Development Guide for Tufts Leadership Competencies

Human Resources
Training, Learning and Development

Copyright © 2013 Tufts University
Developed with Copperbeech Group Inc.
## TABLE OF CONTENTS

Tufts Leadership Competencies ........................................................................................................ 5
Leadership Self Assessment ........................................................................................................... 6
Matching Attributes and Tactics to the Tufts Leadership Competencies ....................................... 7

### COMMUNICATES A COMPELLING VISION AND DIRECTION .................................................. 9
- Tactics.............................................................................................................................................. 10
- Tool Box.......................................................................................................................................... 12
- Creating a Vision (Checklist) .......................................................................................................... 13
- Steps to Creating a Vision .............................................................................................................. 14
- Vision Tools.................................................................................................................................... 14
- Newspaper heading ....................................................................................................................... 14
- Customer Expectations .................................................................................................................. 15
- Values of the Team ........................................................................................................................ 15
- Metaphors and Analogies .............................................................................................................. 16
- Draw a Picture of the Future........................................................................................................... 17
- Environmental Scan ..................................................................................................................... 18

### CREATES AN ENVIRONMENT OF TRUST AND INTEGRITY ................................................. 21
- Tactics.............................................................................................................................................. 22
- Tool Box.......................................................................................................................................... 24
- Element of Trust Assessment ........................................................................................................ 25

### DRIVES RESULTS ..................................................................................................................... 26
- Tactics.............................................................................................................................................. 27
- Tool Box.......................................................................................................................................... 30
- Unit and Individual SMART Goals ............................................................................................... 31
MANAGES CHANGE ........................................................................................................... 32
  Tactics ........................................................................................................................... 33
  Tool Box ....................................................................................................................... 37
  Assessing the Impact ................................................................................................. 38
  Communicating Change ............................................................................................. 39
  Tips to Managing Change ......................................................................................... 40
  Process for Uncovering Resistance ........................................................................ 41

DEVELOPS RELATIONSHIPS WITH A UNIVERSITY FOCUS ....................................... 42
  Tactics ........................................................................................................................... 43
  Tool Box ....................................................................................................................... 45
  Network/Stakeholder Diagram ................................................................................... 46
  Worksheet: Network Analysis .................................................................................... 50

DEVELOPS SELF AND OTHERS .................................................................................... 52
  Tactics ........................................................................................................................... 53
  Tool Box ....................................................................................................................... 57
  Providing Feedback ...................................................................................................... 58
  Feedback Delivery and Content .................................................................................. 59
  Team Development Matrix ........................................................................................ 60
TUFTS LEADERSHIP COMPETENCIES

Tufts Leadership Competencies identify knowledge, skills and personal characteristics for administrative managers to ensure outstanding performance in the people management component of their job. The Leadership Competencies are briefly outlined here. For more detailed descriptions; refer to appropriate sections of this guide.

Communicates a Compelling Vision and Direction
Develops, communicates, and aligns others around a vision and strategy for the future. Creates plans and initiatives that ensure the understanding and commitment of others to achieve the vision.

Creates an Environment of Trust and Integrity
Models and maintains the values of candor, openness, inclusiveness, and honesty despite internal and external pressures. Consistently acts in a way that is both trustworthy and trusting. Builds and maintains trust with others.

Drives Results
Demonstrates the ability to act in a decisive, urgent, and committed way to achieve results. Remains focused on the goal, commits to an agreed course of action, uses innovation, and leverages resources to reach that goal.

Manages Change
Recognizes when there is a need for change and effectively manages both the areas that remain stable and those that are changing. Communicates frequently and candidly during times of change. Demonstrates tolerance and adaptability when dealing with ambiguous situations. Foresees the impact of emerging technologies and integrates these technologies within the organizational processes.

Develops Relationships with a University Focus
Demonstrates the ability to build alignment and commitment within and across functions to achieve common goals. Maintains a broad set of solid relationships in the university and beyond. Actively champions the needs and goals of the university and willingly makes difficult resource decisions in implementing university strategy.

Develops Self and Others
Values continuous learning and fosters a climate for the learning and development of self and others.
**LEADERSHIP SELF ASSESSMENT**

Instructions: Rate your degree of strength for each attribute

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Communicates a vision</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Aligns others around vision/ strategy for unit and university</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Involves others in identifying goals and priorities</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Inspires and motivates others to achieve vision</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Acts as a role model</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Follows up on commitments</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Leverages resources</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Takes thoughtful risks</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Creates shared responsibility among team members</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Establishes high standards</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Recognizes need for change and shows resiliency</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Listens well and without interruptions</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Communicates with stakeholders</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Values continuous learning</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Gives honest and clear feedback</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MATCHING ATTRIBUTES AND TACTICS TO THE TUFTS LEADERSHIP COMPETENCIES

1. Circle below those attributes where you assessed yourself at 5 or below
2. Identify an attribute that you would most want to improve and note the related Leadership Competency
3. Find your chosen competency in this Guide and review the tactics section.
4. Choose a behavior you would like to integrate into your skill set and write it in the last column.

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Leadership Competency</th>
<th>Tactics to try</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicates a vision</td>
<td>Communicates a Compelling Vision and Direction</td>
<td></td>
</tr>
<tr>
<td>2. Aligns others around vision/strategy for unit and university</td>
<td>Communicates a Compelling Vision and Direction, Develops Relationships with a University Focus</td>
<td></td>
</tr>
<tr>
<td>3. Involves others in identifying goals and priorities</td>
<td>Communicates a Compelling Vision and Direction</td>
<td></td>
</tr>
<tr>
<td>4. Inspires and motivates others to achieve vision</td>
<td>Communicates a Compelling Vision and Direction</td>
<td></td>
</tr>
<tr>
<td>5. Acts as a role model</td>
<td>Creates an Environment of Trust and Integrity</td>
<td></td>
</tr>
<tr>
<td>6. Follows up on commitments</td>
<td>Creates an Environment of Trust and Integrity</td>
<td></td>
</tr>
<tr>
<td>7. Leverages resources</td>
<td>Drives Results</td>
<td></td>
</tr>
</tbody>
</table>
8 Takes thoughtful risks Drives Results

9 Creates shared responsibility among team members Manages Change

10 Establishes high standards Drives Results

11 Recognizes need for change and shows resiliency Manages Change

12 Listens well and without interruptions Creates an Environment of Trust and Integrity

13 Communicates with stakeholders Manages Change

14 Values continuous learning Develops Self and Others

15 Gives honest and clear feedback Develops Self and Others
COMMUNICATES A COMPELLING VISION AND DIRECTION
COMMUNICATES A COMPELLING VISION AND DIRECTION

