MPM - Master of Project Management

Human behaviour

The importance of the ICB4 people competences for project management in Iceland
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The importance of the ICB4 people competences for project management in Iceland

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**ABSTRACT**

The purpose of this paper is to explore and gain insight into why people competences and human behaviour matters for project managers and individuals holding leadership positions in Iceland and how the ICB4 individual competence baseline of IPMA is implemented.

ICB4 evolves around three key themes; people, perspective and practice with focus here on people and the ten competence elements that form its context. A qualitative research was carried out with semi-structured interviews with individuals either holding a project management or leadership position in both public and private sectors in Iceland.

How they apply people competences in their work, why, and what they believe are the most important competence elements of ICB4 form the results of this research.

Personal integrity and reliability received the highest score of ICB4 people competences from respondents, indicating that a certain sense of self-knowledge is important for the establishment of people competences.

Key words: People competences, ICB4, IPMA, human behaviour.
1. INTRODUCTION

Projects involve people (De Mascia, 2012). One could say that this is one of key elements in project management. People drive projects so without their involvement there simply wouldn’t be a project to begin with. This simple statement might relevantly seem less important to some more focused on for example practice or perspective of projects while others however might find it fascinating. But why are people such an important part of project management? The answer entails ideas and discussion on various types of projects as well as endless inputs and outputs on how differently project managers and individuals in leadership positions deal with human behaviour. In the rapidly changing world of today projects need leadership on a highly skilled basis, project managers who are able to respond to various forms of challenges and people.

Project management in Iceland is a diverse field of versatile professionals taught at more than one university in Iceland, and there are also several shorter programs and courses available where theories and practices of project management are introduced. In recent years there has been a growing demand for project managers and a more project minded approach overall. The Project Management Association of Iceland\(^3\) is a forum for project managers and as such responsible for certification of project managers in Iceland according to IPMA´s individual competence baseline called ICB4. The baseline is divided into three themes; people, perspective and practice. It is interesting to think of how professionals worldwide can get certified according to the IPMA standard based on their vast experience, including how they implement people competences in their projects.

Results and feedback from interviews with project managers show how people competences affect project managers and individuals in leadership positions in Iceland. A theoretical overview on the topic will be provided in addition to the research. The goal is not to provide a specific answer or a conclusion to the question of how project managers are impacted by IPMA´s ICB4, but rather to identify and explore why people competences matter with the goal of gaining a better understanding of the importance of human behaviour on project management.

2. LITERATURE REVIEW

The literature review focuses on people competences in project management as well as IPMA’s people theme in the individual competence baseline called ICB4. A comprehensive context of the people theme will be provided in this chapter, further adding to a better understanding of the research and interviews conducted with project managers and

\(^3\) In Icelandic this translates as: Verkefnastjórnunarfélag Íslands. Their website includes further information: www.vsf.is
individuals in leadership positions in Iceland, discussed in later chapters. Bearing in mind the importance of people in project management it is interesting to investigate the main themes in relation to how they affect project managers in Iceland and why people matter in projects.

2.1. Key concepts

The key concepts of the literature review are people competences in project management and IPMA’s Individual competence baseline, called ICB4.

2.1.1. Why do people matter in project management?

The title of this paper correlates to the lyrics of a famous song, Human behaviour by Björk4 where she sings about the wonders of human behaviour and how they can be confusing, illogical yet ever so satisfying although there is no map or a compass to guide you. (Discography: Debut, 2019). Project managers may at times find themselves in a similar scenario, having to find ways to deal with people in their projects. Their people competences could be seen as their map and compass, important tools for the success of every journey metaphorically speaking.

To begin with it is interesting to consider if people competences matter at all. When reflecting on people in projects a discourse between various actors of a project is likely to come to mind. Communication skills are often mentioned in studies as being one of the keys to success in projects (Levasseur, 2013). According to Sharon De Mascia in her book on project psychology, project managers will have more success if they understand the significance of the human elements in projects and are able to address them whenever needed. She further warns project managers to rely solely on project management methodologies, sets of processes and plans in their project and to think more of people competences (De Mascia, 2012). Goleman shares a similar vision in his article on the leader where he encourages leaders to rely on their personal skills referred by him as emotional intelligence (Goleman, 1998). While schedule, budget and quality are vital to projects as depicted in one of project management’s icons, the iron triangle where a balance between these factors forms the basis for success in projects (Ingason & Jónasson, 2012,), they can “just as easily fail if project managers overlook one other important variable, the people working on their projects.” (Kliem, 1989, p. 27). Bearing in mind that people competences are one of the three themes of IPMA, the other two being perspective and practice, it is worth mentioning how studies show that it is the application of associated behaviours of people skills in different types of projects that matter the most for the best results (Fisher, 2011).

