

DEVELOPMENT RESOURCE GUIDE

**To accompany the
Working with Competencies Manual
for Service Providers
Supported Living Program
Manitoba Family Services and
Housing**

HayGroup

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**WHAT IS
COMPETENCY
DEVELOPMENT?**

This guide has been designed to help you plan your personal development. It is a comprehensive guide that includes all competencies in the Manitoba Family Services and Housing *Working with Competencies Manual*.

The competency development activities cover the full scope of competency levels and can be applied to a variety of roles across the Supported Living Program. The activities are organized according to the levels in each competency scale, starting with activities to develop the lower end of each competency scale, followed by activities to develop mid-range levels, and finally, activities to develop higher levels for a given competency.

This guide will help you generate ideas and provide direction as you create and implement a personal action plan for developing the competencies you have chosen as your focus.

This guide may also be used by your manager, or by you as a manager of others, to help employees build their development plans. Managers may simply look at the guide as a source of ideas for informal development, or may use the guide as a way to start the formal conversation when employees are building their plan for the coming year. It is helpful for both the manager and the employee to have at least one source in common when beginning the planning process, and then to bring in other development ideas from additional places.

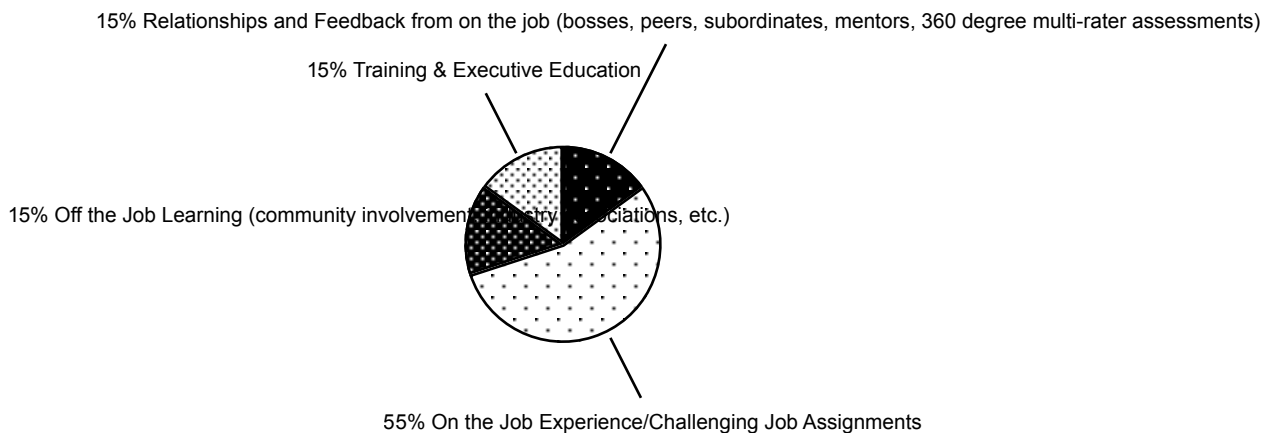
**WHERE
DEVELOPMENT
TAKES PLACE**

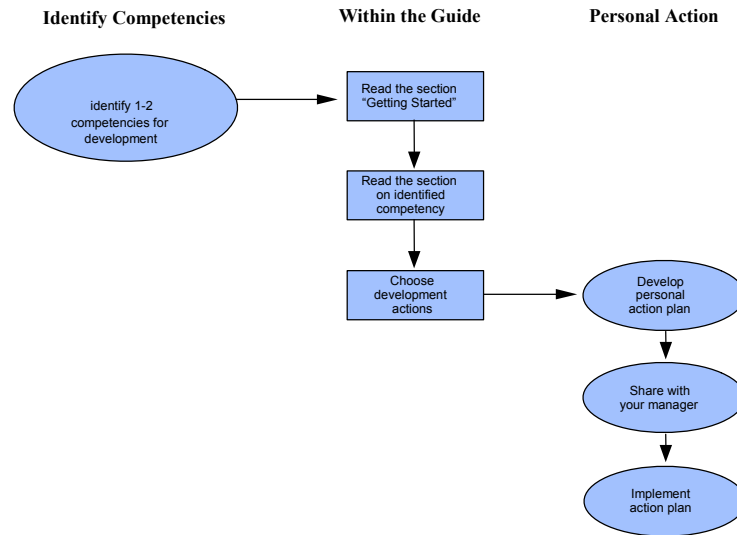
As depicted in the accompanying chart, previous research and experience with large organizations indicates that competency development takes place through a combination of:

- On the job experience and challenging job assignments;
- Relationships and feedback from others you work with;
- Training and executive education; and,
- Off the job learning

This guide provides suggestions for on and off the job and self-directed activities for developing competencies. You will develop new behaviours through:

- Planned on-the-job and off-the-job experiences
- Readings, videos, audios
- Training



**IDENTIFY**

Prioritize your competency gaps, identifying those competencies that will be most beneficial to your personal growth and development.

WITHIN THE GUIDE

Start with one or two competencies only. Refer to your job model for the behavioural descriptions of each of the competencies.

Review the developmental activities for the selected competency and select one or two that you feel will help you. Several options are provided for developing each competency: on-the-job development activities provide powerful learning experiences; readings provide useful background information. These are just suggestions. Different people have different ways of learning. Some learn by observing, some by doing, some by reading, or a combination of these. There is no one way which is better than another. The important factor is to determine what works best for you. Feel free to tailor them or build on the activities suggested, to better fit with your job.

- Although you are concentrating on one specific competency, these activities will support the development of a number of the competencies, which are linked.
- If you are having trouble identifying a development action for a specific competency, talk to other managers or executives who are also involved in this process to get ideas that are working for them.
- Stick with it! Behaviour change requires practice and perseverance.

PERSONAL ACTION

Keep a log of your progress with brief written notes indicating where you are in your development. Having this concrete reminder of your efforts will help to motivate you if you reach a development plateau and will prove very helpful in your next performance appraisal session.

KEEP TRACK

The guide is not intended to be an exhaustive list of possibilities but rather a starting point for your own individual development plan. Use this document as a resource to

help your self-development; don't think of it as a list of activities, which must all, be accomplished.

**DEVELOPING A
COMPETENCY**

Developing a competency is a partnership between you and your manager. The primary responsibility for development, however, rests with you. Your manager is a support and resource for you to rely on as you work through the suggestions and activities provided in this document.

**KEEP IN MIND AS
YOU DEVELOP A
COMPETENCY**

As you develop a competency you should move through the following steps:

Step 1. Recognizing and Understanding the Competency

- look for the competency in other people, in books, in films
- study the competency target level descriptions and the developmental suggestions in this guide

Step 2. Seeing the Relevance to your Job

- think of examples when you have demonstrated the competency in the past, think about what you have done and what you could have done differently
- ask your manager or other experienced people how you could apply the competency
- get feedback on your own performance

Step 3. Planning & Experimentation

- plan ahead: think of opportunities where you can practice the competency, if necessary look outside your usual role/responsibilities for opportunities
- consider if there is any knowledge or skill you need to gain or modify to deliver successfully on your current accountabilities

Step 4. Skill Practice

- competencies are acquired through practice and perseverance, so be patient with yourself and practice

CORE COMPETENCIES

BUILDING RELATIONSHIPS

Building Relationships is the ability to establish and build effective working relationships and networks with a variety of key stakeholders ("stakeholders" can include internal and external individual/clients, families, other organizations or influential people). It involves identifying and building the linkages that will strengthen the organization's ability to provide excellent services that enhance its image in the community.

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none"> developing a network of support with stakeholders to enhance the organization's image 	<ul style="list-style-type: none"> contacting stakeholders only when you need to solve a problem or gather information
<ul style="list-style-type: none"> cultivating useful contacts with a broad range of people, and not just one stakeholder group 	<ul style="list-style-type: none"> networking without a purpose
<ul style="list-style-type: none"> serving on community committees whose membership includes influential people within your community 	<ul style="list-style-type: none"> turning down invitations or not being involved in community groups
<ul style="list-style-type: none"> building and nurturing relationships with people in other organizations that may have a direct impact on your work or organization 	<ul style="list-style-type: none"> keeping focused only on your agency
<ul style="list-style-type: none"> seizing opportunities within specific relationships to informally educate 	<ul style="list-style-type: none"> interacting with stakeholders on a short-term basis only
<ul style="list-style-type: none"> arranging learning opportunities for stakeholders enabling them to internalize knowledge and then operate more effectively 	<ul style="list-style-type: none"> assuming someone else will educate the stakeholder
<ul style="list-style-type: none"> posing questions and stimulating discussion with stakeholders in order to enhance their understanding 	<ul style="list-style-type: none"> saying as little as possible so that you can move on to the next issue/priority

**Developmental
Activities**

Use “free information” when talking with others, including family members (e.g., information others volunteer about their interests, personal values, preferences, personal life).

- Actively listen to conversations and identify information that could be used as “small talk”.
- Use “free information” to prepare questions that will get the other person to expand on their interests, etc., (e.g., What was it like growing up in that town? How long have you been a runner?).
- Review your formal (work-related) and information (non-work related) relationships on a regular basis, and apply the techniques noted above to consciously solidify and expand your relationship network.

Look for opportunities to socially meet with people who have information of value to you, or who are in positions of influence.

- Consider becoming involved in local clubs, associations, charities, sports activities, etc. that these people are involved in.

Initiate informal contacts. Join an association or charitable group or become involved in a community activity.

- Initiate informal contacts outside of the office (e.g., home, out-door activities, clubs), with relevant stakeholders on at least a monthly basis.
- Introduce yourself to at least one new person each time you meet.
- Set goals for yourself to establish good levels of trust and rapport, and at the same time, learn more about your stakeholders or other organizations.
- Keep a written record of what you learn.

Improve your relationship with one or two stakeholders.

- Set a goal to have at least one conversation each week with the person - not including business discussions.
- The conversation can include outside interests, family, sports, whatever interests you.
- Focus on learning more about the person, not their job or their relationship to your organization.

Take an inventory of the groups, associations, friends and stakeholder relationships that you have, and consider how frequently you contact them to keep informed about issues of mutual interest.

- Set up a schedule to maintain regular contact with those who are key influencers.
- Regularly attend networking events such as luncheons, seminars, discussion forums, etc., at least once a quarter.
- Regularly ask yourself “who did I see today that gave me some useful information about what is going on in the organization?” Stay in touch with that person on a regular basis.

Serve as an ongoing resource for your stakeholders.

- Every time you read an article or book, or come into contact with information you find interesting or useful, ask yourself if any of your stakeholders might be interested in the same information.
- Make copies of the information and pass it along with a short note to those who might be interested.
- Use following up on the information as an excuse to chat with these stakeholders and get information about what’s going on with them.

Improve the quality and depth of the relationships you have with your key stakeholders. The skills you will gain in this exercise will also help to build your personal and working relationships.

- List the stakeholders with whom you have regular contact.
- Use the scale below to evaluate the quality of your relationship with each person on the list:
 - ⇒ 1 = Poor relationship (i.e., there is a current serious problem which has not been resolved)
 - ⇒ 2 = Adequate relationship (i.e., strictly service or transaction oriented)
 - ⇒ 3 = Reasonably good relationship (some successes but room for improvement)
 - ⇒ 4 = Extremely good relationship (many successes, some social contact)
- Identify any barriers that get in the way of your stakeholder relationships and identify specific actions you can take to remove the barriers.
- Set a date for improving the relationship with each person on your list that falls into category 1 or 2. Do any of the barriers that you’ve just identified apply?
- Monitor your progress against your goals.
- Define a plan for nurturing the relations that fall into category 3.
- Keep doing what you are already doing with the relationships that fall into category 4!

Meet with your stakeholders to share ideas and information.

- Talk to people about relevant issues, concerns, approaches or ideas.

- Explore stakeholder issues, concerns and ideas and use this information to determine how you can advise and make specific helpful suggestions to the stakeholder in the future.
- Ensure you aren't using jargon that is unfamiliar to the stakeholder.

If you enjoy athletic activities, take up a sport (for example golf, squash, hockey) where you can participate with others.

- Let others that you think could bring value to your agency know that you have an interest in the sport and ask them to participate with you.
- While "playing" strike up conversations that will help to informally educate the person.
- Also use this opportunity to better understand the person's own perspective.

Expand your networks through existing contacts.

- Ask someone you know in a stakeholder organization to identify and introduce you to other influential people within his or her organization.
- Plan to meet with these new people.
- Use these new relationships to further expand your networks.

Ensure benefits are clearly understood.

- Make sure the benefits of the relationship are clearly stated and mutually understood.
- Communicate the goals and objectives of the relationship and how you see the partnership developing.
- Ask for input and listen to the other party to clarify their expectations and address any concerns.
- Develop a plan to do what is necessary to ensure the support you need from each key person.

Organize forums for stakeholders that focus on independence.

- Choose a topic that is of particular interest to your clients and invite them to the session.
- Get your stakeholders involved in organizing the session.
- Identify the issues and concerns and then design and coordinate appropriate activities to address those concerns.
- Encourage your stakeholders to participate and lead the session.
- Provide feedback on content and delivery for the stakeholder's development.

Try some of these generic suggestions to develop your skill in building relationships.

- Know who the key decision-makers are within your stakeholder's (internal or external) organizations. Get to know them and the people who influence them within these organizations.

- Learn as much as you can about your contacts within specific stakeholder organizations. Interact with them professionally and socially as much as you can.
- Find ways to keep in regular contact with your stakeholder contacts.
- Find common interests that you can discuss and possibly engage in with your stakeholders.
- Develop relationships that are “win-win”. Come to agreements that work for both your organization and the stakeholder. Don’t sacrifice long-term success for short-term gain.
- Use existing contacts to make new contacts within stakeholder organizations. Gather business cards or write down names and titles so you can follow up with these new contacts.
- Nurture both old and new relationships within stakeholder organizations. Don’t pay attention to one at the expense of the other.
- Be your stakeholder’s voice in the community. Represent your stakeholder’s issues, concerns, and complaints within your own organization, and take rapid action to resolve them.
- Be a resource for your stakeholders. Provide them with useful information and recommendations that help them understand what it all means for them.

Build new partnerships to improve the quality of your service mandate with your external stakeholders.

- Brainstorm a list of external partners. Rank them in terms of involvement with your organization and identify what type of involvement you currently have.
- Identify organizations where it would benefit your organization to build/enhance your relationship.
- Take the time to select a new partnership where you feel there will be the biggest payback. Both parties need to gain so that the overall mandate is best-served and mutual goals achieved.

Build new strategic partnerships with external stakeholders.

- Bring colleagues together to generate a list of external stakeholders that your agency/ organization interacts with.
- Rank order the list in terms of how critical the relationships are to the organization.
- Identify the current relationships with these external stakeholders.
- Identify external stakeholders where it would be strategic to build new relationships.
- Build an action plan for creating these relationships.

Assess external stakeholder involvement in on-going organization activities.

- Review internal business or service plans/ strategies to assess external stakeholder involvement.
- Identify how stakeholders are involved in the process. Is it to receive information, discuss policy or be actively involved in development? What is the relationship?
- Determine if there is strategic value for both the organization and the external stakeholder(s) to create a different type of partnership. Identify what the value would be. Take action to change the relationship if required.

Books and Videos

Leading Beyond the Walls: Wisdom to Action Series (The Peter F. Drucker Foundation for Nonprofit Management), by Frances Hesselbein, Marshall Goldsmith & Iain Somerville (Jossey-Bass Inc., 2001).

In this book, twenty-nine great thinkers examine leaders adept at establishing partnerships, alliances, and networks both within and outside their organizations. They address the challenge of leading in an age when the old rules and conventional boundaries no longer exist.

Networking: Building Relationships and Opportunities for Success, by Melissa Giovagnoli & Jocelyn Carter-Miller (Jossey-Bass Inc., 2000).