Develops, communicates, and aligns others around a vision and strategy for the future. Creates plans and initiatives that ensure the understanding and commitment of others to achieve the vision:

- Communicates a clear picture of where the university is going
- Inspires and motivates by setting a direction and allowing others to take the lead in achieving that vision
- Involves others in identifying and achieving common goals and priorities
- Assesses current internal and external conditions and develops strategies that meet the long-term interests of the university

TACTICS

1. Develop and communicate a vision that excites and motivates the university community.
2. Provide a strategic framework outlining priority initiatives (the what and the why) that is clearly understood both internally and externally.
3. Link department/unit vision and individual performance objectives in a manner that motivates and creates a desire for employees to want to be a part of the university’s future.
4. Consider the internal and external environment when creating long-range goals.
5. Consistently communicate to the work group how their work is critical not only to the group’s success but also to the success of the university and instill confidence in their ability to accomplish their goals.
6. Acknowledge and recognize the value of employees’ contributions to the successful function of the work group.
7. Review the vision, and show why it is attractive.
8. Understand the power of a vision and the tools for creating one.
9. Write down the key elements of the vision.
10. Take time to articulate the vision. Schedule a meeting to work it out. Do not tack it on to the end of a busy meeting agenda.
11. Ask, “What would our customers want us to do?”
12. Use memorable images. Use different expressions and media to shape the vision.

13. Encourage employees during difficult parts of the job by discussing the positive aspects of the work and how it will feel when the work is done.

14. Create a big picture vision statement and use it to focus and energize the work.

15. Promote the positive impact of the unit’s work and celebrate milestones and accomplishments.

16. Explain how the organizational strategy is developed. Who shapes the strategy? How often is it adjusted?

17. Make corrections to the team’s direction in response to changes in the organization’s strategy.

18. Help team members set objectives that are linked to organizational goals and strategies.

19. Invite a senior person in the university to meet with your group to discuss the overall strategy.

20. Before determining work tasks, anticipate how you will connect the tasks to the overall direction for the group. Ask, “How does this relate to the overall strategy?”

21. Clarify the strategy for the work group by discussing it at regular staff meetings.

22. Think about what means most to people in your work group.

23. Ask your employees to state how they believe their performance objectives are tied to the university’s strategy.

24. Continuously assist employees in making linkages between their day-to-day work and the unit and university’s goals and strategies.

25. Stay abreast of trends and issues relevant to the university and communicate to your employees.

26. Use the media, including trade publications and other references in your environment, to stay informed about scientific, political, economic, and social conditions that may affect the university.

27. Recognize people’s different styles of thinking and learning. Use a variety of images, metaphors, and ideas.

28. Explain why something is to be done. “Why” is as important as “what.”

29. Create opportunities for people to contribute to the vision of the work group.

30. Discuss how specific tasks relate to the larger strategy.

31. Conduct sessions in which members of your group respond to your ideas about the direction of the work and suggest other ways to accomplish goals.
COMMUNICATES A COMPELLING VISION AND DIRECTION

32. Relate each member’s objectives to the group’s objectives. Link individual values to the organizational or work group vision.

33. Develop and communicate the team goals and your expectations that people will work together in achieving them.

34. Gain additional perspectives on your organization and the competition. Talk informally with friends and colleagues outside work.

35. Ask for ideas and advice from people at all levels of the organization to gain a balanced perspective on issues that affect your work.

36. Learn about the strategic areas that affect your work group. Talk to senior people in the organization. Find out what is most important.

37. Review strategic plans before determining specific approaches on new projects.

38. Write down the strategies that most relate to your daily tasks in your calendar as a constant reminder of how your work contributes to the overall strategy.

39. Hold discussions in which members of your work group can ask questions about the strategic intent of your organization.

40. Set priorities based on the most important strategic initiatives.

41. Build a shared purpose with team members.

TOOL BOX

- Creating a Vision: Checklist and Steps
- Vision Tools: Newspaper heading, Customer Expectations, Values of the Team, Metaphors and Analogies, Draw a Picture of the Future
- Environmental Scan
Creating a Vision

A vision is a statement of the future state. It shows where we want to go, and what we will be like when we get there. A vision gives shape and direction to the university’s future. Every part of the university should have its own vision of how it will contribute to the overall vision of the university. Some questions to ask yourself and your team are:

- What kind of organization do we want to be?
- What will it be like if we accomplish our strategy?
- What do we want people to say as a result of our work?
- What values are most important to us?
- What place do I have in this vision of the future?

The following checklist can be used either to critique our vision statement or check our understanding of what a vision statement is all about.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is consistent with the beliefs and values of the university</td>
<td></td>
</tr>
<tr>
<td>Helps people create goals and objectives toward attaining the vision</td>
<td></td>
</tr>
<tr>
<td>Is developed collaboratively</td>
<td></td>
</tr>
<tr>
<td>Is a broad, comprehensive statement of what the organization should look like in a number of years, usually three to five.</td>
<td></td>
</tr>
<tr>
<td>Is easily understood and individuals can see themselves associated with it</td>
<td></td>
</tr>
<tr>
<td>Is clearly, concisely written and devoid of professional jargon and slogans</td>
<td></td>
</tr>
<tr>
<td>Is a future-oriented statement consistent with the current status of the organization as well as important educational and societal trends</td>
<td></td>
</tr>
<tr>
<td>Assumes that all resources necessary to reach the vision can be secured</td>
<td></td>
</tr>
<tr>
<td>Provides a clear sense of direction for the organization’s staff</td>
<td></td>
</tr>
<tr>
<td>Inspires and motivates people</td>
<td></td>
</tr>
</tbody>
</table>
COMMUNICATES A COMPELLING VISION AND DIRECTION

Steps to Creating a Vision

1. Set time aside
2. Analyze the internal and external factors affecting your organization
3. Use a visualization process to identify the future, desired state
4. Have each team member create his or her own vision and identify common themes
5. Create a shared vision
6. Get agreement

Vision Tools

There are a number of tools you can use to help create this vision:

- Newspaper heading
- Customer Expectations
- Values of the work group
- Metaphors and Analogies
- Draw a Picture of the Future

Newspaper Heading

This tool helps you visualize a successful future for your work group. Imagine that you are a journalist writing an article for your favorite newspaper or magazine. Create a story that vividly describes you and your work group at a future time. It may be 1, 2, or even 10 years from now. Assume that your work group has been very successful.

Hint: When writing your article, include:

- Colorful phrases
- Emotional words
- Clear images
- Customer-oriented goals
- Positive effects on customers and work-group members
Customer Expectations

“If I were a customer of my company, I would want ...”

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Values of the Team

Think about what you and your team value most. Then respond to the following statement.

In my team, we really care about:

1.

2.