People competences have both been described as social skills or soft skills but what exactly does that mean? “Whereas “hard” is related to the rational and technical side of projects and project management, “soft” is related to the human side of the same.” (Gustavsson, 2014, p. 570). Interestingly, according to another paper written by Crawford

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4 Human behaviour was released on the album Debut in July 1993.
and Pollack, what defines the “soft” is not at all clear, whereas the “hard” tends to have a certain plan, method and structure (Crawford & Pollack, 2004). In Kliem’s article an idea is put forward regarding project managers and people competences where the latter is described as a crucial factor for those leading a project. While anyone can manage a project, few people can lead them. Project managers with “by the book” experiences are likely to have less results than project managers who recognize the importance of people in their project. They can lead a team, not just manage them (Kliem, 1989). The dichotomization between hard and soft skills should be made with a certain caution since these features are best applied in a complimentary way rather than being at opposites sides in projects (Crawford & Pollack, 2004).

In an article written on the growth and future prospects of project management the most competent project manager and leader is described as someone able to cover all shades of project management while depending also on their own personal maturity (Sedlmayer, 2017). A research from 2017 on the development of professional competences in project management further states that success in future projects will be measured from a human point of view by the expansion of human capacity and productivity (Cerezo–Narváez, Otero–Mateo & Pastor, 2017). In relevance to how to achieve better people competences it is clear that a certain mind set is essential. “The softer skills of project management are much harder to teach, because you’re really getting to the core of people. You’re getting them to look at themselves and understand how they work and how they’re motivated.” (Chiocchio & Turbit, 2006, 53). The development of people competences thus starts within, by becoming more self-aware. The thought process of becoming a leader, of being a successful project manager is not something individuals can apply quickly. “You need to start by understanding yourself and how you relate to other people.” (Chiocchio & Turbit, 2006, 53). Training of people competences is an important variable for project managers and their skill sets is bound to develop with experience and lessons learned.

One can visually summarize this chapter by combining the classic iron triangle of quality/scope, time and budget, presented first by Dr. Martin Barnes in 1969 (Naughton, 2013), and the purple eye that symbolizes the people competences in ICB4 into a new symbol. One aspect of the iron triangle has both been described as quality and scope (Ingason & Jónasson, 2012). The new symbol resembles the Eye of Providence, also known as The Eye of God or The Third Eye (“Eye of providence”, 2019). As seen below, the symbol then represents the importance of people competences and puts it at the center of project management. All projects involve people hence, the importance of people competences is vital in project management.

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5 Scope and quality have both been used to define one aspect of the iron triangle. It has also been described as output. The other two aspects of the triangle are time and budget.
2.1.2. Individual competence baseline – ICB4

IPMA was founded in 1964 and it is the first project management association operating as a federation for worldwide member association. IPMA has a clear vision: “Promoting competence throughout society to enable a world in which all projects succeed” (Saidoun, n.d.). The competences of IPMA are further addressed in a special message from Reinhard Wagner, IPMA’s then president written for a book published in celebration of the 50th anniversary of IPMA: “Competences is what differentiates IPMA from other associations. Competence is much more than knowledge. It is the demonstrated ability to apply knowledge and/or skills, and where relevant, demonstrated personal attributes” (IPMA, 2015).

The Project Management Association of Iceland or VSF6 is a member association to IPMA. VSF was founded in 1984 and has since 1997 certified professionals in Iceland according to IPMA’s international Competence Baseline, abbreviated as ICB4. There are four levels of certification available, A, B, C and D which could be referred to as a beginner level. Project managers can renew their certification every five years. Seven project managers received an IPMA certification in 1997. Since then the number has gradually risen. In 2018 the total number of certifications granted by VSF was 1916, 84 project managers have received B level of certification, 180 have received C level, and 1652 project managers have received D level certification. (“Um vottanir”, 2019). VSF puts focus on communication, sharing of knowledge, information and a creation of a community for project management in Iceland, all of which can be related to ICB4. For ICB4 to become as accessible as possible VSF has translated it to Icelandic.

