, organize and control the group work.
74. Understanding and facilitating good group and organizational climate.
75. Create a safe working environment where there is a high level of trust with each other to challenge decisions without retribution.
76. Create a grievance process to handle problematic disputes with a peer group.
77. Learning to communicate and work together in group settings and recognizing the differences
78. Learning how to make group decisions and avoiding common pitfalls such as groupthink
79. Studying group norms and how to use them to your advantage when making a decision

#### **1.3.5 Entrepreneurial spirit**

80. Take initiative when something is to be done without being asked to do so.
81. Take difficult situations and problems as challenges and act immediately into overcoming them.
82. Be able to work on tasks without supervision.
83. See problems and weaknesses as opportunities for individual and organizational development.
84. Question the organizational and business routines.
85. Create organizational climate encouraging innovativeness and creativity of subordinates.
86. Takes a practical hands-on problem to be implemented in one's workplace that is managed in a participative management style

### **1.3.6 Decision making**

87. Secure all employees the tools and information needed to make the decision.
88. Secure such structures and processes to be in place so employees have the opportunity to participate in decisions.
89. Defining what decisions will be made as a collective and what decisions will be made by individuals
90. Apply the systems of decision making that encourages innovation and development.
91. Be able to define and recognize the difference between consensus decision-making, unanimous decision-making, and autocratic and democratic decision-making. Discussing when it appropriate to utilize these styles in a participative management environment
92. Know and practically use the Vroom's model of decision making styles by adopting appropriate style to the requirements of the situation and values.
93. Know and take into consideration the temporal dimension of making decisions.
94. See hidden impact of decisions on stakeholders and other people.
95. Be efficient in individual and participative decision making.
96. Be open to make what is considered risky decision.
97. Control and give feedback on the implementation of decisions.
98. Know definite area of one's own expertise in decision making.
99. Launch data collecting process facilitating decision making.

## **1.4 Data related competencies**

### **1.4.1 Statistics**

100. Be able to differentiate between dependent and independent variables while formulating hypotheses for the studies.
101. Understand the difference between descriptive and inferential statistics.
102. Know the typical measurement scales and main methods of operationalizing variables in organizational and psychological research.
103. Know how to apply multivariate analyses in organizational research.
104. Be able to use elementary methods of data mining.

### **1.4.2 Information systems**

105. Systematically build, on individual and business level, an environment of information sources important for the proper functioning of oneself and the business unit.
106. Knowledge of the netiquette
107. Continual communication mechanisms for employees to receive information and give information
108. Setting up e-mail and discussion groups.
109. Putting data and information on easy to access web pages
110. Ability to use advanced search mechanisms in the Internet
111. Ability to use video recordings as part of presentations
112. Ability to use multimedia projectors, overhead projectors, laptops, screens for making presentations.

## **2 Specific participative management standards**

### **2.1 Values**

#### **2.1.1 Community**

113. Ability to build small communities around educational and management knowledge projects.
114. Understanding importance of community for development prosperity and health of people;
115. Active and conscious participation in communities (including family, local community, learning community, working community, therapeutic community).
116. Critical analysis of phases and obstacles in community development.
117. Understanding the correlation between lack of community and social pathologies such as alcoholism, drug addiction, crime,
118. Ability to recognize in a group of people traits of community, and traits leading to disintegration of a community

2.

#### **2.1.2 Subsidiarity**

119. Understanding and proving by action that problems are best solved in the subsystem where they arise.
120. Understanding the psychological dynamics of mental change in social situations.
121. Perceiving the difference between economy related versus people related aspects of social and organizational change
122. Knowledge and application of tools and mechanisms of mental changes.
123. Being able to recognize the limit of pressure that allow people do develop without violating their sovereignty.
124. Being able to differentiate between what may be done and what should be done taking into account individual development.

#### **2.1.3 Solidarity**

125. Actively participate in diminishing social differences between classes of people.
126. Understand the economic, social, cultural and other reasons of differences between main groups of the society

- 127. Be able to relate to all people regardless their class
- 128. Be able to communicate psychological and economic aspects of management in language understandable to all people regardless their education
- 129. Show examples of organizing public action in solidarity with the weak, poor or disadvantaged of the world.

## **2.2 General competencies**

### **2.2.1 Anthropological foundations of economic systems**

- 130. Understand the consequences of using economical concept of a person.
- 131. Differentiating between personalistic, darwinistic (sociobiological), economical views of human beings with their consequences for economy and enterprises
- 132. Understanding the consequences of different time perspective on human functioning and interpretation of social phenomena;

3.

### **2.2.2 History and development of social systems**

- 133. Knowledge of economic history
- 134. Knowledge of remnants of past economic systems in contemporary world
- 135. Knowledge of theories of the firm
- 136. Ability to discern past economic systems in contemporary institutions
- 137. Being able to interpret the data from the perspective of different theories of the firm
- 138. Know the effects and consequences of social auditing

## **2.3 People related competencies**

### **2.3.1 Facilitating others' individual development**

- 139. Convince others to change in order to cope with new challenges.
- 140. Provide and promote development opportunity to all employees in an organization
- 141. Facilitate, influence others, negotiate, coach and mentor to achieve goals of learning, training and development

142. Identify strategies most suitable for personality types, roles and activity styles in professional development.
143. Advice others in personal and professional development issues
144. Understand the role of mission and strategic goals in guiding people's actions and behavioural change.
145. Be able to formulate tasks for people in a way that enhance their development activity

### **3 Specific Competencies – Selectives**

To be able to relate and discuss business issues ownership culture manager should possess elementary knowledge in the following MBA – “traditional business subjects”:

146. Accounting
147. Business Law
148. Decision sciences
149. Finance (including Insurance, Real Estate and Banking)
150. Human Resources – Obligatory for Neolution
151. Management
152. Management Information Systems
153. Management Science
154. Marketing
155. Operations Management
156. Organizational Behaviour – Obligatory for Neolution
157. Organizational Development – Obligatory for Neolution
158. Strategic Management
159. Supply Chain Management (including Transportation and Logistics)
160. Technology Management