3.
Metaphors and Analogies

A metaphor is a type of imagery, an analogy that describes one thing as if it were something else. Poets use metaphors, and so do we when we say things such as, “My teenager’s room is a pigpen.” We frequently use similes (a type of analogy) to describe our work: “Our annual sales meeting is like a three-ring circus; there’s something happening every minute.” Metaphors and similes can be very effective when you are shaping the vision for your work group. For example, you might say, “I think of this work group as a sports car—polished, tuned up, and ready to race.” Listed below are categories that will prompt you to describe your work group using metaphors and similes. For each category, note the image that comes to mind.

“If I were to describe my team as a (name a category), I would say it is . . .”

Color:

Season:

Sport:

Geographic location:

Song or other music:

Movie:

Machine:

Emotion:

Food or beverage:
Draw a Picture of the Future

On this page, draw a picture of the future for your work group. What images will illustrate your vision? Use pens, pencils, or colored markers to draw your vision.
Environmental Scan

Leadership exists in the midst of changing conditions. To be successful, leaders must be able to scan the environment both within and outside the organization that will affect them and their work groups. Environmental scanning occurs on four levels. First, leaders scan the environment outside the university and determine the factors and conditions that are most important. They look at feedback from customers; they learn about their competitors; and they determine how economic and governmental factors influence their work.

The second level of scanning is an analysis of the organization. Have there been changes in the university’s leadership, vision and strategy? How is the university changing—is it growing, stable, or reducing in size or scope? Are there new cost cutting initiatives? Have there been changes in university policies and procedures, i.e. compensation, performance expectations, etc.

The third level of scanning takes place at the work group level. What capabilities exist within the group? What motivates the group members to do good work? How well do the group members work together? For most tasks to be completed successfully, several people must cooperate. This demand for interdependence within and across departments means that leaders must be able to interpret changing conditions in their work groups.

Understanding self-motivation and personal capabilities in relation to the larger organization is the fourth level of scanning. Leaders look within themselves to determine how their strengths and weaknesses will affect relationships and their work.
Four Levels of Environmental Scanning
<table>
<thead>
<tr>
<th></th>
<th>Conditions I See Affecting Our Work</th>
<th>Conditions Others See Affecting Our Work</th>
<th>Actions to Take</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Work Group</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CREATES AN ENVIRONMENT OF TRUST AND INTEGRITY
CREATE AN ENVIRONMENT OF TRUST AND INTEGRITY

Models and maintains the values of candor, openness, and inclusiveness despite internal and external pressures. Consistently acts in a way that is both trustworthy and trusting:

- Follows through on commitments
- Consults, listens, and provides others with information
- Interacts with others in a manner that is straightforward, respectful and inclusive
- Recognizes and appreciates the impact of emotions on situations, and plans and responds accordingly
- Learns from mistakes, experiences and feedback

TACTICS

1. Maintain constant awareness of the perceptions created by both his/her behavior and position as a role model.
2. Create and support candid and open discussions and communications regarding university goals, plans, and strategies.
3. Accept ownership. Be accountable and deliver on commitments.
4. Lead by example and create an environment of respect, openness, and trust.
5. Display fairness and consistency in applying policies and procedures for all employees.
6. Admit mistakes, learn from them, and move on to correct the situation.
7. Foster in employees a sense of belonging.
8. At meetings, listen willingly to others. Encourage people with less experience to lead discussions and give presentations.
9. Allow people space for accomplishing work. Once they are committed, do not meddle. Negotiate deadlines—do not impose them.
10. After delegating responsibility, avoid meddling or over-controlling. Define the level of your involvement and test this with your employees.
CREATES AN ENVIRONMENT OF TRUST AND INTEGRITY

11. Allow employees to solve problems without your help unless help is requested. State that you are available for advice or help but that you are sure your employees can handle problems on their own.

12. Ask for ideas and advice from people at all levels of the organization to gain a balanced perspective on issues that affect your work.

13. Show interest in team members’ ideas; ask them to share their thoughts in both formal and informal situations.

14. Draw on team members’ knowledge, rather than trying to be an expert in every area.

15. Spend several minutes every morning in one-to-one conversations with people. Build networks across the organization and within your work group. Take time to learn more about people through informal conversations.

16. Ask people if they need help. Provide it if they do.

17. Set a goal for yourself and others in your work group, to get to know people in other parts of the organization.

18. Think about the effect of your decisions on others’ work and home lives.

19. Demonstrate sensitivity to employees when personal situations arise.

20. Encourage people to bring problems to you. Be available; tell your employees your door is open or set office hours, as necessary.

21. Treat employees with dignity and respect.

22. Gather background so that you can defend the decisions of your work group if they are challenged by others.

23. Put people on the team. Give them a sense of belonging and equality.

24. Say, “She works with me” instead of “She works for me.”

25. Share information that allows others to understand the organization’s norms and values.

26. Use others’ suggestions and information. Acknowledge their expertise.

27. Convey to others your respect for their feelings.

28. Be patient when others communicate differently than you do.

29. Look for things you like about others’ work.

30. Encourage others to express their opinions and ideas freely. State that everyone’s participation is expected.

31. Show respect by using names, by smiling, and by refraining from interrupting when others talk. Maintain an eye-to-eye height level.
32. Recognize contributions by thanking individuals for their responsiveness and honesty. Maintain eye contact and use verbal and nonverbal responses to show that you are listening (for example, appropriate facial expressions, “I see,” “uh-huh”).

33. Be honest with others.

34. Be the first to admit errors to set a climate of trust and learning for the group.

**TOOL BOX**

- Elements of Trust Assessment
Elements of Trust - Assessment

Trust is a two-way street. It consists of actively trusting others as well as being considered trustworthy.

1. Actively Trusting

Am I consistently…?

<table>
<thead>
<tr>
<th>Fair</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fair
Give others the benefit of the doubt
Respectful
Respect each person’s own, unique way of doing things
Supportive
Enable others to try new skills or ideas
Objective
Focus on the problem or process, not the individual
Open
Encourage and listen to others’ ideas and suggestions

2. Considered Trustworthy

Am I consistently…?