In this book, the authors explain their practice as a "purposeful process of collaboration" among individuals who "share similar intent, values, goals, and interests." They then lay out a seven-step system for developing such mutually beneficial personal relationships, ranging from the establishment of "a values-rich foundation" through the formation and cultivation of a circle of "connections" with whom you "co-create opportunities" that move everyone ahead.

Building Trust at the Speed of Change: The Power of the Relationship-Based Corporation, by Edward M. Marshall (AMACOM, 1999).

This book offers a breakthrough model for building organizations that can swiftly and effectively respond to rapidly changing business needs. It's a model that values principle over power and people over processes--and that focuses on integrity, trust, and collaboration. His approach treats the workforce not as a cost or liability, but as an intellectual asset and irreplaceable resource.

The Art of Mingling, by Jeanne Martinet (St. Martin, 1992).

This book shows how to start a conversation, how to become part of a group, or how to respond if you're approached. Using recognized situations, this book will teach you how to overcome fears, meet new people confidently and with charm, and achieve success in every kind of gathering.

How to Win Friends and Influence People, by Dale Carnegie (Distican, 1990).

This is the classic book on developing relationships with others.

People Skills, by Robert Bolton (Distican, 1986).

A practical handbook for developing effective communication skills and strengthening ties with family and co-workers.

The video "**People Skills**" (Core Career Strategies Inc.).

This highly entertaining program reveals innovative techniques for interacting with others more successfully by getting on their wavelength.

DEVELOPING OTHERS

Developing Others is the ability to foster the learning and development of others (individuals, staff, peers) through coaching, mentoring and empowering so that people have a deep sense of commitment and ownership. It includes promoting an environment of continuous learning and self-development that contributes to ongoing success. Developing Others is applied to all roles and is not limited to formal positions of authority.

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none"> taking the time to work with others on developmental strategies 	<ul style="list-style-type: none"> putting off dealing with developmental planning
<ul style="list-style-type: none"> giving on-the-job instructions and training, or other practical support, as a means of enhancing performance 	<ul style="list-style-type: none"> taking a "no news is good news" approach to others' development
<ul style="list-style-type: none"> giving on-going specific feedback on a regular, frequent basis and tracking others' progress on development plans 	<ul style="list-style-type: none"> giving occasional feedback only or waiting until a formal performance feedback meeting to give feedback
<ul style="list-style-type: none"> actively seeking out work opportunities that will challenge others, enable them to learn new skills, and empower them to take the lead in developing themselves 	<ul style="list-style-type: none"> only assigning work that you know others will do well and efficiently because they have done similar assignments many times before
<ul style="list-style-type: none"> giving constructive criticism and reassurance to someone after a setback 	<ul style="list-style-type: none"> assuming that others will want to deal with difficult situations on their own
<ul style="list-style-type: none"> making positive comments regarding others' current and expected abilities and potential to learn and develop 	<ul style="list-style-type: none"> giving only negative feedback and/or criticizing personal traits
<ul style="list-style-type: none"> assigning appropriate and helpful work experiences and training to foster the learning and development of others 	<ul style="list-style-type: none"> giving others solutions to problems before they have had the opportunity to solve them themselves

**Developmental
Activities****Conduct a self-audit.**

- Monitor the way in which you speak about your peers and/or members of your team.
- Check yourself to ensure that you speak positively about the strengths and capabilities of others and refrain, whenever possible, from criticizing others in your conversation.
- Strive to deal directly with individuals with whom you are displeased rather than complaining to others.

Record the number of positive and negative comments you make over a two week period, also noting the context in which the comments were made.

- Review the above, and for each negative comment, decide if it was appropriate and necessary.
- For those negative comments that were necessary, change the comment so that it conveys the same information, but has a positive tone and can be perceived as constructive criticism.
- Carefully consider comments before delivering feedback to ensure that it is delivered as constructive criticism.
- Make a concerted effort to steadily increase the amount of positive feedback you provide so the ratio of positive to negative is about 3 to 1.

Examine your own style of supporting and coaching others on assignments or regular job responsibilities. Ask yourself the following questions:

- Do I give individuals an opportunity to think and act independently?
- Do I tell people what to do or do I give them the overall objective and let them determine what to do?
- Have I identified appropriate times to provide direction to those I am coaching or developing and times when I should be leaving them to function on their own?

Assist others in enhancing their confidence in their abilities.

- Make a point of spending some time observing how individuals practice their skills.
- Give specific, behaviourally based feedback about their performance and demonstrate how to practice important skills.
- Be supportive of others' efforts to try new ideas, test new abilities, or exercise authority.

Arrange to work with people who are good at Developing Others.

- Ask your manager or peers to identify someone in the agency who has successfully developed people over the years.
- Getting regular feedback is one of the best ways for you to learn. Ask to be coached on your ability to develop others.

Learn to adapt your style.

- Use the management planning grid below to determine the extent of involvement you should consider giving to your team and each individual given their skills, knowledge, competencies, and their willingness to adapt to change.

Management Planning Grid

High Knowledge and Ability	<ul style="list-style-type: none"> • Encourage expression of feelings • Ask for ideas and suggestions • Provide moderate feedback • Be direct in conveying consequences • Hold frequent group meetings 	<ul style="list-style-type: none"> • Encourage sharing of ideas, suggestions, options • Ask group to decide frequency of meetings • Delegate important responsibilities
	<ul style="list-style-type: none"> • Give information and direction • Provide detailed instructions and moderate feedback • Monitor closely • Be direct in conveying consequences • Hold frequent group meetings 	<ul style="list-style-type: none"> • Encourage discussion and sharing • Provide detailed instruction and high levels of feedback • Hold frequent meetings • Involve in brainstorming, idea generation on specific issues • Delegate "safe" responsibilities
Low	Low	High
	Willingness and Confidence	

- Which quadrant are you most comfortable functioning in?
- Reflect on which quadrant is most appropriate for your team, and what you need to do to move from your current quadrant to the desired quadrant.

Practice giving feedback.

- Role-play giving positive and developmental feedback with a peer who has good coaching skills or with an experienced team member whose opinion you respect.
- Ask for feedback about your own skill at providing feedback.
 - ⇒ Practice making your feedback non-evaluative, specific and behavioural.
 - ⇒ Avoid general statements, since they do not provide meaningful information sufficient for development.
- While working with others, request feedback from them about what you can do to improve your ability to give feedback.
 - ⇒ Keep track of their comments, and make a conscious effort to address them.

Be supportive of others' efforts to try new ideas, test new abilities, or exercise authority.

- Provide support in the form of financial resources, time, feedback, reinforcement, encouragement, and other forms of coaching.
- Remember to tailor your support to the individual's learning style.
- Maintain open communication with the individual so that they'll feel comfortable approaching you with any questions or concerns.
- Speak with your peers about how they encourage individuals in these areas.

Review your current workload and assess which tasks could be delegated to others.

- Select a person for the assignment who demonstrates the competencies required for the task. Make it clear that the purpose of the delegation is to make the staff person more comfortable with increased responsibility.
- Providing clear direction and parameters for action when delegating.
- Monitor and coach regularly.
- Conduct a similar analysis for individuals with whom you work.

Develop a continuous improvement mindset by including feedback (both positive and negative) as a regular, expected part of all meetings.

- Use formal or informal means to recognize significant, special efforts.
- Whether it is positive or negative, to be effective, feedback needs to be timely, specific and behavioural, rather than general and judgmental.
- Focus on the work, not the person, and give specific examples, e.g., the comment, "You have not developed a development plan for your area," is much less likely to arouse defensiveness than the comment, "You're not doing your job."
- Be frank, providing negative feedback as well as positive, while ensuring that you make clear what the individual can do to improve. Be prepared to outline the resources or other support that you can provide for the individual in order to assist in their development.
- Incorporate best practices discussions into all regular meetings, so that others can share their successes and learnings.

Identify the unique issues, concerns and motivators of each individual with whom you work.

- Write this information down and discuss it with your manager, or a peer.
- Reflect on the specific actions that you could take to support the development of each individual.
- Discuss how to tailor your approach to get the best out of each individual.

Maintain a development file for those you are formally mentoring.

- Keep track of successes (e.g., achieving goals), failures (e.g., not upholding commitments), development needs (e.g., improving problem solving skills), and how you have agreed to help.
 - ⇒ Remember that it is often easier to focus on times when an individual has made a mistake than it is to remember their successes. Set aside a short time every week to think about the individual's performance in the last two weeks.
- Ensure that your notes are behavioural and specific, including actions taken by the individual, attitudes displayed, dialogue, impact of behaviour on results, etc.
- Provide feedback frequently and as close in time to the actual event as possible.
- Be sure to recognize and reinforce improvements in performance, especially in the early stages.

Work with others to identify the strengths and development needs that they will need to work on over the next year.

- Make an effort to meet with individuals who have asked for assistance.
- Ask the individual to describe his or her proposed development plans.
 - ⇒ What are the individual's goals?
 - ⇒ What skills/behaviours must the individual demonstrate to reach those goals?
- Provide your perspective on the development plan.
- Agree on a plan that incorporates both your input and the individual's suggestions.
- Discuss how you can support the individual in his or her development.
- Commit to providing that support (e.g. training courses, books, etc.)
- Discuss the ways that you have both learned from these experiences and do what you can to implement the successful patterns in your next assignment.

Grow the talent pool of your organization by providing developmental challenges.

- Talk to others in your work team to get a sense of where their interests lie, as well as where they believe they can add more value to the organization.
- Brainstorm with them to identify the sorts of activities that they could become involved in, based on their experience, capabilities and interests.
- Look for challenging assignments that will provide them with greater exposure in the organization and opportunities to develop their skills and abilities. (This could include standing in for you at meetings, acting on special task forces or becoming involved in special projects.)
- Propose these opportunities to the individual, giving an explanation of why you think it is important for them to develop in these areas (be as specific as you can), and encouraging them to take a risk if they are unsure of their abilities.
- Ensure that you are available to support them throughout the activity with time and advice.

Review past activities that you have done with individuals.

- Evaluate their performance across the activities. Are there patterns emerging of the factors which help them succeed, or the situation in which they experience difficulty?
- If the individual has experienced great or consistent difficulties, think about that particular assignment:
 - ⇒ was it a realistic development activity or did you just want to do it?
 - ⇒ what sorts of conversations had you had with the individual before the assignment was made - were both of you clear about the expectations for success?
 - ⇒ were you available to provide support and coaching throughout the activity, or did you get busy with your own work?
 - ⇒ were the people with whom the individual was interacting aware that it was a new activity, or did they expect the individual to be completely proficient in the work?
- Provide the individual with feedback on their performance, based on your review. Be sure to take responsibility for the areas in which you could have done more to prepare or support him/her.
- Discuss ways you have both learned from these experiences and do what you can to implement the successful patterns for the next activity.

Books and Videos

Tao of Coaching, by Max Landsberg (McKinsey & Company, Inc., 1997).

Motivate people by transforming them into all-star managers and employees. Managers should become coaches, whose responsibility to enhance the performance and learning abilities of others. The Tao of Coaching offers a global strategy for every manager to lead a winning team.

A Passion for Excellence, by Tom Peters and Nancy Austin (Random House, 1997)

Five coaching roles described and defined. Vital aspects of coaching are shown to include limit setting, skill stretching and value shaping.

Management Plus: Managing Productivity through Motivation, Performance and Commitment, by Robert Fazzi (Irwin Professional Publishing, 1994).

This book provides general guidelines for performance management

Empowering Employees Through Delegation, by Robert B. Nelson (Irwin Professional Publishing, 1993).

This book helps you harness the power of your direct reports by learning how to empower them through delegation.

Developing High Performance People: The Art of Coaching, by Oscar G. Mink, Keith Q. Owen and Barbara P. Mink (Addison-Wesley, 1993).

This book shows leaders how to: create a high performance environment; help employees to deal with barriers to top performance; analyze their own level of competency as a coach, personalize a performance plan for each employee; and develop a practical action plan for employee training and development.

The Art of Helping, Vol. VII, by Robert R. Carkhuff (Human Resources Development Press, 1993).

This book serves as a personal guide and reference for anyone wishing to learn about effective helping. Prescriptions are well tested and well researched.

Coaching on the Job (International Tele-Film, 1-800-561-4300).

A four-step technique is presented to ensure that tasks are explained, understood and learned.

Feedback Solutions Series (series of 4, International Tele-Film, 1-800-561-4300).

This video-based training package sets the scene for creating a "feedback culture" - one in which giving and receiving feedback becomes a part of your normal day-to-day activities.

Giving Feedback - Advanced Skills (International Tele-Film, 1-800-561-4300).

Learn practical "how-to's" for handling difficult feedback situations.

“Breaking the Delegation Barrier” (International Tele-Film, 1-800-561-4300).

Delegation may be one of the most vexing problems for managers to deal with. This film explores the fear of loss of authority and of mistakes being made when managers delegate to their employees.

The movie, **“Chariots of Fire”**.

This film about training for the Olympics has numerous scenes of coaching and development, focusing on the person rather than just the task.

The movie **“The Karate Kid”**.

This is the story of an adolescent who learns how to fight and how not to fight. There is a good depiction of empowerment along with development. While watching the film, refer to your competency dictionary and watch for specific instances of the Developing Others competency.

The movie **“Dangerous Minds”**.

This movie is based on the true story of an ex-Marine who takes a job in a tough inner-city school. Using your competency dictionary, find at least five examples of Michelle Pfeiffer demonstrating the Developing Others competency with her students.

INTEGRITY

Integrity refers to acting in a way that is consistent with what one says is important; that is, one's behavior is consistent with one's values (values may come from business, society, or personal moral codes)

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none"> dealing with people in a direct and candid manner that fosters trust 	<ul style="list-style-type: none"> beating around the bush to avoid confrontation
<ul style="list-style-type: none"> being receptive to change and open to talking about new ideas 	<ul style="list-style-type: none"> being rigid and not thinking about other's points of view
<ul style="list-style-type: none"> taking action which is consistent with own values and beliefs 	<ul style="list-style-type: none"> reminding others what should be done and then doing the complete opposite
<ul style="list-style-type: none"> recognizing own mistakes and publicly admitting them 	<ul style="list-style-type: none"> hiding behind the truth in fear of being reprimanded
<ul style="list-style-type: none"> conveying compassion and honesty even in the hardest times 	<ul style="list-style-type: none"> taking the risks that may be associated with unethical practices
<ul style="list-style-type: none"> being honest with others about potential implications of change 	<ul style="list-style-type: none"> neglecting others' feelings and concerns to get your point across

**Developmental
Activities****Develop a personal set of ethical guidelines for handling sensitive or confidential information.**

- With your manager or peers, review organization/agency guidelines for ethical conduct.
- Make suggestions on how to handle sensitive or confidential information in the agency and still ensure important issues are dealt with.

Ask for support.

- Ask your team members or manager for support or ideas on how you can handle difficult situations.
- Ask your team members or manager to provide examples of when he/she was in a difficult situation either with a coworker or individual.

Focus on building trust and credibility with individuals, external stakeholders and family/team members.

- Be honest with individuals, external stakeholders and family/team members about what you can and cannot commit to.
- Periodically ask yourself if you are providing your individuals, stakeholders and team members with all the necessary information.
- Ask others to give you feedback on their perceptions of your honesty and ethical behaviour with those you deal with regularly.

Get Feedback.

- Follow-up with your manager/supervisor after you have been involved in a crisis or difficult assignment where you had to communicate your intentions, openly and honestly.
- Explain your thinking, what you said and did.
- Ask for feedback on how you approached the situation.
- Based on that feedback, reflect on what you might do differently in future.

Practice your follow-through in making agreements and commitments to others. Consider some of the following guidelines.