6 Abbreviated in Icelandic as VSF. This abbreviation will be used in this paper to identify The Project Management Association of Iceland.
ICB4 is the fourth version of IPMA´s Individual Competence Baseline. It was released as part of the IPMA 50th anniversary in 2015. The introduction to ICB4 clearly states IPMA´s ideas on the importance of the people perspective for their individual competence baseline and project management. “We recognize that projects begin and end with people and that competent execution is at the heart of every successful project.” (IPMA, 2015, p. 11). Competences are divided into three key domains and based on the idea that a person needs to have a specific set of competences or perspectives to manage project successfully. These competences form the IPMA Eye of Competence: People, Perspective and Practice.

ICB4 is the first globally used standard with a baseline for individual competences and it differs from other standards such as PRINCE2 and PMBok that are more oriented on procedures and processes rather than competences needed for good performance of people in project environment (Vukomanovic, Young & Huynink, 2016). While process-based standards are likely to ensure certain qualities concerning management of projects and achievement of results, competence-based standards focus on the people behind each project and their performance. Results from a research performed in 2017 on ICB4 competences concludes that people skills are highly relevant for successful future projects and that they are a critical success factor on how to move forward towards dealing with the 4th industry revolution, adding to that ideas that project managers with greater human and generic skills will be needed in the future (Cerezo-Narváez et. Al., 2017).

As a standard for project management ICB4 is not in competition with or opposed to other standards or certification systems, it is simply a standard with another focal point; dealing more with personal development of people involved in project management (Vukomanovic et al., 2016). Other standards of course address the importance of people competences, for example PMBok stating that communication can be the single biggest reason for a positive or negative outcome of a project (PMBOK 5, 2013). ICB4 however stands out for its detailed approach on the subject. That being said it is important not to think of ICB4 as a complete guide on how to become the perfectly trained project manager in all relevant competences, since that is not the idea. Each individual has to develop his/her own path towards project management and IPMA has provided ICB4 as a guiding light on what competences matter on that journey and how they can be utilized.
Each competence is followed by a list of key competence elements. The People competence holds ten competence elements, see Table 1, and “...consist of the personal and interpersonal competences required to successfully participate in or lead a project...” (IPMA, 2015, p. 26). Each competence element or CE7 is broken down into descriptive details with further clarification on what it entails and what skills and knowledge is needed in order to meet each one. The following table of the ten CE’s includes the ICB4 definition for each element (2015). In addition to that ICB4 defines for each element a purpose, description, a knowledge base, skills and abilities required for performance, information on related CE’s and a detailed breakdown of key competence indicators for each element.

<table>
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<tr>
<th>COMPETENCE ELEMENT</th>
<th>KEY DEFINITION BASED ON ICB4</th>
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<tbody>
<tr>
<td>Self-reflection and self-management</td>
<td>Ability to acknowledge, reflect on and understand one’s own emotions, behaviours, preferences and values and understanding of their impact. Ability to set personal goals, to check and adjust progress, cope with daily work systematically. Includes managing changing conditions and dealing successfully with stressful situations.</td>
</tr>
<tr>
<td>Personal integrity and reliability</td>
<td>The individual acts in accordance with his or her own moral and ethical values and principles. Reliability is acting dependably, according to expectations and/or agreed behavior.</td>
</tr>
<tr>
<td>Personal communication</td>
<td>Exchange of proper information, delivered accurately and consistently to all relevant parties.</td>
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<tr>
<td>Relationships and engagement</td>
<td>Foundation for productive collaboration, personal engagement and commitment of others. Empathy, trust, confidence, communication skills. Shared vision, common goals.</td>
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<tr>
<td>Leadership</td>
<td>Providing direction and guidance. Ability to choose and apply appropriate styles of management in different situations. Individual must be seen as a leader in representing the project.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Bringing people together to realize a common objective. Quite a productive team by forming, supporting and leading the team. Team communication and relationships are important.</td>
</tr>
<tr>
<td>Conflict and crisis</td>
<td>Mediating or solving conflicts and crises by being observant of the environment. Notice and deliver a remedy for disagreements. Appropriate handling of situations and stimulation of a learning process for future conflicts and crises.</td>
</tr>
<tr>
<td>Resourcefulness</td>
<td>Ability to apply various techniques and ways of thinking to defining, analyzing, prioritizing, theorizing alternatives for and dealing with or solving challenges and problems. Imaginative thinking needed, stimulating the creativity of individuals and team. Useful when risks, opportunities, problems and difficult situations arise.</td>
</tr>
<tr>
<td>Negotiation</td>
<td>The process between two or more parties that aims to balance different interests, needs and expectations in order to reach a common agreement and commitment while maintaining a positive working relationship.</td>
</tr>
<tr>
<td>Result orientation</td>
<td>The critical focus maintained by the individual on the outcomes of the project. Prioritizing productivity. Planning and deploying resources efficiently to realize the agreed results. Being efficient.</td>
</tr>
</tbody>
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Table 1. (IPMA, 2015).