<table>
<thead>
<tr>
<th>Dependable</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predictable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genuine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unselfish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acting with Integrity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dependable
Make good on promises, whether declared or implied
Predictable
Act in a consistent manner, so that it is safe for people to be unguarded and be at ease
Genuine
Share information about interests both work-related and non-work related to allow others to relate
Unselfish
Put aside self-interest for the good of the university
Acting with Integrity
Protect confidential or sensitive information and use the university’s code of ethics to guide you when making ethical decisions
DRIVES RESULTS
DRIVES RESULTS

Demonstrates the ability to act in a decisive, urgent and committed way to achieve results; remains focused on the goal and leverages resources to reach that goal:

- Demonstrates a willingness to move forward despite ambiguity
- Takes thoughtful risks knowing that taking a risk is often better than not acting at all.
- Shares knowledge and responsibility
- Establishes high standards of performance, holds others accountable for results
- Encourages and rewards creativity, innovation and continuous improvement
- Balances short-term and long-term priorities

TACTICS

1. Implement new initiatives with confidence and establish an environment that encourages and supports risk taking.
2. Create opportunities for interdisciplinary projects that generate internal and external support.
3. Communicate clear expectations and measures of success and provide resources to both help achieve goals and offer recognition and rewards.
4. Devise and encourage new methods and solutions to achieve objectives in a way that fully leverages Tufts’ resources.
5. Demonstrate persistence in obtaining results that add value and holds others accountable to high standards of performance.
6. Establish an appropriate sense of urgency regarding priorities and timelines, and monitor employees’ completion of assignments.
7. Provide incentives for group members beyond the usual salary and benefits. For example, hold a Friday afternoon celebration to mark the week’s accomplishments and to sustain energy for the weeks to follow.
8. Emphasize the importance of group goals by measuring how attaining them serves the customer. Make unique elements of the group’s work public in graphic, visible ways. Celebrate breakthroughs with special events, displays, publicity, and meetings.
9. Visibly track the team’s progress toward milestones, and give yourself and the team credit for good work.

10. Be enthusiastic about successes. Mention the success immediately; indicate your pleasure at the individual’s success; use animated voice and body language to express your excitement.

11. Trigger new ideas by stating “great thoughts”—either your notions or quotes from others.

12. Bring in guest speakers from other disciplines to help people think in a new way. For example, invite an artist to talk about the creative process he or she uses so those group members can apply the concepts to specific problems.

13. Arrange site visits so that the group can observe other successful efforts.


15. Use meetings to increase motivation. Identify opportunities to provide recognition to individuals or the team.

16. Ask your employees thoughtful “what if” questions about potential obstacles and difficulties.

17. Set up periodic meetings with team members to share, test, and brainstorm new ideas.

18. Define standards that lead to product and service quality improvements.

19. Publish customer comments that indicate how well the group is doing in meeting customer expectations.

20. Publish updates that describe how ideas have led to process improvements and cost savings, and display graphs that illustrate the group’s performance on specific targets.

21. Involve all group members in generating visible displays, charts, graphs, and other depictions of goals. Make unique elements of the employee’s work public in graphic, visible ways.

22. Be precise about the anticipated results. Describe the expected outcome, and then check to make sure it is understood.

23. Schedule sufficient time to talk about what is to be done and the results you want to achieve. Ask, “How do we want our customers to feel when they use this product/service?”

24. Follow up general discussions with written summaries of key points. Invite comments to ensure clarity.

25. Tape-record discussions in which you describe expectations for specific projects or tasks. Then play back the tape. Is the message clear?
26. Ask the employee to repeat his or her understanding of the goals. Offer your interpretation of the goal statement.

27. Tie down specific expectations of quality, quantify, and timeliness. Check for understanding.

28. Test if the employee understands by asking how this project or task compares with a similar effort.

29. Be willing to take risks to clarify and support what is important to you and your work group.

30. Help people see the value of their work beyond the immediate task. Emphasize the fulfilling aspects of work and the positive effects of their work on others.

31. Confront in a constructive way ideas and opinions that conflict with your values.

32. Provide supporting information to substantiate your point of view.

33. Comment on lower standards when such performances occur—"I don’t think profane language is appropriate here"; "Given our contact with parents, we dress more formally for work here"; and so on.

34. Follow through on personal commitments to tasks and projects.

35. Work in a standardized way. Document processes so that all group members understand and follow them.

36. Avoid relying on one-shot heroic efforts of your own to deliver improved performance.

37. Make sure everyone understands handoffs between functions and select points in the process at which to measure and analyze effectiveness.

38. Analyze your group’s process and develop a repeatable, manageable, and reliable work method. Relinquish your need to control every step of the process.

39. Review the process steps you control and improve them.

40. Ask those who perform the process to identify areas in which it is not producing according to expectations. Devise process maps and flowcharts to describe work processes.

41. Understand how other groups’ workloads affect their ability to contribute to your group. Help other groups with their work when additional, unanticipated demands are placed on them.

42. Share internal examples of high-quality work or benchmarks from other organizations in order to educate others.
DRIVES RESULTS

43. Provide the support your associates need, either personally or through other sources. Share your own experience, knowledge, customer data, and expertise in problem solving, and arrange for advice from other sources.

44. Understand that innovation involves the risk of failure. Recognize, when you fail, that you have learned what not to do.

45. Look at setbacks to learn what was missing in plans or processes. Share this information with others to prevent duplication of mistakes.

46. Avoid justifying errors. Refrain from blaming people.

TOOL BOX

➢ Unit Goals and Individual SMART Goals
The first two performance planning actions are intended to establish unit and individual goals. This includes the process of establishing goals and objectives for the work unit/team and performance goals for individual employees that support the overall mission and goals of the organization. It simply means “translating the desired outcome from the broadest level (the university) down to the most specific level (individual contributor or employee level).” This involves a number of key steps as the diagram to the left indicates.

**Step 1** - Learn and understand Tuft’s vision, mission and goals.

**Step 2** - Learn and understand your unit’s mission, goals, and/or objectives.

**Step 3** - Establish goals for your specific work unit/team.

Goals and objectives help to guide the work and decisions of your work unit/team, as well as the individual performance of employees. *They keep the organization and the employees focused.* You should develop between four to six goals for your work unit/team. To establish effective goals, use the SMART criteria:

- **S** = Specific
- **M** = Measurable
- **A** = Achievable
- **R** = Relevant
- **T** = Time-bound

**Step 4**

With the employee jointly establish individual performance goals in support of the established work unit goals and objectives.