- Choose your commitments carefully. Evaluate your ability to follow-through before making commitments to others.
- Resist the tendency to make commitments in order to buy more time or keep others from harassing you.
- Keep a running list of the commitments or indirect promises you have made to others.
- Check off those you have followed through on, and assess the extent to which you deliver on the promises you have made to others.

Pay attention to commitments that you either consciously or unconsciously do not intend to keep.

- What are the reasons that you made the commitments in the first place (to avoid harsh feelings, to escape pressure, to buy time, etc.).
- What do you begin to notice about your motives and reasoning when accepting commitments that you are unable or unwilling to fulfill later?
- Use this information to build strategies to guard against making empty promises and for managing your calendar.

Think back to a time when you made a commitment but failed to fulfill it.

- Examine the nature of the commitment and look closely at the reasons why you were hesitant, unwilling, or unable to fulfill that particular promise (e.g., low priority, poor planning, did not fully intend to keep the commitment).
- Ask yourself what you could have done differently to prevent it and incorporate this new information into your project planning and scheduling to avoid future conflicts.

Develop a system to keep track of all your commitments.

- Remember to include the ones that may seem insignificant to you but may be extremely important to the other individual (e.g., forward an article, initiate a phone call, bring a book from home).
- Keep a tally of both your implied and direct promises, and set a date to accomplish the task.
- Review your records occasionally to determine if you are over-committing yourself.

Spend some time exploring the values and principles that you feel most strongly about.

- Write down the most important ones. Next to each one, examine whether your behaviour is consistent with these values.
- Ask yourself what you would need to do differently in order to live more genuinely and be true to your beliefs.

Admit your mistakes.

- If you have made a mistake or not delivered on a promise, take ownership of the outcome.
- Indicate that it was your responsibility to ensure delivery.
- Indicate what you are doing to rectify the situation and when the person can expect delivery.

Be authentic.

- Seek opportunities to strengthen your self-insight, and then share who you are and what you believe in.
- State openly and sincerely your personal position or opinions. Avoid giving evasive or tentative responses to questions.

Improve the level of genuine and honest feedback you provide to others by practicing giving feedback in positive and constructive ways.

- Focus on the behaviour and not the person so that you can provide genuine feedback and avoid harsh feelings and the perception by the other person of being personally attacked.
- Provide specific examples of when the person is particularly effective and when they are less effective.

Consciously apply ethical standards and values in your daily decision-making. Consider the following guidelines:

- What are the consequences for the issue both in short and long-term for the organization?
- Does the situation present a potential risk or danger to employees or individuals?
- Is the reputation of the organization in jeopardy?
- What advice would you provide if someone else came to you with the same issue?
- Consider the perspective of different stakeholders (e.g., individuals, employers, the local community). Would they be comfortable with the decision you are making?

Champion a commitment to values and ethical behaviour throughout the organization.

- Treat others with the fairness and honesty with which you would like to be treated.
- Get involved in committees that monitor ethical issues in the community.
- Start a discussion group or task force to identify ethical issues of consequence.
- Develop a personal set of ethical guidelines for handling sensitive or confidential information.
- Review the guidelines for conduct.

Consider the issues on which you are willing to act against all opposition.

- Clarify for yourself what is and is not worth fighting for.
- If a rare opportunity comes up to act on principle, take it. But be sure you are certain of your ground.
- Plan opportunities to systematically reinforce actions in alignment with these key principles.

Books and Videos

The Power of Ethical Persuasion, by Tom Rusk (Penguin Books, 1993).

The author applies the ethical principals of respect, understanding, caring and fairness - which together create the foundation for quality in personal life and business - to high-stake conversations.

Credibility: How Leaders Gain and Lose It, Why People Demand It, by James M. Kouzes and Barry Posner (Jossey-Bass Inc., 1993).

This is a guide to help managers understand the fundamental importance of credibility for building personal and organizational success and for fostering trust within work, family and the community.

The Power of Ethical Management, by Kenneth Blanchard & Norman Pearle (William Morrow, 1988)

This book is a practical guide to the tough ethical questions faced by today's managers. It offers tools for building a caring, ethical environment inside any organization.

The movie **"To Kill a Mockingbird"**.

This film demonstrates how people can act with integrity despite social pressures.

The movie **"The Killing Fields"**.

This film shows the difficulty of acting with integrity in the face of extraordinary odds.

LISTENING, UNDERSTANDING AND RESPONDING

Listening, Understanding and Responding is the ability to accurately listen and understand, and then respond appropriately when interacting with individuals and groups.

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none"> demonstrating interest when someone mentions an issue that concerns them 	<ul style="list-style-type: none"> giving lip service to concerns but then ignoring the issue that has been raised
<ul style="list-style-type: none"> creating opportunities for meaningful discussion, e.g., inviting a colleague to sit and talk in a relaxed environment 	<ul style="list-style-type: none"> quickly getting the facts from someone and rushing on to the next thing
<ul style="list-style-type: none"> deferring judgment on what someone is saying and, instead, focusing on finding out more 	<ul style="list-style-type: none"> jumping in with a solution when someone is just starting to express their concerns
<ul style="list-style-type: none"> recognizing when a stakeholder's non-verbal behaviour (e.g., eye contact and body posture) does not match what he or she is saying 	<ul style="list-style-type: none"> accepting what is said at face value without considering non-verbal cues
<ul style="list-style-type: none"> recognizing underlying concerns or feelings in an individual that they may not be sharing 	<ul style="list-style-type: none"> ignoring concerns unless they are explicitly brought up by a client, stakeholder or peer
<ul style="list-style-type: none"> thinking beyond the immediate issue to look at root causes of behaviour 	<ul style="list-style-type: none"> focusing on solving someone's immediate problem
<ul style="list-style-type: none"> focusing on the individual circumstances that are driving someone's behaviour and tailoring your response accordingly 	<ul style="list-style-type: none"> relying on stereotyped explanations to account for someone's behaviour and giving canned responses
<ul style="list-style-type: none"> providing direction by helping someone better understand their situation 	<ul style="list-style-type: none"> telling someone what the solution is to their problem

**Developmental
Activities**

Pick a peer in the organization who you believe would benefit from having someone listen to their issues. For example, someone who is having difficulty with work.

- Create an opportunity to have them discuss the situation with you (if they wish).
- Use this discussion to practice your listening skills.
- Indicate your interest in their ideas to keep the discussion going.
- Assess whether you were able to help your peer. Were you listening? Did you convey your interest? Was the individual interested in speaking with you again about the issue?

Increase your use of non-verbal behaviours when speaking with others.

- Use the SOLER technique:
 - ⇒ S - Sit **squarely**, with your arms and legs uncrossed.
 - ⇒ O - Maintain an **open** posture.
 - ⇒ L - **Lean** slightly forward in the direction of the speaker.
 - ⇒ E - Maintain **eye** contact. For example, be sensitive – some people are uncomfortable with extended eye contact.
 - ⇒ R - **Stay relaxed**; pay particular attention to how you are holding your shoulders and neck.
- Allow for pauses - some important thinking can go on during silences in conversations.
- Nod your head to indicate you are listening and understanding.
- Minimize distractions; have your telephone calls held; find a location where you won't be interrupted.
- Assess whether you did everything you could to show that you were receptive to others.

Diagnose the reasons why you are not being a good listener.

- Force yourself not to engage in distracting activities while exchanging with others and instead give your full attention to the conversations.
- Invest some thought in how you can manage your time so that you can get your work done, but still listen effectively when it is important. For example, if you need some uninterrupted time to work, set time aside and hold all calls; then when you do take calls or have meetings you can give them your full attention.
- Ask your peers about the techniques they use to listen effectively.

Put yourself in informal work situations where you can test and practice your Listening, Understanding and Responding skills.

- Choose situations such as informal discussions about work-related concerns.
- Initiate conversations with people who have such concerns by asking questions such as “What would you change if you could?” or “What would you do if you could?”
- Listen and see if you can summarize or paraphrase their concerns. Repeat their concerns to see if you heard them correctly.
- Ask for further details about their thoughts or feelings.
- Don’t try to solve their problems. Instead, try to say things that will make them feel that you understand their concerns and can see things from their point of view.
- If other people were involved in the conversation ask them for their impression of the non-verbal cues (if appropriate) in order to check your own analysis.

Identify someone who is good at Listening, Understanding and Responding. Arrange to spend some time observing what he or she does and says.

- After an interaction with a client or stakeholder, ask for a brief analysis of what he or she was thinking during the conversation.
- Try to use the same sort of reasoning in your next interaction, and monitor the other person’s response to it.

Ask your manager or another peer to quietly sit in on a meeting/ interaction with individual.

- Ask for feedback on your listening skills.
- Based on this feedback, identify one specific behaviour you will focus on improving next time.
- Repeat this process periodically.
- Assess any progress on the behaviours you focused on improving.

Keep a log of situations where you felt you demonstrated effective Listening, Understanding and Responding skills.

- Review the log and get comments from another person.
- Pay special attention to situations when someone approached you to express his or her feelings. Did you feel too busy to talk and essentially brush the person off?
- After conversations, assess whether you were paying attention to non-verbal cues, and try to determine whether your interpretation of them was accurate.
- Make efforts to improve your skills in weak areas that you identified.

Increase the number of open-ended questions you ask to draw out the needs, interest, concerns and objectives of others.

- Monitor the number of open-ended questions or probes (e.g., “What do you think about..?”, “Why did you feel that? How would you have approached...?”, “Tell me more about...”) you use with others in a one-day period.
- Consciously increase the number of open-ended questions and probes you use in conversations for the next two weeks.
- Pay attention to the difference in reactions you get from others when you use open- or closed-ended questions.

Try to understand a point of view which is different than your own.

- After an interaction with a person who has disagreed with your position, try to put yourself in his or her shoes. Imagine what that person was thinking or feeling at the time.
- Determine whether you can summarize their concerns. If not, return for further discussion.
- This time, repeat their concerns in order to confirm that you heard them correctly.
- Don't try to solve others' problems by offering a solution or your judgement on their opinions. Instead, try to say things that will make them feel that you understand their concerns and can see things from their point of view.
- Think about how your interpersonal style contributed to both positive and negative feelings the person might have been experiencing.
- Jot down what you would do differently to make the interaction more positive, and use that information to develop a plan for the next time you interact with that person.

Pay attention to the non-verbal cues of others during your next conversation.

- Look for:
 - ⇒ Arms or legs crossed (anger, withdrawal or resistance).
 - ⇒ Facial expressions (different emotions depending on the exact expression).
 - ⇒ Hands folded (thinking, weighing of alternatives).
 - ⇒ Lack of eye contact (detachment, boredom, fear).

Note: non-verbal cues differ somewhat from culture to culture. The descriptions above refer to behaviour that is common in Canada. Keep in mind that the meaning of cues may vary from person to person.

- After conversations, assess whether you were paying attention to non-verbal cues and try to determine whether your interpretation of them was accurate.

Explore with your team what they are thinking and feeling and resolve to make changes for improvement.

- Explore with your team what they are thinking or how they are feeling about current situations related to things such as work volumes, organizational shifts, government impact, community issues, etc.
- Probe to uncover their perceptions regarding the issue and then their personal thoughts and feelings.
- Ask for recommendations, where appropriate, within identified constraints such as budget and staffing levels.
- Use your paraphrasing skills to ensure understanding. Watch for non-verbal cues closely – use them to guide your probes and conversation, and to better understand underlying issues within your team.

Use your communication skills to determine what is contributing to, or hindering a peer's or individual's ability to make choices.

- Speak to a peer/individual who has made a complaint or asked for assistance.
- Find out the nature of the problem and his/her expectations.
- Paraphrase the person's problem and needs in order to ensure that you have understood him or her.
- Discuss a list of options that would benefit the person. Try to identify the issues which are most important to him/her. Use this information to move towards a narrowing of the list of options.
- Throughout these discussions, try to understand how the person feels by putting yourself in his or her shoes.
- You will have to "read between the lines" here to identify unspoken concerns. Use non-verbal cues to guide you.

Intervene to help resolve problems, or assist in communication.

- Intervene in problems related to the lack of communication between your team members or individuals.
- Use questions to elicit the underlying cause of the problem.
- Encourage the team members or individuals to give each other behavioural feedback about concern areas.
- Make helpful suggestions for resolving the underlying issues and intervene as necessary.
- Keep a record of the results you see regarding improvements in their relationship.

Books and Videos

Body Language, by Julius Fast (Fine Communications, 1997).

This book will help you recognize non-verbal cues about how a person is feeling.

Emotional Intelligence, by Daniel Goleman (Bantam Books, 1997).

The Western cultures esteem analytical skills measured by IQ tests: but there is clearly more to success and happiness, even in technological societies, than IQ alone. Goleman has written one of the best books on the nature and importance of other kinds of intelligence besides our perhaps overly beloved IQ.

Managing Emotions in the Workplace, by The Canadian Management Centre (1997).

This reference manual contains a number of activities designed to help the user increase their self-awareness of emotional triggers at work. Subsequent exercises teach strategies for better emotional control (e.g., effective listening, identifying emotionally charged situations).

Communicate to Win: 12 Key Points for Success, by Heinz Golmen (Northern Typesetting Company Ltd., 1995).

This book presents a 12-point plan for communication success. A chapter is devoted to each rule, including listening, with four key questions and four case studies to highlight good and bad practices.

How To Talk to Anyone, Anytime, Anywhere: The Secrets of Good Communication, by Larry King (Crown Trade Paperbacks, 1995).

Learn how to start a conversation, give speeches and presentations, improve listening skills, put people at ease, and discover the key to effective business meetings.

That's Not What I Meant!, by Deborah Tanner (Ballantine, 1994).

This book goes into how people miscommunicate and how to understand.

Let's Talk: An Introduction to Interpersonal Communication, 3rd ed., by Freda Eldon (Ginn Press, 1991).

This is an easy-to-read handbook covering topics on listening skills, self-awareness, non-verbal communication and conflict reduction.

How to Talk So People Listen, by Sonya Hamlin (Harper & Row, 1987).

This book includes comprehensive and well-organized information that addresses the needs of both speaker and listener. The author provides practical information to those who want to improve their capacity to understand and to communicate on the job and beyond.

How to Read a Person Like a Book, by Gerald Nierenberg (PB Publications, 1982).

These books will help you recognize non-verbal cues about how a person is feeling.

The video “**Listening Skills**” (Reid Publishing, 1-800-446-4797).

This 20 minute training film is based on a book written by Diane Bone. It identifies the elements of good listening; bad habits to watch out for and tips for improving listening style.

The video “**Take Time to Listen**” (International Tele-Film, 1-800-561-4300).

This training video is designed to show participants the skills required to be excellent listeners.

The movie, “**The Inn of the Sixth Happiness**”.

Ingrid Bergman shows interpersonal understanding and strength in responding to a totally foreign situation. The film also shows how this competency develops out of an intense concern and caring for others.

The movie, “**The Awakening**”.

This film shows how paying close attention to what people do can lead to deep interpersonal understanding even of severely retarded people. Most of the clues observed are non-verbal.

The movie, “**Twelve Angry Men**”.

This is a movie about a group of men deliberating in a jury room. Watch how they communicate with each other.

ADVOCACY

Advocacy is an orientation toward involving the individual in the community and influencing the community to assist in the inclusion or integration of the individual. It involves the use of persuasive techniques or negotiation skills to achieve desired results. At higher levels, Advocacy involves thinking about what the other party cares about, thinking win-win, and framing arguments in light of their issues.