3. RESEARCH METHOD

The purpose of the study is to explore and gain an insight into why people and human behaviour matters for project managers and individuals holding leadership positions in Iceland, and how people competences are implemented. The Individual competence baseline, or ICB4, of IPMA was chosen as a standard for the study, holding 10 CE’s that were used as a measurement tool in order to study different approaches and people skills. A qualitative study was carried out with input from interviews with six individuals either holding a position as a leader/manager or project manager. The data has been sorted into tables and information from interviews is quoted and further analyzed in an attempt to gain more information on human behaviour and people competences used in project management.

7 CE is an abbreviation for Competence Element.
3.1. Research approach and procedures

Data for the research was collected with a literature review reflecting on the research’s subject, and a qualitative research methodology by conducting in depth semi-structured interviews and/or telephone calls with individuals either in a project management or leadership position. The qualitative approach was chosen for its advantage in gaining a more personal insight into practices of people competences from respondents which suited the topic of the study the best. Face to face interviews were the optimal and preferred research method but flexibility in the interview method needed to be taken into consideration as well for the final outcome. A few respondents were contacted via telephone and email and it was decided after careful consideration to include them in the research for their valuable information and versatility factor for the research.

Interviews were structured by a list of questions divided into three themes; a personal profile, IPMA and the people competences from ICB4, questions are available in Appendix. In addition to questions individuals were asked to rank the 10 people competence elements of ICB4 in order of importance in their opinion, number 10 being the most important. This method was used to gain insight into different opinions on each CE and also to see if there were any connections or shared thoughts that could be found between individuals. Prior to their actual interview each individual received an email with information on the study, a list of the ICB4 people competences, with short definitions on each CE, see Table 1, and a link to the online version of ICB4 for those interested in extra preparation for the interview.

A timebox method, where a time box schedule was set for each interview, was used in order to keep interviews within a certain frame and also in order to keep the discussion within the framework of the list of questions. Before interviews respondents were informed about a 30 minutes timebox for the interview but at the same time they were told that if more time was needed for the interview it would be provided. The timebox method was appreciated by respondents who did not have unlimited time to sit down with the researcher.
3.2. Selection for interviews

The selection of a sample of respondents was important for the research. The interviews created the substance of data for the research and it was important to gather feedback from individuals who had extensive experience, had applied and/or were familiar with people competences in their line of work. In addition to that an insight into the labour market, was intended with the research to see if and how differently project managers and leaders in various positions address and apply human behaviour, as well as their ranking of the ICB4 people competences. Two respondents work in the private sector in civil engineering. The other four all work in the public sector; one in the health sector, two in a government directorate and one in a municipality.

3.3. Limitations to research method and approach

The chosen qualitative research method has certain limitations in terms of the collection of data which can provide assumptions and indications of results, not generalized results. Interviews provide insight into ideas and opinions of respondents but can be prone to bias. Since using IPMA´s ICB4 people competences as a standard for the research respondents were asked about their knowledge of IPMA and if they had been certified as project managers according to IPMA´s ICB4. It was decided that an IPMA certification would not be a requirement to participation in the research since certified project managers are not the only ones working in a project management and/or leadership environment where people competences are used.
4. RESEARCH RESULTS

This chapter explores results and the most important findings from the qualitative study that was carried out. The data holds information on respondents´ views on IPMA´s ICB4 people competences and ranking of them in order of importance, presented in a table, as well as their opinion on the significance of people competences. Examples of answers from respondents are quoted for a better overview on results.