**Step 5**

Review the employee’s plans to accomplish the goals. Coach and revise as necessary.
MANAGES CHANGE
MANAGES CHANGE

Recognizes when there is a need for change and effectively manages both the areas that remain stable and those that are changing; communicates frequently and candidly during times of change:

- Demonstrates tolerance and adaptability when dealing with ambiguous situations
- Anticipates and integrates emerging technologies into the organizational processes
- Initiates plans to accomplish organizational goals while meeting the challenges of a fast-changing environment
- Develops plans and strategies to effectively manage current and future challenges and opportunities
- Assesses the tolerance of self and others for change
- Communicates to those stakeholders affected by changes, and addresses their questions, concerns, and need for information
- Deals with setbacks by being resilient and flexible
- Creates a shared responsibility among team members by involving them in critical deliberations and decisions as appropriate

TACTICS

1. Create forums for communicating plans and strategies and ensure others understand both the rationale and the need for change.
2. Maintain a high level of personal motivation during change and develop plans to help others deal with the challenges of change.
3. Clarify roles and responsibilities of employees in an effort to help ease anxieties caused by change; listen and address employees’ concerns.
4. Recognize the value of others’ viewpoints and alternative ways of doing things.
5. Demonstrate openness and willingness to change and support the efforts of employees as they manage the changes affecting them.
6. Keep up with and take advantage of new technologies.
7. Review the vision and show why it is attractive.
8. Demonstrate high energy. Model the behavior. People will see that you care.
9. Organize early announcements carefully. Build momentum with energizing and positive statements about the work that is to follow.
10. Keep a sense of humor and demonstrate your ability to laugh in the face of adversity.
11. Use meetings to increase motivation. Identify opportunities to provide recognition to individuals or the team.
12. Keep other groups’ concerns and interests in mind during your meetings.
13. Be enthusiastic about successes. Mention the success immediately; indicate pleasure at the individual’s success; use animated voice and body language to express your excitement.
14. Structure meetings to raise questions, concerns, and clarifications. Be prepared with the necessary factual data to respond.
15. Talk to people about what excites them about their work. Relate that excitement to current projects.
16. Ask people questions that help you understand what is important to them. Next think about how that information relates to proposed changes.
17. Take time to analyze your own concerns about change and be willing to share your feelings about the situation. Use your discussion to identify areas of mutual concern and motivational factors.
18. Look for better alternatives to current situations. Ask, “What’s the hidden opportunity here?” Explain the potential benefits of the new direction.
19. Model the enthusiasm you expect by being enthusiastic yourself.
20. Emphasize the importance of group goals by measuring how attaining them serves the customer. Make unique elements of the group’s work public in graphic, visible ways. Celebrate breakthroughs with special events, displays, publicity, and meetings.
21. Visibly track the team’s progress toward milestones, and give yourself and the team credit for good work.
22. Think about the effect of your decisions on others’ work and home lives.
23. Be willing to overcome obstacles in order to provide the necessary technical resources and equipment.
24. Encourage people during difficult parts of the job by discussing the positive aspects of the work and how it will feel when the work is done.
25. Promote the positive impact of the unit’s work and celebrate milestones and accomplishments.
26. Monitor the rate and volume of changes to determine the level of turbulence the work group is experiencing.
27. Think about the effect of schedule changes on the people involved.
28. Consider what parts of the work can be postponed or canceled if other priorities develop.
29. Increase the level of communication during periods of great change.
30. Identify alternative approaches when conditions change or when people are confused and unable to move ahead. Seek innovative ways to regain momentum.
31. Make sure the interdependencies are understood and that the appropriate information sources are available.
32. Identify customers and suppliers who might be interested in your work: invite them to your meetings.
33. Understand what is under your control and what is not. Set priorities for what you do control, and develop contingency plans for what you do not.
34. Identify potential problem areas for each step. Determine a strategy for dealing with the weaknesses or problem areas.
35. Explain why something is to be done. “Why” is as important as “What.”
36. Conduct sessions in which members of your group respond to your ideas about the direction of the work and suggest other ways to accomplish goals.
37. Conduct a “stakeholder” analysis to determine who will be affected by decisions made and actions taken.
38. Use the media, including trade publications and other references in your industry, to stay informed about scientific, political, economic, and social conditions that may affect your organization.
39. Take time to talk directly to customers. Make it your goal to meet several times each quarter with individuals at different levels of your clients’ organizations for the explicit purpose of staying in touch with customers.
40. Ask for ideas and advice from people at all levels of the organization to gain a balanced perspective on issues that affect your work.
41. Set priorities based on the most important strategic initiatives.
42. Build a shared purpose with team members.
43. Make corrections to the team’s direction in response to changes in the organization’s strategy.
44. Help team members set objectives that are linked to organizational goals and strategies.
45. Consider cross-functional, organizational and geographical implications before making decisions.
46. Make a habit of speculating about the impact of outside events on your organization and work group. Become practiced and polished at asking, “If _____________ happens, how will the group respond?”
47. Determine the differences and similarities among members of the group.
48. Observe how the group functions under pressure. Be clear about the limits of the group’s ability in the midst of adversity.
49. Organize informal events outside work at which members of the group can talk about personal interests, use different skills, and build rapport.
50. Assess the impact of the request on all elements of the project and select a plan that will have the most positive effect on the customer.
51. In conflict situations, seek the common ground that all parties have, within the context of the organizational goals.
52. In unclear or ambiguous situations, look to the organization’s vision, mission, strategy, and values for guidance.
53. When setting direction for the group, focus on the long term as well as the short term.
54. Gather data about other groups’ goals, capabilities, areas of operation, budget constraints, charters, policies, staffing, and resource allocation. Ask if other groups require things that you could supply.
55. Assess with others the potential impact of changing priorities before implementing the changes. Avoid telling people different things.
MANAGES CHANGE

TOOL BOX

- Assessing the Impact
- Communicating Change
- Tips to Managing Change
- Process for Uncovering resistance to change
1. Consider an individual with whom you have experienced difficulty around change (or for whom you anticipate there will be difficulty around change), and identify the change at issue.

2. Use the table below to prompt your thinking about the impact the change may have on particular areas for that person (team, skills, values, goals, past experiences, loyalties). Jot down 1-3 thoughts for each.

<table>
<thead>
<tr>
<th>Team: How does this change fit or not fit with the team’s mission and goals?</th>
<th>Skills: What skills does this person have or not have that might be related to the change?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Values: What does this person value that might be related to the change?</th>
<th>Goals: What personal goals might be affected positively or negatively by this change?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past Experiences: What past experiences might affect this person’s reaction, positively or negatively?</th>
<th>Loyalties: What relationships does this person have that might affect his or her reaction?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Communicating Change

Here are a few steps to help prepare to open the discussion of a change with a team member:

**Step 1**
Review each item you listed in the previous chart. Circle those items that seem to be positive links to the upcoming change. These are skills, values, goals, and experiences that might help the person see the change in a positive light.

**Step 2**
Put a star next to the items that could be barriers to this person’s acceptance of the change.

**Step 3**
Draft a brief opening statement for a discussion about the change:

Tailor your statement by mentioning positive links to any of the six areas.

- Focus on the big picture as seen through this person’s eyes.
- Be direct. Do not hide the fact that this is a change.
- Be brief. The purpose of this statement is to open the discussion about the change so that you can uncover the person’s reaction to it.
- End your opening statement by asking a question that encourages the other person to respond.