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none"> • setting your own high standards of quality work, and working to improve your skills or network in order to ensure successful integration of individuals 	<ul style="list-style-type: none"> • relying on others to set the standards for you to work towards
<ul style="list-style-type: none"> • thinking through your approach before asking for something (what you will say, who you will say it to, when you will say it) 	<ul style="list-style-type: none"> • giving up after a single attempt to convince someone (They weren't interested so I didn't even try.)
<ul style="list-style-type: none"> • identifying areas of potential resistance and creating strategies that will achieve the desired outcome 	<ul style="list-style-type: none"> • thinking that any issues will resolve themselves
<ul style="list-style-type: none"> • foreseeing and acting on potential obstacles that might get in the way of your ability to support an individual's integration 	<ul style="list-style-type: none"> • looking at each obstacle as a separate or insurmountable problem
<ul style="list-style-type: none"> • looking for new ways of doing things that will improve the integration process 	<ul style="list-style-type: none"> • accepting the old way of doing things as the best way
<ul style="list-style-type: none"> • preparing for meetings by considering the needs of the audience and tailoring your approach accordingly 	<ul style="list-style-type: none"> • presenting points that are irrelevant to your audience's situation and needs
<ul style="list-style-type: none"> • thinking about how people will respond before you present an argument or some information 	<ul style="list-style-type: none"> • thinking exclusively about your own needs and not considering the needs of the person you are dealing with

**Developmental
Activities****Determine if you are using your time effectively.**

- Create an estimate of what you should spend your time on each week, then keep a log of what you actually spend your time doing.
- Compare reality and your estimation.
- Reflect on the percentage of your time that is devoted to advocacy. Is this an appropriate amount of time? What could you do to ensure that you spend more time on advocacy?

Focus on results and be persistent.

- Work smarter, not harder. Regularly review all your planned activities in light of the results you want to achieve. Ask yourself if there is a better way to achieve the results you want.
- Be persistent. Do what it takes to reach your goals. If one approach doesn't work, try another.

Do a postmortem on a failed integration attempt.

- Determine what went wrong and what could have been done to make the integration process more smooth for all individuals involved.
- Communicate the results of your analysis to the involved peers and your manager.
- Brainstorm with your peers the critical factors that typically block or hinder your ability to integrate individuals.
- Brainstorm ways to accomplish removal of these obstacles within your area.
- Monitor the success rate of future similar projects.

Develop a list of short-term attainable goals at the beginning of each week which will support the integration of an individual.

- Write down specific goals that you want to accomplish and the date by which you want them accomplished.
- Take a short-term goal/activity and create a detailed list of all the actions and tasks you need to accomplish it.
- Prioritize your goals and adjust your actions to reflect these priorities. In setting your priorities, take into account the particular needs and issues of the individual you are integrating. Evaluate your priorities based on the following criteria:
 - ⇒ Importance to the individual.
 - ⇒ Realistic or achievable in the expected time frame.
 - ⇒ Challenging, innovative and moderate risk
- Develop an action plan to support each of your goals

Regularly monitor progress against goals for yourself. Share your personal standards with others and ask for their feedback.

- Identify people who work with you (clients, peers, stakeholders), and ask them for feedback on your performance in the area of advocacy.
- Compare their feedback with your own evaluation. Determine how accurate your self-assessment is.
- Use this information to modify, if necessary, your personal standards of success or your approach to advocacy.

Compare your success rate with your peers.

- Consider each type of service your agency offers.
- Who is having the most success?
- What approach do they use?
- Incorporate their successful methods into your own in order to fill any performance gaps you feel might be impacting your ability to integrate individuals.
- Monitor the success of these new methods.

Be alert for windows of opportunity.

- Whether or not you can persuade others to take a course of action will depend to a large extent on what else is going on for them at the time.
- Keep on top of current events and potential issues, both within government and other agencies.
- Look for windows of opportunity when it is the right time to push for your ideas.
- Conversely, be aware that there are time when you will be unable to persuade others, no matter how good your idea or powers of persuasion.

Think about the process of getting to the result, not just the end result.

- Don't let your eagerness to achieve a certain result be a barrier to achieving it.
- When individuals or stakeholders seem reluctant to buy into a good idea, they won't be interested in hearing how great the end result will be.
- To shift your focus from the end result, think about the process. This will force you to consider the people involved and their particular needs at this time. It will refocus you on thinking about how you need to influence them.

Observe other people who you feel are skilled at persuading stakeholders to be inclusive.

- Identify activities or techniques they use in encouraging people to follow a course of action.
- Ask for their guidance on how you might improve your influencing abilities.

Look for opportunities to acknowledge individuals, formally or informally. Try some of these activities:

- Recognize the contributions of individuals in public forums, referencing specifically what individual members did well.
- Use formal communication channels to acknowledge support from individuals within the community.
- Let individuals know your appreciation.
- Ask your peers what they've done to acknowledge individuals in the past.

Analyze the structure and processes of your team/agency to determine if they most effectively support your efforts at integration.

- Within your team/department, review and analyze the processes to see if they create barriers to inclusion.
- Examine the team/agencies current structure and identify the major roles and accountabilities for each person. Ask the following questions:
 - ⇒ How did the current structure develop the way it is?
 - ⇒ Are there any roles and/or functions that no longer serve any purpose?
 - ⇒ What is currently working well and why?
 - ⇒ Where are the bottlenecks, duplication of effort, and potential service problems?
- Work with your team/department to problem-solve problem areas and provide recommendations. Establish responsibilities and review progress through regular team/department meetings.

Spend some time looking ahead to identify the resources an individual might need for specific activities.

- Identify the things they are able to obtain for themselves and assist them in taking action.
- Identify any constraints that exist in terms of providing required resources. Create an action plan that addresses the most critical of the constraints.

Keep the following ideas in mind at your next meeting with external stakeholders.

- Review the agenda before the meeting. Determine ahead of time what contributions you can make. Write down what your objectives are and what you would like to achieve at the meeting.
- Make sure you understand the perspective of the people you are trying to influence. Consider each of the people who will be at the meeting and what their likely responses will be to your proposals. Where you are lacking information about their reactions, try to find out more about their position and perspective via informal conversations with them.
- Be one of the first people to offer ideas or suggestions.
 - ⇒ Try to make suggestions more often.
 - ⇒ Be sure to note during the meeting the response of key people to your suggestions.
 - ⇒ Discuss these reactions after the meeting especially if you didn't understand them.
- Observe others in the meeting who are highly influential. Note the behaviours they demonstrate and try out the techniques they use.
- Resist backing down quickly if you are challenged in the meeting. Try restating your position clearly and calmly to ensure others understand your viewpoint.

Ask questions that draw out the needs, interests, concerns, and objectives of community members/partners in integration.

- Demonstrate your interest in and understanding of what was said by restating it in your own words.
- Seek points of agreement between your positions, making an effort to point out the similarities, not just the differences.
- Make a list of all people's concerns.
- Brainstorm an action plan with the individuals involved so that as many concerns can be addressed as possible in order to smoothly accomplish the individual's plan.

Influence people to work on something to which they are resistant.

- When faced with resistance, make several attempts at persuasion using alternative strategies.
- If your attempts at influence and persuasion are not working, ask for time to reconsider and arrange another meeting. Take the time to think of some alternative strategies.
- Make additional attempts to persuade using these new strategies and note what works best.
- Remember that persistence is an important element in successfully influencing people.

Ask some of your peers whom you trust to give you feedback on your ability to persuade and influence others, and to demonstrate advocacy.

- What have they observed that makes you successful in influencing others? (Ask them for specific examples.)
- What areas do you need to work on?
- What suggestions do they have to help you improve your role in advocating for specific individuals?
- Practice.

Work with a long time horizon.

- It can take years for a good idea to percolate through an organization. Keep this in mind when you are trying to persuade stakeholders or the organization to make a change.
- Do not give up on your good ideas if there seems to be little progress. Continue to persuade people with a view that it might be along time before you have built enough support for the idea to move forward.

Books and Videos

The Power of Indirect Influence, by Judith C. Tingley (AMACOM, 2000).

This insightful book looks at ways people can alter their communication skills to exercise influence over other people. It teaches a six-step program for readers to determine whether a person should use indirect or direct influence in any given situation. The author reveals the dynamics of influence and power. It also teaches readers to recognize what motivates others.

The Right Mountain: Lessons from Everest on the Real Meaning of Success, by Jim Hayhurst Sr. (John Wiley & Sons, 1996).

As part of the 1988 Canadian Expedition to Mount Everest, the author experienced first hand the monumental challenges involved climbing the world's highest mountain. More than an adventure story, this book is a graphic illustration of what it means to be successful.

Goal Setting, by Susan Wilson (American Management Association, 1994).

This is a workbook on setting goals. It deals with setting priorities, planning and time management.

Seven Habits of Highly Effective People, by Stephen R. Covey (Distican, 1990).

This book provides thought provoking ideas on clarifying your personal values and how to translate them into your daily and weekly activities.

Getting to Yes: Negotiating Agreement Without Giving In, by Roger Fisher & William Ury (Penguin Books, 1981).

This book provides direct methods for negotiating in personal and work-related situations. It also provides helpful techniques for resolving conflict.

The movie "**Ghandi**".

This movie demonstrates how one individual tries to influence a society and what happens.

The movie "**Gung Ho**".

This movie illustrates more and less effective means to persuade.

SERVICE ORIENTATION

Service Orientation implies focusing one's efforts on discovering and meeting the individuals' or other clients' (internal or external) needs. Clients may include funding agencies, board of directors, families and employers to name a few.

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none"> questioning clients or team members to better understand their needs and their concerns 	<ul style="list-style-type: none"> saying as little as possible so that you can move on to the next priority/issue
<ul style="list-style-type: none"> using your knowledge to think through what would be best for a client/ individual as well as the organization, and acting accordingly 	<ul style="list-style-type: none"> doing what is faster and easiest for you
<ul style="list-style-type: none"> understanding the viewpoint and objectives of different clients/ individuals and why these can, at times, conflict with your team's interests 	<ul style="list-style-type: none"> steering clear of trying to deal with the sometimes conflicting needs and viewpoints of different people
<ul style="list-style-type: none"> making a conscious effort to understand differences and establish common interests with clients 	<ul style="list-style-type: none"> making contact with individuals only when you need to solve a problem or get information
<ul style="list-style-type: none"> working hard to build and maintain long-term relationships with clients 	<ul style="list-style-type: none"> focusing on short-term interactions with a client without considering the long-term implications
<ul style="list-style-type: none"> knowing when to take a long-term perspective in supporting or addressing a client issue 	<ul style="list-style-type: none"> responding to a client situation that addresses their immediate need but may not be needed over the long-term

**Developmental
Activities****Analyze your Service style.**

- Ask peers to listen to an interaction with an individual and ask for feedback.
- Is your tone of voice appropriate?
- Make notes on what is effective and what is not.

Ask your manager for feedback on your Service Orientation.

- Ask for specific, behavioural feedback.
- When you are given feedback, do not respond defensively. View this as a learning activity.
- Reflect on those behaviours that were identified as lacking, deficient, or inappropriate.
- Identify specific steps you can take to start to modify these behaviours.

Think of something extra you can do for a client/individual. Do it.

- This could be making a special effort to help someone overcome a difficult problem, such as taking some extra time to explain the reasons for a certain procedure, or spending extra time with an individual to ensure they are comfortable in their current situation.

Identify someone who has received recognition for providing excellent service.

- Ask questions. You want to understand the thinking behind what he or she did and said in their client interactions (e.g., ask him or her to identify the client's needs as they see them).
- Try to incorporate these behaviours in your own ways of dealing and interacting with clients.
- Do this with a number of peers and identify the effective behaviours that they have in common.

Ask your manager about a particularly challenging or difficult client problem he or she is currently involved with. Ask to work with him or her in helping to resolve the situation.

- Prepare yourself by really learning about general and specific client issues.
- Get ideas from your colleagues, read about client issues, test your ideas with others.
- Apply your expertise to consider what will be best from the client's point of view.
- Working with your manager, act to ensure the client gets what they need.
- Make note of the specific actions that your manager takes. If you're not sure why a particular action was taken, make sure you ask.

Respond to client (e.g. family, employers, etc.) needs in a timely, responsive manner.

- Listen carefully to requests or complaints and probe for all relevant information.
- Test your understanding of the client by summarizing what you heard.
- Address client needs in a responsive manner. Inform the client of the specific actions that you will take, and make clear when you will be back in touch with the client to report your progress.
- Make a note of how the client reacted.
- A useful way to respond to client needs is to ask them to help you write these lists:
 - ⇒ things you should start to do;
 - ⇒ things you should stop doing;
 - ⇒ things you should continue to do.

Keep a personal Service Orientation time log for one week.

- Make daily notes of how much time you actually spend providing services to your clients.
- At the end of the week, calculate the percentage of your time that is spent servicing clients versus administrative and other non-service activities.
- Set a goal for yourself to increase the amount of time you spend in service related activities.
- Monitor your progress through your Service Orientation time log the following week, and set a new goal for the next week.
- Brainstorm ideas about how to make sure this actually happens. Create a plan for implementation.

Improve your client focus. Try some of these activities:

- Use your knowledge to think through what would be best for a particular client and put some additional effort into making it happen.
- Conduct an interview with a client to determine his or her needs and satisfaction with current services. Act on the information gathered.
- Immediately inform a client if problems in your area will impact on them.
- Take responsibility to resolve a client's problem if it goes beyond the normal demands of the job.
- Be patient and polite with others.
- Take ownership for a client's concerns.

Compare successful and difficult interactions.

- Review your activities for the past week and identify one successful and one difficult interaction.
- Discuss your observations with your manager and then make note of any advice he or she provides that would help you to improve the individual interaction next time.
- Take action to improve on your activities in future similar situations.
- In a similar situation with that individual make a point of testing your improved tactics. Ask the individual for feedback as appropriate.
- Become aware of similar interactions that might be happening between your peers and other individuals. Discuss with them their methods for handling a particular situation, and the reasons behind their actions.

Spend some time finding out about your client's point of view, and current issues in depth.

- After an interaction with a client, put yourself in their shoes and try to imagine what they were feeling or thinking during your interaction with them.
- Think about how what you did influenced that person in either a positive or negative fashion.
- Reflect on the information that you gathered with respect to the individual's needs, and how your organization is meeting them. What additional information do you need? What steps do you need to take, based on this interaction?
- Write down what you would do differently next time to make the interaction more positive and more useful, and use that information to develop a plan for the next time you interact with that client.

Spend time thinking about what your clients want.

- Make a list of all those people who rely on you and your work - they are your clients.
- Think about what is important to each kind of client.
- Identify the expectations each group of clients has of you. What criteria do they use to determine if the service that you provide is acceptable to them?
- Verify your list of expectations with each client and update your list on a regular basis (i.e. quarterly).
- Share your list of expectations with your peers and manager and ask for feedback.
- Determine whether it is feasible to reach your client's expectations while still following the "rules" of the organization, or with the current resources the organization provides you.

Identify opportunities for collaboration on client initiatives/programs with people from other agencies, organizations or government, or the community.

- Work with your manager to establish a task force that would be able to focus on these programs.

- Work with the group to help them better understand the client needs.
- Brainstorm potential opportunities that could benefit all parties.

Develop alternative ways of looking at client service issues.

- Work with peers to identify a list of typical service issues.
- Describe those issues in a brief statement.
- Identify the key factors of the issues from your perspective. Pretend you are going to tell someone a story about them. What are the three or four key characteristics or details you would want to convey?
- Identify the key factors in the problem from the perspective of others. Ask yourself the following questions:
 - ⇒ How would my manager view these issues? What factors would he/she see at their level?
 - ⇒ How would people external to the organization view these issues? What factors would he/she see from their perspective?
 - ⇒ How does the individual view these issues? How are these issues impacting them? How do families view these issues?
- Identify any immediate steps you could take on your own to help resolve the issues.
- Take the first steps.

Evaluate your contribution to your clients.