4.1. Personal background

The research conducted is anonymous. Background information about respondents were collected to get an overview of their years of work experience in a project management and/or leadership position. They were also asked about their current positions and in what sector of employment they were working in. Work experience varied from between three and 25 years in a project management and/or a leadership position. Two respondents are working in the field of civil engineering in the private sector; one as a site manager and the other holds the position of manager. The other four all work in the public sector; one as a nursing manager, one as manager for a community residence for people with disabilities run by a municipality. The last two work for the same government directorate; one as a line manager and the other as an expert and project manager.

4.2. IPMA

Respondents were asked about their knowledge of IPMA, the International Project Management Association, if they had been certified according to IPMA´s standards of competence, abbreviated ICB4 and if they knew or had heard about ICB4. Two out of six respondents have been certified as project managers by IPMA´s ICB4 standards. Four out of six respondents have heard about or are familiar with IPMA and know what ICB4 is. The following table shows an overview on respondents´ background as well as information on IPMA knowledge and/or level of certification thereof.
4.3. Why do people competences matter?

Respondents were asked if they thought that people competences mattered and if yes, then why. The sample of respondents gave a unanimous answer; everyone believes that people competences matter in project management, one even mentioned that being able to include any of the ten competences into one’s life indicated being on the right path in life. More than one respondent mentioned the importance of a functioning team and good teamwork as a source for success in projects and that people in teams need to feel a sense of belonging with each other in order to be able to perform at their best. The role of the leader/project manager was discussed as an important variable, both in terms of being able to reflect on situations from another person’s point of view and also how communication really matters to create trust and bring success to projects.

“I think people competences are very important. I belief that when working in management it is important to understand people’s reactions and have the ability to put yourself in other people’s position.”

“I belief that human competences matter. If they are not part of the skill set of the project manager, if there is no trust then projects are bound for less results. If the chemistry is not good then it will affect the project. As a project manager you will sometimes act as a boomerang between stakeholders.

... I have witnessed, in a group of project managers, that those with limited people competences, who did not know how to respond to various perspectives in their projects had less results.”

4.4. Ranking of ICB4 competence elements
During the interviews each CE was presented to respondents who were asked to rank them according to importance in their opinion, number ten being the most important. One respondent ranked all elements as equally important. The competence element that received the highest score is Personal integrity and reliability. Second is Personal communication and Teamwork third. Results are shown in the following histogram where the top three competence elements are in darker colour than the rest of the elements.

Table 3. ICB4 – Competence Element Score.

4.3.3. Most important competence elements

Respondents were asked what competence element they found significantly important in their work and the majority shared the opinion that many of the competences, even all of them, were an important part of their job and that they could often be intertwined with each other. A project managers approach towards communication and possible conflict was mentioned as a defining element in one respondent´s work, the way she/he would handle such a situation and with what attitude.

"Since, we are not the experts, we are the project managers and we engage the experts. How are you going to get the experts to perform? What are your attitudes towards problem solving? Is the glass half full or half empty?"
More than one respondent believed that all of the competence elements were equally important in their work but if they had to choose one of them it would be personal integrity and reliability. This opinion correlates to results from the same sample of respondents on the most important competence element of ICB4.

“All of it matters but if I have to choose between the competences elements I would say that personal integrity and reliability are the ground factors.

Leadership was also mentioned as a significantly important element and being able to take control and distribute tasks to others in a project. The respondent further added that this element reflected also upon the team itself, where people want guidance and to know what to do, what is expected of them during the project. Another respondent believed that efficient teamwork was the most relevant factor. In one interview the respondent shared the opinion that communication skills mattered the most in their mind and with that skill set the other elements would follow.

“I think that good communication skills are very important and if you have them and apply them, other people skills will follow and come naturally to you.”

5. DISCUSSION

The purpose and scope of the research has been to explore and gain insight into why people competences and human behaviour matters for project managers and individuals holding leadership positions, in relation to ICB4 the individual baseline of IPMA. Results show that people competences matter to a great extent.

Project management has been impacted by the importance of people competences for example with IPMA´s development of ICB4 where People is one of three key themes. Research and various literature on the subject further emphasize this. Six individuals, with vast experience in project management and leadership were interviewed as part of the research and they agree that people competences are a significant factor of every project. All of them found within ICB4 a number of elements that have proven to be important to them, in their line of work.