*Your statement:*
Tips to Managing Change

Motivation and Reward
- Ensure performance measures reflect performance required.
- Examine fit between formal reward system and desired behaviors.
- Use informal rewards to reinforce required behaviors.
- Remove rewards that motivate old behaviors.
- Encourage feedback about the change.

Communication
- Develop and communicate a clear picture of the desired future state.
- Constantly reinforce the reasons for change.
- Over communicate.
- Frequently communicate the status of the change effort.
- Model in your own words and actions what will be required.

Involvement and Team Building
- Involve employees in planning and implementing change.
- Reward involvement in planning and managing the change.
- Create team spirit and involvement in the work groups through multiple means.
- If the desired future state impacts their work, involve them early in planning and decisions.

Resistance to Change
- Allow time and opportunities to surface dissatisfaction, and then respond.
- Encourage and reward participation in the change effort.
- Identify and enlist key people to support the change effort and to influence others.
- Position change as a challenge and opportunity.
MANAGES CHANGE

Process for Uncovering Resistance

Encourage
- The key to overcoming resistance to change is to understand how the employee feels about the change.
- Encourage the employee to express his or her reactions to the change.
- Ask them to express their concerns, and listen carefully.

Questioning
- Do not assume you have uncovered the real, personal concerns.
- Ask enough questions to be sure you have uncovered and fully understand others' views and concerns.
- Focus on uncovering the person's feelings, not just his or her thoughts.
- Listen closely for key words that have to do with emotions.
- Use open-ended questions.
- Do not prolong the questioning phase.

Provide Support and Information
- If the employee has misunderstood the change, has questions, or is skeptical about it, provide information to further explain the change.
- Whenever possible, engage the employee in joint problem solving to find ways to address the concerns.
- Resist the temptation to solve the problems for them.
- Acknowledge the feelings the person is expressing.

Checking
- Once you have agreed on some next steps, check that the employee is comfortable with the plan.
- If necessary, give the employee another opportunity to express their concerns or propose a different course of action.
DEVELOPS RELATIONSHIPS WITH A UNIVERSITY FOCUS
DEVELOPS RELATIONSHIPS WITH A UNIVERSITY FOCUS

Demonstrates the ability to build alignment and commitment within and across functions to achieve common goals; maintains a broad set of solid relationships in the university and beyond. Actively champions the needs and goals of the university:

- Willingly makes difficult resource decisions in implementing university strategy
- Considers the impact of decisions on other parts of the university community
- Creates a free flow of information and seeks to understand others’ points of view
- Seeks to understand others’ points of view
- Has the courage to surface and resolve conflicts in a timely and constructive manner
- Uses influence positively and skillfully to initiate action, impact decisions, and obtain resources and approvals
- Balances the needs and input of all involved stakeholders while displaying a bias for action and personal ownership of the decision
- Develops and encourages all team members to work collaboratively within and across functions
- Continues to ensure strong academic and administrative partnering toward shared goals

TACTICS

1. Develop initiatives that encourage schools, divisions, and departments to share information and leverage the talents of each work group.
2. Seek out and develop relationships with a variety of influential people external to Tufts and draw upon these relationships to build partnerships that serve the long-term interests of the university.
3. Understand and utilize both the formal and informal networks within the university to get the work done more effectively and efficiently.
4. Manage conflict issues swiftly and collaboratively.
5. Regularly communicate with team members and provide the information needed to both do their jobs and feel good about being a member of the team.
6. Take the time to become better informed about other areas and how all parts of the university work together toward a common goal.

7. Emphasize the importance of group goals by measuring how attaining them serves the customer. Make unique elements of the group’s work public in graphic, visible ways. Celebrate breakthroughs with special events, displays, publicity, and meetings.

8. Conduct sessions in which members of your group respond to your ideas about the direction of the work and suggest other ways to accomplish goals.

9. Relate each member’s objectives to the group’s objectives.

10. Conduct a “stakeholder” analysis to determine who will be affected by decisions made and actions taken.

11. Develop and communicate the team goals and your expectation that people will work together in achieving them.

12. Take time to talk directly to customers. Make it your goal to meet several times each quarter with individuals at different levels of your clients’ organizations for the explicit purpose of staying in touch with customers.

13. Gain additional perspectives on your industry and the competition. Talk informally with friends outside work.


15. Ask for ideas and advice from people at all levels of the organization to gain a balanced perspective on issues that affect your work.

16. Understand and anticipate all views of and reactions to your work.

17. Gather information from all sources that may be knowledgeable about the issue.

18. Negotiate objectively when determining who should contribute scarce resources.

19. Recheck your needs as the work progresses and let others know what you require of them as things change. Quickly inform people who depend on your work about critical deadlines. Follow up to ensure that those who receive your work are satisfied with it.

20. Give others feedback regarding the quality and timeliness of what they supply you. Consider alternatives as you inform others of delays. If you need it, seek help immediately. Lay groundwork for joint problem solving.

21. Analyze requests and opportunities before committing yourself.

22. Ask yourself if everyone who will be directly affected is present or represented.
DEVELOPS RELATIONSHIPS WITH A UNIVERSITY FOCUS

23. Familiarize yourself with your associates’ environments, workloads, schedules, customers, subordinates, and other factors that affect their lives.

24. Review the task list and indicate which tasks are interdependent (that is, ask which tasks can be started before another is completed).

25. Avoid making unilateral decisions in work-group matters. Assess the impact of your decisions on others outside your work group.

26. Use consensus in decision-making processes. Ask for input early in the process.

27. Use a workflow diagram to identify people and functions affected by your decisions. Discuss options with those that will be affected.

28. Set standards so that group members feel responsible for the quality of their work.

29. Invite others to ask for help if necessary; trust them to find their own way. Avoid policing others’ behavior.

30. Encourage people to report how they are doing, both positively and negatively, so that the need for constant double-checking is minimized.

TOOL BOX

➢ Network/Stakeholder Diagram
Network/Stakeholder Diagram

We define a network as a flexible grouping of knowledge resources linked together to accomplish a specific organizational purpose. Unlike a social network, the focus of a network is on the way work gets done and on how employees add value.

The function of a network, as defined above, is to:

- Improve the quality and speed of creating and delivering organizational results
- Increase the breadth and depth of individual and organizational learning and knowledge

**Step 1: Describe Your Purpose**

**Step 2: Map Your Network**
Use the blank Network Diagram to map your own network. The legend will help you construct your map.

**Step 3: Analyze Your Network**
Evaluate your Network Diagram using the questions on the Network Analysis Worksheet

**Step 4: Create Strategies for Improvement**
Look for ways to more effectively develop, leverage, and sustain your network. Use the questions on the Network Analysis Worksheet to guide your discussion.
Put yourself in the center of the Network Diagram.