- Develop a matrix charting your clients and your services to them. The field of this matrix should consist of the benefits derived from each program or service by each client or client group.
- Working with your team, use this matrix to help assess the effectiveness of each program or service to each client or client group. Consider the following questions:
 - ⇒ what will be our clients' future requirements?
 - ⇒ what priorities should we focus on?
 - ⇒ what will we need to do to develop new services?
 - ⇒ how should we communicate our strategy (internally and externally)?
 - ⇒ how can we test the strategy or policy with our clients before going ahead with the implementation?

Publicly recognize individuals and groups who have clearly exceeded expectations for Service Orientation.

- Use real life examples of Service Orientation skills when talking to peers or team members.
- Talk about the value of client-oriented individuals to the organization.
- Describe how Service Orientation makes a difference in assisting clients and keeping them happy, and to the perceived value of government services.

- Participate in internal forums and discussions on the value of developing individuals with a Service Orientation relative to the services provided by the government.
- Use Service Orientation skills and strategies when dealing with internal and external clients.

Enlist the support within your organization to make a change.

- Identify the people whose support you need to implement a new idea, project or plan, aimed at improving Service Orientation.
- Find out what each of these people thinks about your proposal, and develop a plan to do what is necessary in each case to ensure the support you need.
- Take specific steps to learn more about individuals throughout the organization who provide important client support, or who can help you accomplish your goals.

Monitor the success of your plan and modify it as you go along. Get to know your clients and their underlying needs from a long-term perspective.

- List all of the different groups of clients you/your agency are currently servicing (e.g., the groups of people who receive either a product and/or service from you/the team). Be sure to include both internal and external clients on your list.
- List the expectations each group of clients has of you. In other words, what criteria do they use to determine if the product and/or service provided is acceptable to them?
- Identify the criteria by which your clients judge your performance for them (e.g., timeliness, quality of service, participation in decision-making).
- Develop or identify measures to help to quantify your performance against the clients' expectations and criteria.
- Rate your unit over a reasonable length of time on these measures. Get key client feedback as appropriate to help you make an accurate rating of your unit's performance.
- Meet with your key clients (internal and external) to discuss their service issues with them. Ask them for suggestions on things you can do to better meet their needs, given their environment.
- Share this list with your peers. Do they have any additional suggestions?

Books and Videos

The Spirit of Service: How to Create a Customer Focused Culture, A Customer Service Strategy for the New Decade and Beyond, by T. Hinton (Kendall-Hunt, 1990).

This book focuses on the culture and organizational processes needed to provide full customer service.

Service Wisdom: Creating and Maintaining the Customer Service Edge, by Ron Zemke and Chip R. Bell (Lakewood, 1989).

This book brings together the latest, most thought-provoking articles on achieving and maintaining superior customer service written by the best thinkers on the subject. This

volume offers ideas you can use to develop customer-service standards and inspire employees to deliver quality service for your company.

The video “**An Invisible Man Meets the Mummy**”, (Owen Stewart Performance Resources Inc., 1-800-263-3399).

Participants will learn that flexibility, policies and procedures are no good if they alienate your customer and their needs. They will learn about planning and attitude. Finally, they will learn about measurement-tracking progress to provide effective tools for change.

The video “**In The Customer’s Shoes**”, (International Tele-Film, 1-800-561-4300).

Most organizations teach their people how to deal with clients, whether face to face or on the phone. But it’s no good going through the process unless they have the right attitude to go with it. This program is designed to change attitudes and offers a five step model for getting it right.

The film “**The Force of Value**” (International Tele-Film, 1-800-561-4300).

This training film shows how the ability to create value for clients is critical to the success of business today.

The movie “**Dangerous Minds**”.

In the film, look for instances where the main character acts with the “clients” best interests at heart, and bends organizational rules to do so.

ROLE SPECIFIC COMPETENCIES

ACHIEVEMENT ORIENTATION

Achievement Orientation is a concern for working towards a standard of excellence. The standard may be one's own past performance, an objective measure, the performance of others, challenging (a definite stretch, but not unrealistic or impossible) goals one has set or even what anyone has ever done.

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none"> looking for new and better ways of doing things that will improve performance 	<ul style="list-style-type: none"> working with current methods and accepting the old way of doing things as the best way
<ul style="list-style-type: none"> setting your own high standards of quality work and working to improve your skills 	<ul style="list-style-type: none"> relying on others to set the standards for you to work against and to push you to improve
<ul style="list-style-type: none"> improving processes or systems related to your work 	<ul style="list-style-type: none"> being satisfied with the current processes of your work team or organization
<ul style="list-style-type: none"> foreseeing and acting on potential obstacles that might get in the way of achieving your goal 	<ul style="list-style-type: none"> looking at each obstacle as a separate or insurmountable problem
<ul style="list-style-type: none"> setting and reaching difficult but possible goals and leading your team to improve performance 	<ul style="list-style-type: none"> getting so enthusiastic or focused on the need for improvement that you set goals that are too ambitious to be practical
<ul style="list-style-type: none"> striving to beat project deadlines 	<ul style="list-style-type: none"> being satisfied if the project is only a little bit late

**Developmental
Activities****Determine if you are using your time effectively.**

- Create an estimate of what you should spend your time on each week, then keep a log of what you actually spend your time doing.
- Compare reality and your estimation.
- Determine ways of reallocating time from areas where time is saved to those where more time is required after gaps have been identified.

Focus on results and be persistent.

- Work smarter, not harder. Regularly review all your planned activities in light of the results you want to achieve. Ask yourself if there's a better way to achieve the results you want.
- Be persistent. Do what it takes to reach your goals. If one approach doesn't work, try another.
- Keep track of what works and what doesn't in a journal that is easy to refer to.

Take time to evaluate your criteria for success.

- Consider the following criteria for success:
 - ⇒ organization's quality of services,
 - ⇒ employee development such as participation in particular projects,
 - ⇒ adherence to organizational operations policies and procedures,
 - ⇒ development of programs to specifications in a timely and accurate manner.
- Brainstorm other criteria for success. Speak with your peers about their thoughts on criteria for success. Create a list based on these discussions.
- Write down any areas that are in need of improvement.
- Create and implement an action plan to improve these areas.
- Monitor the success of your actions against the above success criteria.

Share your personal standards with others and ask for their feedback.

- Identify people who work with you and ask them for feedback on your performance.
- Compare their feedback with your own evaluation. Determine how accurate your self-assessment is.
- Use this information to modify, if necessary, your personal standards of success in order to more easily meet the requirements of your job.

Find out if your personal goals are challenging yet attainable.

- Meet with your manager and get feedback on whether your goals have enough stretch in them.
- Ask if some of your goals are too ambitious considering the time frame for accomplishing them as well as the level of risk involved.

Keep a diary of what you spend your time doing for a one week period.

- Review the diary at the end of the week and see if actual time allocated to tasks matches their importance and priority.
- Develop and implement an action plan to allocate more time to important activities.
- Plan to minimize or eliminate low priority activities.
- For those routine activities that are necessary to perform, look at the way in which the task is done in order to determine ways to do it faster, cheaper, more effectively and less often. Your goals in this analysis are to improve the efficiency of routine activities to free time up for more challenging/higher pay-off activities.
- Involve your peers in the above activity by asking them to participate in the analysis and improvement of processes.
- Ensure that your peers understand the purpose of the exercise.
- Clearly outline new or more interesting opportunities which may become available if time is saved on the routine tasks.

Track your projects.

- Create a calendar on which you note your planned task completion dates in one colour and the actual completion dates in another colour.
- Review the calendar daily to see how you are doing.
- Have a sense of urgency toward your work, and strive to meet or exceed timing goals while meeting expectations with respect to quality.
- Make it a habit to consider the impact that your task completion will have on the rest of your team's activities.
- Take pride in timeliness, and keep in mind the detrimental effect that missed deadlines may have on other's satisfaction.

Look for ways to improve the quality of your work.

- Identify the three to five most important quality measures for your own work.
- Use these measures to identify the area which is in greatest need of improvement.
- Develop an action plan to improve this area of quality over the next three months.
- Make sure your goal is “SMART” - specific, measurable, actionable, relevant, and time-based.
- Use the quality measures to assess the effectiveness of your plan over those three months.

Develop an action plan for each of your key initiatives.

- Prioritize your initiatives based on the following criteria:
 - ⇒ Important to the organization’s strategic objectives
 - ⇒ Realistic or achievable in the expected time frame
 - ⇒ Challenging, innovative and of moderate risk
- Identify the performance measures that you will use for each initiative.
- Write down the specific goals that you want to accomplish for each initiative and the date by which you want them accomplished.
- Develop an action plan to support each of your goals.
- Identify resources required, time frames and plans for overcoming anticipated obstacles. Share these action plans with your employees and make sure they understand their role in implementing these action plans.
- Regularly monitor progress against goals for yourself, your team and employees.
- Recognize appropriate progress made toward goals and do what is necessary to ensure that goals are met.

Take time to debrief each project.

- At the end of each project (or at key project milestones), review your actions to determine how you could have streamlined steps or made other changes to enhance efficiency.
- Map out the work/design process to identify any steps that are unnecessarily performed twice or any lags that have no logical rationale.
- Discuss your observations with your colleagues and try to identify inefficiencies that seem to occur most frequently.

Compare your success rate with your peers or other organizations.

- Consider each type of service your team or organization offers.
- Who is having the most success?
- What approach do they use?
- Incorporate their successful methods into your own in order to fill any performance gaps your team demonstrates.
- Monitor the success of these new methods in your team.

Develop a clear picture of your own personal standards of excellence in your job.

- Follow these guidelines to help you develop high standards of performance in your job:
 - ⇒ Describe three or four major areas of responsibility for your job, e.g., focusing on individuals, developing yourself, and dealing with external stakeholders.
 - ⇒ Think of someone who is truly outstanding. What does he or she actually do?
 - ⇒ Describe three or four characteristics of performance which are not acceptable for each area of responsibility.
 - ⇒ Use these extremes and your existing target set by your manager to establish personal standards of excellence for each area of responsibility. Ensure the standards you choose are challenging but realistic and attainable.
- Compare your performance to the standards you have set in each area on a regular basis, e.g., weekly or monthly.
- Reward yourself when you reach a goal or meet a standard.
- Take the time to enjoy the feeling of personal accomplishment.

Measure each accomplishment versus your goals.

- Each month, review what you have achieved relative to your goals.
- Take into account changing priorities. It will not always be simple to assess what you have accomplished versus your goals when the goals change. However, do not use this as an excuse to avoid self-assessment.
- Consider what you intended to accomplish over the months and ask yourself how satisfied you are with what you actually achieved.
- List any obstacles that are getting in the way of achieving your objectives.
- Identify strategies for overcoming the obstacles.
- Talk to your peers to find out how they deal with these types of obstacles.
- Based on this review, take action.

Review the performance measures currently used in your organization.

- Review the criteria for how the measures were established and how long ago they were set. Consider the process and service changes that have taken place since then.

- Determine performance measures that need to be revised, eliminated, and created in order to better align with these changes.
- Communicate any potential changes to the people responsible and discuss the issue(s) as a team.
- Develop an action plan to make the necessary changes to existing performance measures.

Challenge yourself by taking part in a strategic project that goes beyond your usual areas of responsibility/expertise.

- Volunteer for a project that will give you a chance to achieve something significant outside of your usual role/area of expertise.
- Before becoming involved in the project, is there anything you can do to prepare for your new role?
- Reflect on how these new experiences may benefit your performance and consider ways of incorporating these experiences into your regular activities.
- Commit to testing new techniques learned from the project experience into your regular activities.

Create a task force to come up with new ways of increasing quality of service, timeliness, responsiveness, etc.

- Select a cross-functional group of people who have demonstrated the ability to think outside of the box.
- Challenge them to develop new alternatives to existing work methods that will improve current performance.
- When one or more alternatives has been developed, compare them to the existing methods and processes used within your team.
- Determine the alternatives or components thereof that can be incorporated into existing work methods to improve performance.
- Develop an action plan for implementation.

Take a team approach to evaluating possible initiatives and anticipating potential obstacles.

- Select a new initiative, project or activity that your team is considering for the coming year.
- List the costs and benefits, quantifying the benefits as much as possible. Don't forget the more intangible costs and benefits, though, such as the degree to which others will resist the initiative or the opportunity for exposure to new people and experiences.
- Consider the potential obstacles, both short and long term, that may arise and how you can address them.
- Work as a team to create a plan to proactively address the situation.

Continually look for ways to change and improve processes to create sustained system improvements.

- Develop ways to actively encourage change.
- Where appropriate, make public statements that encourage your peers to feel empowered to innovate.
- Work with your peers to understand the criteria for evaluating ideas: help them through the process of defining benefits (greater efficiency and quality) and costs (time as well as materials).
- Encourage your peers to share ideas that they wouldn't necessarily implement on their own by developing a system for submitting suggestions. Treat input seriously.
- Look at your organization from a different perspective and examine your organizational objectives, processes, and people capabilities in light of this new perspective.

Books and Videos

Paradoxical Thinking, by Jerry Fletcher & Kelle Olwyler (Berrett-Koehler Publishers, Inc., 1997).

The book takes the mystery and unpredictability out of performing at your peak by providing an easy-to-learn method of understanding and maximizing your personal success. Gives practical advice for sorting out tough choices and taking action to resolve them.

Goal Setting, by Susan Wilson (American Management Association, 1994).

Workbook on setting goals, looking at potential obstacles and strategies to reach short-term and long-term goals. It deals with setting priorities, planning and time management.

Beyond Ambition, by Robert E. Kaplan (Jossey-Bass Inc., 1991).

This book is about hard driving executives wanting to achieve results effectively.

Seven Habits of Highly Effective People, by Stephen R. Covey (Distican, 1990).

This book provides thought provoking ideas on clarifying your personal values and how to translate them into your daily and weekly activities.

Swim With the Sharks, Without Being Eaten Alive, by Harvey Mackay (N.Y. Books, 1989).

This easy reading straight-from-the-hip handbook by self-made millionaire Harvey MacKay provides the reader with real-life examples of Achievement Orientation. Written in a style of quick parables and lessons of life, Mackay shares his experiences in the business world.

The video **“Goal Setting”** (Reid Publishing, 1-800-446-4797).

This 20 minute training film is based on a book written by consultant Laurie Rouillard and takes you through the steps for setting attainable goals.

The video **“Do Right”** (International Tele-Film, 1-800-561-4300).

This film speaks to the need for goal setting, combined with a deep regard for the rights of others.

The video **“Targeting For Performance”**, (International Tele-Film, 1-800-561-4300).

By following the progress of a younger manager, this drama reveals how vital it is to have targets that are: specific, measurable, achievable, relevant and timebound.

The video **“The Goal: The Dramatic Story”**, (International Tele-Film, 1-800-561-4300)

Based on the best-selling business book by Eli Goldratt, stimulate ongoing improvement and increased productivity through better and faster methods of decision-making.

FLEXIBILITY

Flexibility is the ability to adapt to and work effectively within a variety of situations, and with various individuals or groups. Flexibility entails understanding and appreciating different and opposing perspectives on an issue, adapting one's approach as the requirements of a situation change, and changing or easily accepting changes in one's own agency or job requirements.