Respondents share experience from working as project managers and/or in a leadership position. Two of the individuals are certified project managers according to IPMA´s ICB4. Two respondents knew IPMA and ICB4 but have not been certified as project managers. Out of the six only two have no previous knowledge about IPMA and ICB4. There has been a growing awareness of project management in recent years in Iceland and thus it was interesting to see how respondents, working in the field of project management, reacted to the ICB4 and the defined competence elements and if any differences became apparent between those aware of IPMA and those not. The difference between certified and uncertified project managers and leaders did not seem to affect the research since respondents could all relate to the people competences of ICB4 in one way or the other.
During the interviews the respondents were asked to rank the ten competence elements of the people theme of ICB4. The results were interesting. The element with the highest score is Personal integrity and reliability. Personal communication came second, and Teamwork is in third place. Development of personal growth and self-awareness seems to be important for project managers and/or individuals holding a leadership position. The results are in direct accordance with answers from respondent about what competence element they found significantly important in their line of work.

Project management and leadership evolves around people. People are the beginning and end of projects. To be able to apply certain people competences is one of three cornerstones of IPMA’s ICB4. Results indicate that project managers and leaders benefit from developing their intra-personal competences, the implementation of more self-awareness of integrity and reliability towards themselves, as well as their inter-personal competences such as teamwork and personal communication. People competences, as defined by ICB4, are not only standard guidelines. When implemented they are likely to be a key foundation for a project’s success. If the metaphor about the drop of water that slowly changes a stone’s form is adopted to project management and ideas on people competences, one could say that the drop itself represents the intra-personal skills of the project manager and the way the drop descends on its path represents the way a project manager applies inter-personal people competences in her/his projects after having created a path from within.

6. CONCLUSION

The purpose of the research was to explore and gain insight into why people competences and human behaviour affect project management, and if/how project managers implement the people competences of IPMA’s ICB4 into their work. A qualitative research was carried out by interviewing six individuals. How they apply people competences in their work and what they believe are the most important competence elements of ICB4 form the results of this research.

Respondents chose Personal integrity and reliability as the most important competence element of ICB4 which indicates that intra-personal competences are the key to inter-personal competences. A project manager and/or leader must act according to expectations and in accordance with her/his own values and principles. The research has generated an example of how to rank the people competences of ICB4 in relevance to project management in Iceland. It further adds to research and literature on the importance and relevance of people skills in project management.

It would be interesting to develop this research further with a larger sample of respondents from various sectors of project management and compare results. Projects involve people and project managers and individuals holding leadership positions therefore must develop their people competences in order to be able to respond to different waves of human behaviour. Although there is no map to human behaviour, according to Björk in the lyrics of her song (Discography: Debut, 2019) there are various tools available to practice and apply people competences in project management.
7. AKNOWLEDGEMENT

I wish to extend my gratitude to my instructor Hera Grímsdóttir for her positive support along the way, as well as the respondents for their valuable input to the research. All my love to my inner circle and family, you know who you are. Last but not least I wish to thank my fellow MPM2019 students for the last two years. You will continue to inspire me and bring me joy.

8. REFERENCES


9. APPENDIX

Below is the list of questions used as guidelines for the interviews.

PERSONAL BACKGROUND
• Current position?
• Years working as a project manager and/or in a leadership position?
• Sector of employment?

IPMA
• Do you know / have you heard of IPMA, International Project Management Association?
• Have you been certified according to IPMA’s standards of competence, ICB4? If yes, what level (D, C, B or A)?
• Do you know / have you heard of ICB, The individual competence baseline of IPMA?

PEOPLE COMPETENCES IN ICB4
• Do you think people competences matter? If yes why and if no, why?
• Please categorise the 10 competence elements in the order from 1 – 10 based on their importance in your opinion, 10 being the most important element.

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<thead>
<tr>
<th>PEOPLE COMPETENCE</th>
<th>NUMBER (1 IS MOST IMPORTANT)</th>
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<tbody>
<tr>
<td>Self-reflection and self-management</td>
<td></td>
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<td>Personal integrity and reliability</td>
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<td>Personal communication</td>
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<td>Relationships and engagement</td>
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<td>Teamwork</td>
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<td>Conflict and crisis</td>
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<td>Resourcefulness</td>
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<td>Negotiation</td>
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<td>Results orientation</td>
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• What people competences (listed above) do you find significantly important in your work?