1. Add the other resources who are—or should be—members of the network. Position them in different rings to represent how much ownership each one has for your current purpose and results.

2. Add the links among members of the network. Make sure the lines and arrows accurately represent the frequency and direction of the interaction.

3. Add other key knowledge resources at the outer edges of the diagram. Create links that show which members directly access these sources.

4. Add other key knowledge resources at the outer edges of the diagram. Create links that show which members directly access these sources.
DEVELOPS RELATIONSHIPS WITH A UNIVERSITY FOCUS

Network Diagram: Legend

Rings of the Diagram
- Innermost ring: network members who share ownership for your stated purpose
- Middle ring: network members who may know of your purpose but do not share ownership
- Outer ring: network members who have little knowledge of your purpose
- Outside the rings: key resources used—not people, but journals, web sites, news services, and so forth

Network Members
Use the following shapes to represent current and potential members of the network:
- Circles: people
- Squares: organizations or other entities with which you interact
- Triangles: resources such as books, journals, or web sites

For current network members: Leave shape unshaded.
For potential network members: Lightly shade in shape.

Links
- Infrequent contact, less than monthly
- Occasional contact, more than monthly
- Frequent contact, more than weekly

Direction of Contact
For each linked pair, add an arrow pointing toward the person who most often receives information or value from the interaction; if the relationship is reciprocal and there is mutual exchange, add arrows in both directions.

Outcomes of Interactions
- Outcome does not contribute to current purpose
- Information relevant to the purpose is provided or exchanged
- Knowledge—the capacity for effective action—is created
Put yourself in the center of the Network Diagram.

1. Add the other resources who are—or should be—members of the network. Position them in different rings to represent how much ownership each one has for your current purpose and results.

2. Add the links among members of the network. Make sure the lines and arrows accurately represent the frequency and direction of the interaction.

3. Add other key knowledge resources at the outer edges of the diagram. Create links that show which members directly access these sources.

4. Add other key knowledge resources at the outer edges of the diagram. Create links that show which members directly access these sources.
Worksheet: Network Analysis

Part I: Analysis

How diverse are the perspectives represented?

Have the necessary resources bought in to your purpose?

Have you included new and previously untapped knowledge resources?

What kinds of knowledge or information do you need that cannot be obtained from the resources listed?

What are potential sources of that information?

How connected are the members of the network with each other?

Do the most diverse perspectives have adequate opportunities to interact directly?

With whom do you interact most frequently? Should you be interacting more or less frequently with some members?

What are the outcomes of the most frequent interactions? Social? Information exchange? Knowledge creation?

What other patterns on your map interest you?

Where is the network most vulnerable to loss of resources?
Worksheet: Network Analysis

Part II: Improvement

How can you make the network richer for learning?

How can conflicts among network members be managed more effectively?

How can you create more effective patterns of interactions?

How can you maximize diversity of perspective in the network?

How can you get members to participate more actively in achieving the purpose?

How can you ensure more productive outcomes for interactions that need to be strengthened?

How will you demonstrate to new potential members the benefits of joining your network?
DEVELOPS SELF AND OTHERS
DEVELOPS SELF AND OTHERS

Values continuous learning by fostering a climate for the learning and development of self and others:

- Models the behaviors identified in the Organizational and Leadership Competency Models.
- Takes responsibility for developing professional expertise that adds value to the university’s success.
- Gives employees honest and clear feedback regarding strengths, weaknesses and areas for development. Provides regular coaching and guidance for employees so they can improve their performance.
- Reflects on own successes and failures and identifies lessons learned for future application.
- Encourages employees to reflect on their successes and failures and identify lessons learned for future application.
- Actively plans for the development of all employees that will strengthen current and future capabilities and enable them to contribute fully.

TACTICS

1. Create systems within the university that encourage, support, and reward learning on an ongoing basis.
2. Provide university-wide learning by sharing one’s information about accomplishments (even those that have met limited success); actively seek to identify and apply lessons learned from others’ experiences both within and outside of the university.
3. Continue to demonstrate a commitment to learn skills, knowledge and behaviors that are specific to Tufts and one’s profession.
4. Actively encourage others to learn and be willing to invest in their development.
5. Demonstrate a willingness to improve existing skills, learn new skills, and take charge of your own development.
6. Delegate challenging assignments that allow employees to learn and grow. Rotate the responsibility for leading group meetings or project reviews.
7. Encourage others to lead by giving them the responsibility and authority to carry out the work. Then trust them to do the right thing.

8. Give credit where credit is due. Recognize people publicly.

9. Tell senior people in your company about the good work that others in your group have accomplished. Arrange for the senior people to attend meetings so that they can acknowledge the progress of your group.

10. List the name of each group member as a contributor to the effort. Or, if it is a product, include each member’s signature or name.

11. Ask team member(s) to present and display the positive results of their work so that others may learn from their experience and provide positive recognition to that team member.

12. When a team member has done something well, give him or her opportunity to present the work or coach others in the skill.

13. Listen to others at meetings; encourage people with less experience to lead discussions and give presentations.

14. Recommend others for special projects or assignments that will help them develop new skills.

15. Rotate responsibilities so that individuals have the opportunity to try new things.

16. Provide training in new skills so that people can develop competencies that will move them forward in their careers.

17. Give people time to read the current literature for their area of work.

18. Provide opportunities for development, such as cross-functional assignments, job rotation, stretch assignments, serve as a mentor or coach, etc.

19. Assign employees to low-risk tasks or projects in order to learn and develop new skills.

20. When selecting people for assignments, seek out those with diverse talents, experiences, and cultural backgrounds. At the outset, take the opportunity to announce publicly what strengths they bring to the project. Allow people space for accomplishing work. Once they are committed, do not meddle. Negotiate deadlines—do not impose them.

21. Learn the limits of others’ abilities and consider what a reasonable “stretch” would be, so that people are challenged but not overwhelmed by assigned responsibilities.
22. Encourage others to take the lead in presentations to upper management. Be available as a resource person.

23. Explore with employees individually what capabilities or skills they need to learn or demonstrate and the level of proficiency required to achieve the stated goals.

24. After you delegate responsibility, avoid meddling or over-controlling. Define the level of your involvement and test this with your employees.

25. Allow employees to solve problems without your help unless help is requested. State that you are available for advice or help but that you are sure your employees can handle problems on their own.

26. Show an interest in gathering and developing employees’ ideas.

27. Show interest in team members’ ideas; ask them to share their thoughts in both formal and informal situations.

28. Draw on team members’ knowledge, rather than trying to be an expert in every area.

29. Set aside time to talk individually with members of your group to determine how they are assessing the group’s ability to function effectively.