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none"> finding alternatives that will meet the individual's underlying needs 	<ul style="list-style-type: none"> Sticking to what's worked in the past
<ul style="list-style-type: none"> accepting others' points of view as valid and seeking to better understand them 	<ul style="list-style-type: none"> believing that your opinion is the only correct one
<ul style="list-style-type: none"> flexibly applying guidelines or procedures to get the job done while still meeting the original objectives 	<ul style="list-style-type: none"> rigorously adhering to organization procedures without regard for unique situations
<ul style="list-style-type: none"> deciding what to do based on the situation and adapting to fit it 	<ul style="list-style-type: none"> acting in ways that may have worked before, but not adapting for possible differences in situations
<ul style="list-style-type: none"> enthusiastically adopting new systems or procedures 	<ul style="list-style-type: none"> wanting to do things the way you have always done them
<ul style="list-style-type: none"> changing your work plan when urgent problems arise even though changes may involve extra work 	<ul style="list-style-type: none"> ignoring problems and sticking to your original work plan
<ul style="list-style-type: none"> making an effort to work effectively with others even though their preferred way of working is different from yours 	<ul style="list-style-type: none"> disliking people who don't do things your way
<ul style="list-style-type: none"> maintaining an open perspective on a client's concern or problem; exploring different alternatives; displaying empathy 	<ul style="list-style-type: none"> refusing to look for alternatives to resolve a client's concern or problem; "digging in your heels"

**Developmental
Activities****Expose yourself to differing views.**

- Look for opportunities in your working and non-working life to discuss topics, which may have differing points of view.
- When someone expresses an opinion different from your own, resist expressing your point of view immediately. Instead, ask the person to “tell me more about why you think that”.
- Resist the temptation to try to convince them to change to your point of view.
- Think about your view in light of their views. Are there options you have not considered? If you had this conversation before you developed your views, would you have come to a different conclusion?

Respond to change enthusiastically.

- Suppress your desire to complain the next time you are asked to change your work plan.
- Practice adopting a positive attitude and you will find that the new demands on you will be less stressful.

Think about your own preferences.

- Think about the style of work you prefer, for example:
 - ⇒ A manager/supervisor who leaves me alone **versus** a manager/supervisor who works closely with me
 - ⇒ A formal workplace with a business like atmosphere **versus** an informal workplace
 - ⇒ People who say what they mean **versus** people who are very polite
 - ⇒ Working in a team **versus** working on my own
- After thinking about your preferences, consider why some people might prefer the opposite.
- What are the possible advantages of each option?
- This exercise will help you recognize the difference between “This is the best way” and “This is the way that I personally prefer”.

Get feedback from your peers on your Flexibility.

- Tell your peers that you are trying to improve your Flexibility. Ask them to give you immediate feedback when you are or are not being flexible.
- Resist the temptation to defend your point of view if your peers say you are not being flexible enough. Thank them for their feedback and consider the possibility that they may be right.

Review other organizational decisions imagining that you yourself made the decision.

- Think of at least one supporting rationale for the decision and the argument you (as the decision-maker) would use to defend it.

Understand the background of the people you are working with.

- Spend some time talking to your peers about their backgrounds, their work preferences and concerns, their interests.
- Try to understand their values so that you can adapt your behaviour to be more appropriate in personal interactions. Observe the effects this change has on group dynamics when you are present.

Avoid telling others something cannot be done because of a rule.

- Whenever a rule or procedure gets in the way of what you or a peer need to achieve, do not say, "That's the rule. End of discussion." Instead, think of alternatives that will achieve the desired result.

Learn from someone who is flexible.

- Identify a person who adapts to changing situations with ease. This could be your manager, a peer with whom you work, one of the individuals you work with, or someone in another area of the organization with whom you interact.
- Observe them at work and model your behaviour based on what you learn from them.

When you find yourself faced with many competing demands on your time, ask your manager for ideas.

- Ask your manager for advice on the priorities and the implications of any trade off decisions you might make.
- The intent is not to ask the manager for direction, simply to "pick their brain" so that you know how best to adapt to the situation.
- Seek to understand how your manager makes decisions when faced with similar situations.

Discuss the underlying reasons behind rules and procedures with your manager.

- Do not bend rules unless you understand the implications of bending them. Learn more about the existing rules and talk to your manager about what would happen if certain procedures were changed.
- Ask your peers about times when they have had to bend the rules to solve a problem for a client and find out what occurred as a result.

Apply rules in a flexible manner when required.

- When a problem situation arises that the normal policies or practices will not solve, develop a plan of action that applies the "rules" more flexibly.
- Think of how you have seen others handle similar situations or ask them for their suggestions and interpretations of the situation.
- Think of alternatives that will achieve the desired result instead of simply following the rule.

Volunteer for projects and assignments that involve topics that are new and different from your normal workload.

- Ask for projects or assignments where existing policies and practices do not apply.
- Ask for feedback from others on their perception of your Flexibility.
- Think of the rules or standard operating procedures that at times have prevented you from providing the level of service you prefer.
- Note the issues and implications of bending the “rules”.
- Discuss with others under what circumstances it would be appropriate to “bend the rules”.

Set a tough personal goal to regularly consider two or more reasonable alternative courses of action for every major decision.

- Keep a record of your thinking by noting the decision and the alternatives.
- Review this record occasionally and ask yourself, “How flexible am I being?”
- Are the alternatives simply “straw persons” or are they realistic - would you ever implement them?
- How creative are your alternatives?
- Recognize that there is rarely only one solution to a problem.

Books and Videos

Thriving on Chaos, by Tom Peters (Harper Collins, 1989).

This popular book expounds on the importance of flexibility in the modern business world.

The Situational Leader, by P. Hersey (Prentice-Hall, 1985).

This is the classic book on the theory of Situational Leadership. It proposes that there is no one best leadership style for all occasions and hence a key to leadership is flexibility.

The movie, "**Local Hero**".

This wonderful film is about an executive sent to a small town in the British Isles as part of a big oil project. Notice how the lead character comes to understand and adapt to the point of view of the locals.

The movie, "**Dances with Wolves**".

In the film, pay attention to how Kevin Costner adapts to the ways of native people. The lesson for organizations is to recognize that there is something to be learned from the difference viewpoints of other individuals and other departments.

The movie, "**Dangerous Minds**".

In the film, watch the Michelle Pfeiffer character change her tactics to get the attention of her students. Who else shows Flexibility in this film?

INFORMATION GATHERING AND ANALYSIS

Information gathering and analysis is the drive to search for answers, to gather information, to help formulate ideas and then the ability to use the information to make connections and to identify key or underlying issues in complex situations.

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none"> • asking questions to be sure you understand exactly what a client or peer wants and why 	<ul style="list-style-type: none"> • doing what you were asked to do without understanding the client's or your peer's needs
<ul style="list-style-type: none"> • personally investigating problems to understand what has gone wrong 	<ul style="list-style-type: none"> • accepting second-hand information about an incident involving your clients or peers
<ul style="list-style-type: none"> • being uncomfortable with discrepancies in data and digging to resolve them 	<ul style="list-style-type: none"> • going ahead with work based on information that you <i>think is probably correct</i> without asking further questions
<ul style="list-style-type: none"> • looking for the common factors in different situations and using/modifying previously successful approaches to meet the unique needs of the current situation 	<ul style="list-style-type: none"> • "reinventing the wheel" with every situation and overlooking common sources of difficulty, to focus on the peculiarities of each situation
<ul style="list-style-type: none"> • using all available resources in the department and pressing for more exact information to develop a complete understanding of the situation 	<ul style="list-style-type: none"> • being satisfied with vague or potentially ambiguous information
<ul style="list-style-type: none"> • integrating and applying different ideas and approaches to resolve an issue or to accomplish a goal 	<ul style="list-style-type: none"> • trying to force-fit standard approaches without considering alternatives
<ul style="list-style-type: none"> • regularly researching information by contacting available resources or people who are not normally involved 	<ul style="list-style-type: none"> • counting on the people immediately at hand (your manager, peers or team members) to keep you informed on relevant information

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none">• coming up with a new or different way of describing or explaining a situation or opportunity	<ul style="list-style-type: none">• using the same idea or concepts to describe or explain a different situation or opportunity

**Developmental
Activities****Think about a situation where you found out something too late, or were otherwise caught unaware.**

- Consider how you might have found out the information in advance.
- Write down what you intend to do differently in the future when it comes to information gathering.
- Put your ideas into practice.

Include questions of “Why?” and “Why not?” in your conversations.

- Use these questions and additional probes to ensure that you understand the real reasons, which underlie issues and circumstances.

Keep a log of situations at work for which you did not have a solution.

- Write down in detail the nature of the situation and your thoughts about it.
- Review the log, consider what you thought at the time, and what you think now as you reconsider the situation. What are the similarities and differences in your thought pattern?
- Write down alternative courses of action that could have benefited the situation.
- Make use of these actions in similar circumstances.

Recall situations where you feel you exhibited effective and ineffective Information Gathering.

- List the specific actions you took that made your collection of information particularly effective.
- List the specific actions you took which led to ineffective or inefficient collection of information.
- Resolve to practice the effective Information Gathering activities in your daily routines and reduce or eliminate those actions, which are ineffective.

Ask your manager to identify someone who does an excellent job of Information Gathering. Ask to spend time with them.

- Note how they approach finding out the information they need.
- Compare the questions they ask to the questions you would have asked.
- See if they “dig deeper” by asking further questions about an issue when you thought you already had enough information.
- Try to incorporate their methods into yours for future Information Gathering responsibilities.

Identify a problem where you will need to collect information to solve it.**Follow these steps:**

- List all information you will need to solve the problem (leave out any information that is not important to resolving the issue).
- Ensure you incorporate the viewpoints of others, e.g., other staff, business partners.
- Use past experience to avoid unnecessary information collection (e.g., has this type of problem occurred before? If yes, how was it handled?)
- Seek input from your manager or team members who have expertise in resolving the problem.
- Prioritize the information items on your list. Identify those items that provide the most value *and* are the easiest to obtain. Ensure that you gather data that is directly relevant to the problem you are trying to solve.
- Determine how and when you will collect the relevant information (e.g., sources can include printed material, interviews, focus groups, questionnaires, direct observation).

Ask for feedback.

- Ask your peers to identify specific times where you either showed or did not show effective analysis.
- Ask them to specify what it was about your behaviour, which made a particular impression on them.
- Ask them to talk through how they would have tackled the issue.
- Take note of these suggestions and try to apply them in future circumstances.

Shadow a decision with someone whose ability at problem analysis you value.

- After generally discussing the decision to be made, take some time on your own to consider the factors involved in the decision.
- Determine whether there are any causal links or relationships between factors.
- Develop your own response to the decision, addressing all the factors you've just identified.
- Present your response to the person. Be prepared to explain all elements of your response.
- Discuss what the differences are between your approach and the approach the person took. What are the similarities?

Develop your conceptual thinking with simple exercises and conceptually oriented games.

- Pick a common item and identify 20 different uses for it (e.g., a fork, a drinking glass, a computer terminal).
- Consider any two unrelated items and create a list of reasons they are similar (e.g., a pen and a coffee cup, a telephone and an orange).
- Play games like Pictionary, Whatzit!, Balderdash or Charades.

During the next two weeks make a list of unexpected client problems or issues that come up and think through the possible trends or patterns.

- Examine the list and try to identify any common themes or similarities, and ask yourself the following questions:
 - ⇒ Have I seen this type of problem before?
 - ⇒ What do I already know that may help me solve the problem?
 - ⇒ What may be the cause of the problem?
 - ⇒ Is there anything that could have prevented the problem from occurring? If yes, what action could have prevented it?
 - ⇒ Is there anything I could have done to speed up my understanding of the problem?
- Note these themes on a piece of paper.
- Take action to make use of these identified trends in order to overcome similar situations in the future.

Search for patterns or themes to a current problem before you draw conclusions or make a decision.

- Choose a challenging problem that you are currently facing and have not resolved.
- Brainstorm all the possible solutions that come to mind.
- Do not evaluate or critique any of the solutions or suggestions until you have exhausted all possible ideas.
- Assess the symptoms of the problem and see if you can identify common themes or root causes.
- Choose several solutions based on how well they address the root cause.
- Present your findings to the relevant people, along with your proposed solutions.

Think about what information you're trying to gather before you actually go out to gather it.

- Before you initiate a meeting, make a list of the information you need to collect. For example you might want information on:
 - ⇒ A client's/stakeholder's satisfaction with their current systems/processes.
 - ⇒ Additional services that a client/stakeholder would like.
 - ⇒ Any specific problems they have had that you should know about.
 - ⇒ Any particularly good experiences they have had.
- After the meeting, review what you have learned. Ask yourself if there are any gaps. Initiate another contact, if necessary, to ask for additional information.

Read up on the current issues facing your organization or the local community.

- This can be local or national newspapers, news magazines, industry journals, professional magazines, etc.
- Ask your manager or team for information related to your work or the work in the community. For example, manuals, brochures, newsletters, results of client or stakeholder surveys.
- Read the information on an ongoing basis.
- Find a few people who have a broad perspective on your job, the agency, or on the public sector.
- Maintain regular contact with them with the specific intention of learning more about issues you face.

Gather benchmark information about a current organizational problem.

- Work with your manager or peers to identify a problem, which needs to be addressed within your area.
- Volunteer to work on developing a solution for the problem.
- Find out how others within and outside of your organization have dealt with similar problems or situations.
- Document your findings and share them with your manager and peers. These can include:
 - ⇒ Summarizing a new trend/technique and presenting it to others.
 - ⇒ Doing an analysis of service options.
 - ⇒ Participating in a cross-functional project.

Reflect on whether your investigative techniques could be improved.

- Judge your current techniques based on the time they take to execute and the amount and quality of the information they yield (relative to the amount and quality needed).
- Use the net result of your analysis (i.e., the remainder of the total benefits less the total costs) to compare your current methodology with existing alternatives.

Incorporate several perspectives into your analysis of problems.

- Identify those who are most affected by a specific problem.
- Ask them for information about the nature of the problem and for suggestions about possible solutions.
- Identify themes in the suggestions they've made.
- Try to picture what you are trying to achieve. What does it look like? Is there anything you would like to change? What one thing would you like to change in that picture?
- Think about what situation this particular problem reminds you of. Are there any interesting similarities or differences between the current and past situations? What can you learn from them?
- Imagine that you have no constraints to solve this issue or problem – what would you do? Why would you do it? What prevents you from acting on the thoughts you have?
- Talk to people who are not familiar with the issue you are grappling with. This may include those from totally different areas of expertise or disciplines that you are used to – what kinds of things do people come up with?
- Take the results of these approaches and try to come up with some novel solutions to your problem.
- Ask for input on your ideas from your manager or team members.
- Try to learn from and incorporate the comments you have collected.

Get on-going feedback from your manager/team.

- Ask your manager/team to provide you with regular feedback on how well you gather information to get at underlying needs or issues.
- Avoid being defensive; treat this as a learning exercise.

Seek out a role as an information gatherer.

- These roles can be either short term, such as offering to find the root of a problem, or long term such as offering to be responsible for keeping some information (e.g., list of client services, individual files, etc.) up-to-date.
- Taking on this responsibility should motivate you to develop the needed skills to finding the information.
- For your topic, list information sources. Include everything you think might be a source even if you are uncertain (a book, a person, a record, etc.).
- Determine how to access each source. For example, answer “How will I get that book?”, “...meet with that person?”, “...find the address or telephone number?”, “...make the time to”, etc.
- Keep records if this becomes complex.
- Learn to summarize the key points from your research. Write an outline to organize the information.
- Identify gaps in the information. Plan how you can get the missing information.
- Present your findings.
- Continue talking to your manager/team about the topic, your information gathering strategies, and your findings. Listen for added information or tips on new information resources.

Books and Videos

Oh No! Not Another Problem, by Jeanette A. Griver & Michele W. Vodrey (Compsych Systems, 2000).

In this book you will find a practical approach to solve day-to-day problems, and you will learn to take the guesswork out of daily problem solving. Six hypothetical stories illustrate how to apply a basic and proven process of operational analysis as outlined in a Ten-Step Guide to Analyze and Solve Daily Problems.

The Problem Solving Journey: Your Guide for Making Decisions and Getting Results, by Christopher W. Hoenig (Perseus Publishing, 2000).