30. At meetings, add a group evaluation to the agenda so that people can discuss their opinions of how well the group is working together.

31. Monitor the group’s progress and achievements. Is it meeting deadlines?

32. Observe the interactions within the group. How do members talk to one another?

33. Watch for signs of dysfunctional behavior, and ask members for ideas for improving the situation.

34. Apply technology critically. Take advantage of technology—for example, project planning and spreadsheet software—that can help analyze situations and help you evaluate the group’s performance.

35. Use available personality and aptitude assessments to learn more about the values and skills of the members of your group.

36. Understand your own capabilities and limitations.

37. Take time to know each member of your group. Learn what appeals to individuals in their work. Determine the differences and similarities among members of the group.

38. Organize informal events outside work at which members of the group can talk about personal interests, use different skills, and build rapport.
39. Use a skill inventory or a job description to rate individuals on areas of strength and weakness. Explain what effect any skill deficiency will have on performance.

40. Encourage dialogue among team members. Encourage employees to be informal with you. Be sensitive to how symbols of authority affect people’s ability to communicate. Avoid sitting behind a desk when conducting a meeting, keep your door open, and be positive about individuals who pop in to make a comment.

41. Designate specific times to personally evaluate your performance in work situations. Note what seemed easy and what seemed most difficult.

42. When feeling frustrated about specific issues or circumstances, ask, “Why is this important to me?”

43. Review events in your career in which you felt particularly successful. What were you doing in those situations that led to positive outcomes for you or your group?

44. Seek feedback from others on what you do well and where you could improve.

45. Ask yourself what you feel comfortable with. Do you enjoy frequent contact and discussion with others? Are you productive working alone?

46. Ask team members specific questions about your performance; encourage them to be open and honest with you, and accept their observations graciously.

47. Prepare yourself before requesting feedback by considering in what areas you will want to receive feedback, who you will ask, and how you may react.

48. Discuss what could go wrong and how problems might be prevented or handled.

49. Ask open-ended questions (that is, questions that begin with how, who, when, where, or what) to make sure everyone understands and is committed to the conclusion.

50. Set up guidelines or checkpoints that will allow individuals to evaluate their progress.

51. Go to others for advice or help in areas in which they are knowledgeable and talented.

52. Teach others about the way your group worked together. Share pitfalls and learning experiences, and the payoff for the organization from your group’s work.

53. Involve others in deciding how to find answers.

54. Adopt a “learning for life” mentality.

55. Acknowledge that you may not have all the answers. Assess how long obtaining the answer to an inquiry will take, and then deliver the answer on time. Avoid devising answers not based on facts and data.
DEVELOPS SELF AND OTHERS

TOOL BOX

- Providing Feedback
- Team Development Matrix
Providing Feedback

Feedback is one of the most important tools in our tool kit. Why do we give feedback? As a leader, we find ourselves in the position to boost the confidence of our employees. We may see more strength in them than they do. This lack of confidence often leads to hesitancy to take on assignments or just poor execution. On the other hand, we find ourselves pointing out areas where our employees can do better.

Of course we are used to the terms of negative and positive feedback. They are accurate terms in the sense that feedback may be given on both good and bad behaviors. When we provide feedback, it is important to separate from this notion of positive and negative feedback. Let’s go back to what we are trying to accomplish – build confidence and encourage new and different behaviors. So let’s call them different names: Leveraging Strengths and Developing Capabilities.

**Leveraging Strengths**
When we observe our employee perform well, feedback can:

- Increase his or her confidence
- Encourage him or her to continue at the same level of performance
- Transfer those strengths to other projects and assignments

**Developing Capabilities**
When an individual is not performing up to his or her potential, feedback can:

- Be a teaching vehicle
- Build competence
- Help the individual determine how to change and improve his or her performance

One way to make feedback easier to give is to change how you look at it. Feedback is not evaluation—it is information.
Feedback Delivery and Content

To ensure that feedback is given as information and not evaluation, there are four key actions that should take place.

**Ensure Receptivity**
In the spirit of learning, it may be important to start by asking for permission to provide feedback. This will help you gauge the receptivity of your employee. You might also start by asking for his or her point of view prior to stating yours. Making inquiries throughout the dialogue will ensure that the feedback discussion is two-way.

**Describe Observations**
When people give feedback, they often use vague terms such as “great job” or “you need to get on top of that.” They also often use terms of judgment, such as “you don’t seem to be applying all that you know.” It is critical, however, to anchor feedback in observations.

**State Impact**
Before giving feedback, you should identify the business reason for sharing it. If you cannot identify how it affects your organization, you, or your customers, you should keep it to yourself. You should also identify why the feedback should matter to the person in question. If there is no reason for the person to care, it is unlikely that his or her behavior will change. When providing the feedback, be sure to answer “So what?” from the employee’s point of view.

**Agree on a Plan**
Identifying next steps is most effective if the ideas come from your employee, but you should be clear in your own mind about what you would like to see and have some specific suggestions to offer. Remember, however, that it is up to each individual to consider the feedback and decide what changes, if any, he or she will make.
Team Development Matrix

**Step 1**
Distribute, collect and review your team members’ matrices and your matrix, and consolidate everyone’s responses on the matrix.

- List the critical skills identified by you and/or your team members
- Add up the +’s, 0’s, and -’s for each skill
  
  Example:
  
  +, -, -, 0, 0, -, 0, + adds up to: -
  
  (pluses and minuses cancel each other out)

- List the first names or initials of the suggested coaches and apprentices

**Step 2**
Review your completed matrix. Circle the skills with a “-” or “+” in Column 2. If there are none, circle the skills with a “0.” Then, from these skills, select one you think is a key development opportunity for your team. To help you decide, consider:

- Which skill is most critical to reaching the team’s goals?
- Which skill has the most potential apprentices listed in Column 4?

**Step 3**
Now that you have selected one development opportunity, identify actions to take.
# Team Development Matrix

**Team Leader:**

**Team Members:**

**Team’s Major Deliverable or Goals:**

<table>
<thead>
<tr>
<th>1. Major skills and/or competencies needed for the team to meet its deliverable or goals</th>
<th>2. The team’s skill level (+, 0, -)</th>
<th>3. Potential Coaches</th>
<th>4. Potential Apprentices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key**

<table>
<thead>
<tr>
<th>+</th>
<th>We excel at this as a team</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>We are okay at this as a team</td>
</tr>
<tr>
<td>-</td>
<td>We need to improve at this as a team</td>
</tr>
</tbody>
</table>

*Potential Coaches:* Team members who are expert at this skill and could coach others

*Potential Apprentices:* Team members who would like to learn/improve this skill and would be willing to invest the time to learn