In this book, the author offers a hands-on guide to the art and science of problem solving-featuring examples of successful problem solvers such as Colin Powell and Lou Gerstner, and leading organizations as diverse as VISA, the Orpheus Chamber Orchestra, and NASA. Using a wide variety of diagnostics, self-assessment tools, and other interactive elements, Hoenig helps you identify your own problem-solving profile and navigate the six dimensions of the problem-solving journey, from "creating the mindset" to "delivering the results."

The Thinking Manager's Toolbox: Effective Processes for Problem Solving and Decision Making, by William J. Altier (Oxford University Press, 1999).

In this indispensable book, a widely experienced business consultant provides a complete set of analytical tools essential to successful trouble-shooting, effective planning, and making better decisions faster, more confidently, and more often.

The Thinker's Toolkit: Fourteen Powerful Techniques for Problem Solving, by Morgan D. Jones (Times Books, 1998).

This book highlights the reasons why it is so difficult for us to think analytically, and teaches a variety of useful skills to beat biases and beliefs when making decisions. Written by a former head of the Analysis Training Branch at the Central Intelligence Agency, Jones applies brain-toughening exercises to typical business problems.

The Ideal Problem Solver: A Guide for Improving Thinking, Learning and Creativity, by John Bransford & Barry S. Stein (W.H. Freeman, 1995).

This book incorporates a wealth of recent research on thinking and creativity. A detailed framework for tackling problems is outlined.

Find Canadian Facts Fast: How to Research Information about Almost Anybody or Anything - Quickly, Cheaply and Legally, by Stephen Overury (McGraw-Hill Ryerson, 1995).

This book is an excellent read for learning how to use indexes, databases, and on-line services to gather information.

The Cambridge Fact Finder, by David Crystal (Cambridge University Press, 1995).

A guide to show how to gather information quickly and efficiently.

The Art of Problem Solving: Accompanied by Ackoff's Fables, by Russell L. Ackoff (John Wiley & Sons, 1987).

The focus of this book is on innovation and creativity in the problem solving process.

Use both Sides of Your Brain, by Tony Buzan (Dutton, 1983).

This book contains practical ideas on how to learn more effectively and efficiently, solve problems and improve your memory.

Mystery films such as **Agatha Christie** or **Colin Dexter's television movies** illustrate this competency.

They are fun to watch and give you some practice in observing others' methods of Information Gathering and Analysis.

The movie "**Apollo 13**"

This movie is the true story of astronauts and mission control faced with life threatening problems.

The movies "**All the President's Men**" and "**JFK**".

These contain excellent examples of information seeking to determine "what really happened."

OPPORTUNITY SEEKING

Opportunity Seeking involves identifying a problem, obstacle or opportunity and taking action and/or proactively creating opportunities to resolve or prevent problems

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none"> volunteering information or pin-pointing potential problems at work even if you are not directly involved 	<ul style="list-style-type: none"> focusing on your immediate concerns
<ul style="list-style-type: none"> recognizing courses of action which can be taken to handle potential problems before they are obvious 	<ul style="list-style-type: none"> waiting for someone else to point out the problem and suggest a solution, or operating by constantly "putting out fires"
<ul style="list-style-type: none"> suggesting courses of action that others can take to improve work processes 	<ul style="list-style-type: none"> thinking that things should be done differently but keeping those ideas to yourself
<ul style="list-style-type: none"> questioning the way things are done and taking action that will lead to improved performance 	<ul style="list-style-type: none"> accepting the status quo and believing that improvement is an evolutionary process that will occur naturally
<ul style="list-style-type: none"> staying current with developments in your own and related fields in order to identify trends or emerging issues which apply to your field 	<ul style="list-style-type: none"> focusing on work from one target to the next, without looking to see what else may be "coming down the pipe"
<ul style="list-style-type: none"> being resilient and dealing productively with obstacles 	<ul style="list-style-type: none"> letting the situation take control of your actions
<ul style="list-style-type: none"> utilizing a system to help identify short term opportunities 	<ul style="list-style-type: none"> assuming opportunities will arise

**Developmental
Activities****Think about where your time goes.**

- Create an estimate of what you should spend your time on each week, then keep a log of what you actually spend your time doing. Compare reality and your estimation. Have you consistently underestimated in particular areas?
- List any obstacles that are diverting your attention from the priorities.
- Identify strategies for overcoming the obstacles.
- Based on this review, take action.

Identify needed resources.

- On an ongoing basis, identify the resources needed to accomplish your goals/individual's plans.
- Identify the things you are able to obtain on your group's behalf and take action.
- Identify any constraints that exist in terms of providing required resources.

Keep an open mind about suggestions from others.

- Resist saying no to suggestions before you have had time to consider the idea.
- List all of the positive aspects of the request.
- List all of your concerns.
- Determine if the suggestions are consistent with meeting the individual's plan.
- Ask yourself "What is the worst thing that could happen if this fails?" Decide whether you are willing and able to take that risk.
- Prepare an action plan for implementing the suggestion if it has merit.

Look for ways to improve the quality of your work.

- Identify the three to five most important quality measures for your own work.
- Use these measures to identify the area that is in greatest need of improvement.
- Develop an action plan to improve this area of quality over the next three months.
- Make sure your goal is "SMART" - specific, measurable, actionable, relevant, and time based.
- Use the quality measures to assess the effectiveness of your plan over those three months.

Review initiatives/job placements that did not meet your expectations.

- Ask yourself and others "what happened?"
- What did you or others do or not do that contributed to the outcome?
- List those things that you or others would do differently.
- Develop a plan to ensure corrective action is taken in the future.

- Follow up on the effectiveness of this plan.
- Assess whether the forecasts materialized and were effectively dealt with.

Look for ways to challenge the status quo.

- Identify a key process or function for which you are accountable.
- Look for more effective ways to execute that process or function.
- Sometimes a new process will impact people differently. Reflect on the varying impact of your new process throughout your team.
- Take proactive and sustained actions to remove any roadblocks that are impeding the process, and replace them with a more efficient approach that will improve the process.
- Ask your peers/manager for feedback on this new process.

Discuss with your manager your interest in taking on a broader range of job responsibilities.

- Consider the kinds of skills and knowledge you will need in the future.
- Talk about concrete steps you can take to move you toward your goals.
- Create a written action plan with forecasted timelines with your manager to develop those skills and knowledge for the job.
- Meet with your manager to review your timeline and determine whether your goals are being met.

Test new ideas that you have read about or learned, to see if they could apply to your area.

- Develop a plan to incorporate the new idea into your area, even if you believe the idea may not be supported.
- Solicit feedback. Identify key learnings from your group's feedback. What changes would you have to make to your plan to make it fit your agency?
- Determine if there is still merit in bringing the idea forward. If so, present the plan to your manager, and discuss how it could be implemented within the next 4-12 months.
- Before presenting to your manager, identify and reflect on the potential outcomes associated with the implementation of the plan

Try to think of an improvement that could be made in your organization.

- Chat with your peers about opportunities for making your team more efficient.
- Arrange to meet with your manager and discuss these ideas.
 - ⇒ Do not be discouraged if your ideas are not implemented. As you think of, and discuss ideas, you will get a better sense for those, which are practical in your organization.
- Assess the number of contributions you made as time progresses.

Take a longer-term project or assignment that you have become involved in and invest time to look ahead for potential problems.

- Break down the project or assignment into all the critical tasks and key milestones.
- Analyze each task and identify any potential areas of risk. Try to determine any areas where something could potentially go wrong (such as an untried technology, a shortage of experienced employees or a lack of resources).
- Sort the potential problems into high and low risk and prepare possible alternatives if the potential problems you have identified should occur.
- Review your task breakdown, risk analysis and alternatives with your manager.

Look ahead for opportunities and problems.

- Conduct a scenario planning session:
 - ⇒ Identify what could happen in the next six months (either positive or negative) that could take individuals off their track, regarding planned actions.
 - ⇒ Describe the possible scenarios.
 - ⇒ Develop a plan to handle these situations if they should arise.
- Assess whether the forecasts actually materialized and were effectively dealt with.

Books and Videos

1001 Ways to Take Initiative at Work, by Bob Nelson (Workman Publishing Co., 1999).

This book features stories of successful employees who developed self-leadership in the workplace. The author offers quotes, case studies and real-life examples to show readers how to take risks, set goals and ultimately, become better employees.

How to Get Control of Your Time and Your Life, by Alan Lakein (New American Library, 1996).

This book helps you turn ideas into action, especially in terms of handling obstacles proactively.

If it Ain't Broke...BREAK It, by Robert Kriegel & Louis Patier (Warner Books, 1992).

Using examples of the experiences of people in a variety of organizations, the authors present ways to increase productivity and quality through simple, effective tools that encourage initiative and risk-taking.

The Art of the Long View: Planning for the Future in an Uncertain World, by Peter Schwartz (Doubleday/Currency, 1991).

This book outlines a "scenario" approach, giving you the tools for developing a strategic vision within your business. It guides to unlocking fresh perspectives for the future, a crucial challenge in any organization.

Seven Habits of Highly Effective People, by Stephen R. Covey (Distican, 1990)

This book provides thought provoking ideas on clarifying your personal values and how to translate them into your daily and weekly activities.

Iacocca, an Autobiography, by Lee Iacocca & William Nova (Bantam, 1986).

This is a good depiction of Opportunity Seeking in the life of a person who exemplified it.

The movie "**Sneakers**".

This movie is about hackers looking at the long-term implications of new inventions and of actions taken.

The movie "**Country**".

A determined woman prevents her family from being torn apart when the government threatens to take their land away.

SELF-CONTROL

Self-Control is the ability to keep one's emotions under control and restrain negative actions when provoked, when faced with opposition or hostility from others, or when working under conditions of stress. It also includes the ability to maintain stamina under continuing stress.

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none"> continuing to perform effectively in stressful and difficult circumstances (i.e., tight deadlines) 	<ul style="list-style-type: none"> giving up and letting fear take over; letting stressful times get the best of you
<ul style="list-style-type: none"> keeping things in perspective despite fatigue and frustration 	<ul style="list-style-type: none"> letting events "take control" of you
<ul style="list-style-type: none"> coping effectively with ambiguity 	<ul style="list-style-type: none"> wanting everything to be black and white
<ul style="list-style-type: none"> maintaining a professional approach when unduly annoyed, disturbed, or disrupted by others; remaining calm 	<ul style="list-style-type: none"> being rude and impolite by "lashing out" and over-reacting
<ul style="list-style-type: none"> responding calmly with a sense of empathy and perspective when something happens that makes more work for you 	<ul style="list-style-type: none"> blaming others and getting angry when something happens that makes work for you
<ul style="list-style-type: none"> remaining polite and in control when speaking with clients and dealing with malfunctioning systems (e.g. downed computer) 	<ul style="list-style-type: none"> getting angry or flustered when there is a big rush and something goes wrong
<ul style="list-style-type: none"> holding your tongue and taking a deep breath to relax when something annoys you 	<ul style="list-style-type: none"> sharply complaining to someone who is getting on your nerves

**Developmental
Activities****Think before you react.**

- Take a deep breath, count to three in your head and then re-evaluate the situation.
- If you feel what you want to say or do may be inappropriate then don't do it, wait until you can revisit the situation with a clear head.

Remove yourself from the situation.

- If it's a phone call, put the person on hold temporarily or tell them you'll call back.
- If in a meeting, excuse yourself.
- This will allow your emotions to subside before you act.

Think twice before placing blame.

- The next time you are angry with someone or some department pause a moment before placing blame.
- Think about what could be done to prevent these problems and discuss with your peers or manager/supervisor.
- Self-control becomes easier when you direct your thoughts and energy towards solving the problem rather than assigning blame.

Keep situations in perspective by leading a balanced life.

- Write down your preferred picture of work life balance.
- Identify gaps between your current and ideal work life balance.
- Create an action plan to build a more balanced perspective on life.

Maintain a healthy lifestyle in order to keep your stress level in check.

- Eat right, exercise regularly, get plenty of sleep.
- Identify additional factors that contribute to your personal health.
- When experiencing strong emotions, such a lifestyle should facilitate maintaining your composure and continuing your conversation or task.

Identify techniques that work well for you to effectively cope with negative stresses in your life.

- These may include things such as exercise, working at hobbies, spending additional leisure time with family and friends, spending more time alone, meditation, knowledge of human development, reducing the amount of caffeine in your diet, etc.
- Find ways to incorporate more of these activities into your routine at times when you find your stress levels rising.

Next time you find yourself in a stressful situation involving interpersonal conflict try practicing one or two of the suggestions below:

- Recognize that others will not always be willing or capable of understanding or accepting your point of view.
- Present your point of view clearly but diplomatically.
- Allow your emotions to subside before you act. Reflect on the techniques you could use to accomplish this.
- Refer to the “Books and Videos” section of this guide. The references in this section contain many helpful techniques for dealing with interpersonal conflict situations.

Demonstrate active listening to reduce conflict and stress.

- Summarize the main points being expressed by others.
- Be sure to communicate the content of what was said as well as the feeling behind the content. This demonstrates to others that you are actively listening.

Use humor.

- The appropriate use of humor can lighten your load and make it easier to maintain diplomacy.
- If you find work is making you angry or you are getting frustrated, chat to your peers to laugh it off.
- Do not use humor with someone who is angry with you or your team -- be serious in helping him/her.

Use quick stress relievers.

- Implement, with the approval of a physician, a regular (i.e. at least three times a week) exercise program, including cardiovascular training, muscular conditioning and stretching exercises.
- Reduce your intake of caffeine, alcohol and, if you smoke, nicotine. All these drugs can significantly decrease your ability to cope with strong emotions such as stress.
- Use a support group of friends, peers and family members. Follow these suggestions:
 - ⇒ list all the people who can support you in work-related and personally stressful situations
 - ⇒ review your list and identify any gaps in your support network.
 - ⇒ take specific actions to strengthen your support network (e.g. ask your peers and friends where they have found helpful support).
- If personally criticized, calmly explore reasons for the criticism.

Role play a difficult situation with a peer.

- Watch for your own emotional responses and practice responding calmly.

- Discuss the situation with your team members.
 - ⇒ Review the initial starting positions of you and the other person. How much closer were both of you at the end of the discussion?
 - ⇒ Review what you thought and felt at the time. Did you experience strong emotions? Discuss what you did to control your feelings.
 - ⇒ Evaluate the effectiveness of your actions

Ask your manager to involve you in resolving difficult or stressful situations.

- Use these situations as opportunities to practice Self-Control.
- Discuss the situation with your manager ahead of time. Give some thought to how you will handle the situation.
- Ask your manager to give you feedback on how you managed the situation.
- Take notes on how you thought you did and discuss it with your manager.

When faced with a crisis, identify those people required to handle the problem. Have them meet and explain the problem.

- Assign responsibilities and set up procedures for keeping you informed.
- Work with the group/individual to ensure that a resolution is delivered that meets the needs of the organization and/or client.
- At the conclusion of the crisis ask the group/individual and yourself what was learned? How can this type of situation be avoided in the future? Who will take responsibility to ensure that this does not happen again?
- Analyze the results of your discussions.

Learn to see things from the client or stakeholder's point of view.

- Ask your manager what kind of complaints they have received from clients or stakeholders over the years.
- Ask for specific stories (without naming any names).
- Try to understand the situation from the client or stakeholder's point of view. You may need some assistance from your manager in order to do this.
- Are any of these situations similar to ones you are currently facing? If so, what lessons can you draw from your manager's experiences?

Develop a win-win strategy for resolving conflict and minimizing stress.

- Identify a difficult situation where you have a significant disagreement with someone.
- Categorize your typical negotiating style into one of the categories below (be honest with yourself).
 - ⇒ Win-Lose -- where you typically see yourself as winning and the other party losing in the process
 - ⇒ Lose-Lose -- where you typically see both yourself and the other party losing
 - ⇒ Lose-Win -- where you typically see yourself losing or giving in during the process
 - ⇒ Win-Win -- where you see both you and the other party being satisfied with the outcome
- Meet with your manager, review the situation and ask for suggestions on how you and the other person can move closer to a win-win agreement.
- Apply your win-win strategies to resolve the conflict.
 - ⇒ find a goal, which both you and the other person can agree and focus on it.
 - ⇒ maintain a focus on your common objectives.
 - ⇒ monitor your thoughts and feelings throughout the discussion. Note the reactions you are having to what the other person says. How does the other person respond to your actions?

Identify someone in your agency (e.g. a peer) who shows excellent Self-Control.

- Ask your peers for their opinion on the person you have identified. Are there any other people whom your peers might also recommend as good role models?
- Observe how the person you have identified handles situations where Self-Control is especially important.
 - ⇒ Ask the person you have identified to describe the kinds of situations he or she faces that require self-control.
 - ⇒ Observe the person during an actual situation. Note what the person actually says or does.
 - ⇒ Afterwards, ask the person to describe the thoughts and feelings he or she had during the interaction.

Identify one or two situations in the recent past (home or work) where you demonstrated high levels of self-control and one or two situations where you had difficulty maintaining self-control.

- Make notes about the techniques you used in the situations where you demonstrated high levels of self-control.
- Think about whether your previously successful techniques would have helped in the situations where you had difficulty maintaining self-control. Plan to use them the next time a similar situation arises.
- If you feel that the techniques would not have helped, or you tried them and were not successful, identify what it was about the situation that made it different and jot down some ideas or techniques that you might try next time. Keep a record of what happens to further evaluate.

Keep a log, over the next month, of situations that are particularly stressful and involve interpersonal conflict and stress.

- Write down the key points describing the situation.
⇒ when did it occur, who was involved, what was the outcome?
- Note how you reacted to the situation. What did you think, feel and do at the time? What was the outcome? Were you satisfied with the result of your behavior?
- Review the situations and try to identify any common themes.
- Recognize if there are specific types of situations that cause you to react badly.
- Work on improving your reaction to stress.

Build awareness of what you are feeling in stressful situations.

- Stop and ask yourself the following questions next time you are in a stressful situation:
- What is happening right now? What am I...
 - ⇒ doing?
 - ⇒ thinking?
 - ⇒ feeling?
- What do I want to do right now? Think about your objectives in the current situation. What do you want to achieve?
- What am I doing that is getting in the way of achieving my objectives? Think about what you want to do next. Say to yourself "I choose to . . ."
- Be clear about your choice of action, then do it.

Books and Videos

Working With Emotional Intelligence, by Daniel Goleman (Bantam, 1998).

This book discusses the components of Emotional Intelligence (EI) with respect to the work environment. Drawing on studies conducted in more than 500 organizations, Goleman reveals that EI is the single most important determinant of success.

Emotional Intelligence, by Daniel Goleman (Bantam, 1995).

Drawing on groundbreaking brain and behavioural research, Goleman shows the factors at work when people of high IQ flounder and those of modest IQ do surprisingly well. These factors include self-awareness, self-control and empathy.

Attitude: Your most priceless possession, by Elwood N. Chapman (Crip Publications Inc., 1995).

A practical, workable guide to better human relations. Chapman famous for attitude development seminars teaches how you can maintain and transmit a positive attitude by anticipating successful encounters.

Body, Mind and Sport: The mind-body guide to lifelong fitness and your personal best, by J. Douillard (Crown Harmony Books, 1994).

This book discusses the attainment of peak performance through ayurveda and exercise. Dr. Douillard describes ayurvedic fitness as a tailor-made lifestyle and fitness routine to individual body type, and a precursor to more enjoyable living. "It's not just exercise, but a lifestyle" claims Douillard.

Seven Habits of Highly Effective People, by Stephen R. Covey (Distican, 1990).

This book presents a holistic, integrated principle-centered approach for solving personal and professional problems. Covey reveals a step-by-step pathway for living with fairness, integrity, honesty, and human dignity. Topics include: being proactive; and principles of co-operation and leadership.

Perfect Health: The Complete Mind/Body Guide, by D. Chopra (Harmony Books, 1989).

This book presents to its readers easy steps on how to relax the mind and body in stressful situations.

Let's Talk: An Introduction to Interpersonal Communication, by Freda Sathre-Eldon, Ray Olson and Clarris Whitney (Simon & Schuster, 1981).

An easy to read handbook covering topics on listening skills, self-awareness, non-verbal communication and conflict reduction.

Feeling Good, by David Burns (Penguin, 1981).

This book, written by a renowned cognitive psychologist, outlines simple step by step techniques to control the negative thought patterns that lead to lack of self-confidence and low self-esteem.

The movie "**A House of Your Own**".

This movie vividly presents what happens to an otherwise sympathetic character who keeps expressing her anger and self-centeredness with physical aggression.

STRATEGIC THINKING

Strategic Thinking is the ability to understand the implications of decisions on one's role and links organizational strategy and mission to daily work. At the lowest level, it includes simple understanding of strategies; at the highest level it is a sophisticated awareness of the impact of the service delivery system and the political climate at large on strategies, and how in turn that affects choices.

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none"> understanding how strategies, objectives and goals set by the agency are relevant to your own role or department 	<ul style="list-style-type: none"> blindly creating new objectives and goals for your own role without considering organizational context
<ul style="list-style-type: none"> continually assessing how day-to-day tasks support the broader organizational objectives 	<ul style="list-style-type: none"> planning your work based on short-term commitments and deadlines
<ul style="list-style-type: none"> aligning your team's goals with the agencies strategic goals 	<ul style="list-style-type: none"> setting goals in your team that are independent of agency priorities
<ul style="list-style-type: none"> understanding the external environment and its impact on clients and stakeholders 	<ul style="list-style-type: none"> thinking only about your own agency without considering external factors
<ul style="list-style-type: none"> assessing projected directions of trends in the industry and government and calculating any potential implications these may have on your area's future direction 	<ul style="list-style-type: none"> constantly revising your team's strategy based on new information

**Developmental
Activities****Gather information from your manager.**

- Spend some time with your manager discussing your agency objectives and strategic goals.
- Ask your manager how those goals were set.
- Ask your manager how he/she ensures program goals are aligned with agency strategies.

Research the Strategic Thinking competency in your organization.

- Find out how others learn about organizational strategy and factor it into work prioritization.
- Research how your team strategy is created.
- Share your own ideas for implementation of strategy into the team with peers. Listen carefully to their comments.
- Integrate your findings with the comments of your peers to create an implementation plan.
- Follow through on it.

Review the priorities and current activities of your team.

- Identify those that will deliver the expected short-term results and those that will deliver the medium term results.
- Do you have the right balance between short-term and medium-term?
- What is your team doing that is a “nice to do” which is not tied to the short-term or medium-term results versus a “must do”?
- Meet with your peers to discuss those activities that will not deliver short-term or medium-term results. Re-deploy resources to the medium and short-term priorities that require more support.

Conduct a “SWOT” analysis.

- Conduct an “environmental scan” of strengths, weaknesses, opportunities and threats (SWOT) related to your team or department.
- List each of them and determine specific actions and steps that you can take to improve performance in your team/department.
- Discuss the results with your manager.
- Discuss your results with your peers. Did they come up with additional suggestions?

Gather information from your peers within your agency.

- Spend time with a peer discussing their knowledge of your area's strategic goals.
- Ask your peer how they address their area's goals in their own planning.

Learn more about the organization and future assumptions of clients/ key stakeholders.

- Study client/key stakeholder satisfaction surveys and industry reports to better understand their needs.
- Talk to clients/key stakeholders about issues facing them, trends affecting them, and concerns they may have about the future.
- Summarize the common themes that you identify.
- Discuss your findings with your peers/team members to incorporate their impressions into the critical issues facing the client/key stakeholder.
- Draft a plan, working with peers/team members to outline what, if anything, you can do to help clients/key stakeholders address these issues.

Select a key task or function within your team or department that would significantly improve results if it were to be done differently.

- Investigate and develop different approaches for performing the function.
- Develop a business case that supports a change including such things as service impact, strategic repositioning and leverage, resource utilization, cost/benefit and impact analysis, and so on.
- Examine the pros and cons from the perspective of each stakeholder group/client group.
- Create a draft implementation plan. Include a transition plan for migration/conversion to the new approach and a communication plan for repositioning the project and updates to stakeholder groups.
- Present your ideas and case to the appropriate groups.

Prepare a strategic human resource plan for your agency.

- Analyze your agency objectives and strategy. Determine if there are any people issues that are impacted by the direction of your agency. Does your strategy imply a need for a different mix of skills, knowledge or behaviors among your current staff in the future?
- Review the organization chart for your agency, showing all staff positions. Identify positions that may open up or change due to promotions, lateral moves, attrition and/or resignations.
- Determine other staff within the agency who could serve as successors to key roles within your agency, including yourself. Put plans in place to develop the competencies of potential successors.

Get input from your peers in other agencies.

- Talk to your peers in other agencies on a regular basis about issues and trends affecting them and concerns they have about the future.
- Ask your peers in other agencies to share their work plans, the assumptions on which their plans are based and what trends are affecting their agency.
- Consider the issues they raise in relation to your agency plans and approach.
 - ⇒ Do the same assumptions hold true for your area as for theirs?
 - ⇒ Are your strategic needs/directions similar to theirs?
 - ⇒ Are their action plans to meet similar challenges transferable to your business/service context?
- Include the results of this analysis in your on-going planning sessions.

Assess a current agency process or policy against the agencies strategic priorities.

- Select any one of your agencies current processes or policies that you consider to be less than effective.
- Analyze the process/policy against each strategic priority and determine if it supports or hinders the strategic priority. List the strategic priorities that are supported and those that are hindered.
- Taking one of the strategic priorities that are hindered, brainstorm what changes could be made to the process or policy that would align it with the strategic priority. Repeat the brainstorming exercise for the remaining strategic priorities that are hindered.
- Redraft or modify the process or policy using the results of the brainstorming exercise, which in your view is more likely to lead to the desirable results.
- Use the following process:
 - ⇒ Assess the scope and impact of the intervention.
 - ⇒ Identify the individuals or groups who will be affected by it.
 - ⇒ Think about how this change will benefit and what reasons they may have for dismissing the change.
 - ⇒ Work on anticipating different problems that may arise and the approaches you could take to address potential problems.
- Test the revised policy on some of the key stakeholders that you will need to champion it as well as those that will be impacted by the changes.

Conduct a market review to identify trends and potential responses.

- Focus on specific areas - regulatory trends, demographic, social, environmental, and technological trends, changes in senior personnel within government and industry.
- Create a template for yourself and others to use, so that information is in a standard, easily accessible format.
- Once you have recorded the information, look for trends across organizations or within organizations. How have they typically responded to changes in the marketplace or changes in the economy?
- Review any available information regarding your strategic direction - in what areas are you well positioned? Vulnerable or under-utilized?
- Take action – include team members in your action plan.

**Schedule strategic planning sessions with your team members.
Ensure participation of team members from various locations.**

- Communicate the long-term vision for the organization and your vision for your area.
- Lead your team members through an environmental scan exercise, (i.e., opportunities, threats, strengths, weaknesses) and determine the key factors you anticipate will affect your agency.
- Have each team member conduct a similar exercise with their team and determine how their team currently supports achievement of the key environmental factors, and how they will continue to support the future vision.
- Reconvene your team members and have them present their team's long-term plan to influence key environmental factors.
- Lead the team through an exercise of identifying overlaps, gaps and establishing future priorities and accountabilities.
- Have each team member translate the team's future priorities into team and individual priorities and accountabilities.
- Hold regular meetings with your team members to review progress and determine whether change in direction or priorities are required.

Keep current with trends and issues affecting your organization as well as the government in general.

- Review local, national and international events and trends affecting your organization in general by reading relevant publications (i.e., local and international newspapers, professional journals, technical reports, etc.). Consider what implications, if any, these developments have for your organization.
- Look at what other government organizations are doing. What assumptions are they making about the future that is driving their current strategy?
- Attend provincial government, federal government, or private industry conferences/seminars.
- Collect information about best practices and key success factors in other organizations that you believe could be transferable to your organization.
- Anticipate changes in legislation and/or accepted industry standards and determine any adjustments your organization will have to make in order to keep on track with accomplishing its objectives.

**Books and
Videos**

Six Sigma: The Breakthrough Management Strategy Revolutionizing the World's Top Corporations, by Mikel J. Harry and Richard Schroeder (Doubleday, 2000).

The Six Sigma Breakthrough Strategy is one of the most compelling and successful management strategies of the last quarter century. It focuses on business processes and the components that comprise those processes.

Making Strategy Work: Building Sustainable Growth Capability, by Timothy J. Galpin (Jossey-Bass Inc., 1997).

This hands-on book outlines the steps managers need to take so they can confidently implement corporate strategy within their departments and divisions and throughout their organizations. The author bridges the gap that so often exists between strategy and action, and offers the tools managers need to translate plans into results-oriented strategic change.

The Balanced Scorecard, by Robert S. Kaplan and David P. Norton (Harvard Business School Press, 1996).

This book is proof positive of the benefits of investing in the long-term -- in customers, in employees, in new product development, and in systems -- rather than managing the bottom line to pump up short-term earnings.

The New Strategists: Creating Leaders at all Levels, by Stephen J. Wall & Shannon Rye Wall (The Free Press, 1995).

A collection of works intended to emphasize the role and thinking processes of leaders in various types of organizations faced with complex and turbulent environments.

Applied Strategic Planning: An introduction, by Leonard D. Goodstein, Timothy M. Nolan, J. William Pfeiffer (Jossey-Bass Inc., 1992).

This provides a complete understanding of the strategic planning process, along with views on the most effective ways to plan strategically. It presents the model that Pfeiffer & Company uses for its own strategic planning, with complete chapters devoted to each phase of the model.

When Giants Learn to Dance, by Rosabeth Moss Kanter (Simon & Schuster, 1989).

A collection of case stories that illustrate how organizations learn to rapidly shift their strategies to adapt to the changing needs of the internal and external environment.

The video **“Football and the Art of Strategic Planning”** (Vision Films Associated).

This video illustrates the effectiveness and importance of the strategic planning process by using a professional football club as an example.

The video **“What is Strategic Planning”**, (Performance Resources Inc.).

This video demonstrates the five important steps in developing a strategic plan. It is designed to assist you with the first stage in creating an organizational culture that relates strongly to the concepts of strategic planning.

TEAM LEADERSHIP

Team Leadership implies having the intention to take a role as leader of a team or other group. It implies a desire to lead others. Team Leadership is generally, but certainly not always, shown from a position of formal authority. The “team” here should be understood broadly as any group in which the person takes on a leadership role, including the agency as a whole.

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none"> making tough decisions which support the team and the organization's direction, and which are in line with personal and organizational ethics 	<ul style="list-style-type: none"> bowing to internal or external pressures to act in a way which goes against the values and beliefs held by you or the team
<ul style="list-style-type: none"> modeling good teamwork and holding people accountable for being good team players 	<ul style="list-style-type: none"> treating teamwork as a low priority item
<ul style="list-style-type: none"> actively promoting the mission and goals of the group as it relates to the service mandate of the agency 	<ul style="list-style-type: none"> delegating tasks to others without providing them with an understanding of the ultimate goal
<ul style="list-style-type: none"> “walking the talk” by demonstrating the actions you expect from other team members 	<ul style="list-style-type: none"> creating rules or policies for the team which you do not follow (i.e., “do what say, not what I do” mentality)
<ul style="list-style-type: none"> making sure your team has appropriate training and other resources to complete the team's objectives 	<ul style="list-style-type: none"> acting as an administrator passing along information on policies
<ul style="list-style-type: none"> organizing special events with the express purpose of promoting a sense of “team” 	<ul style="list-style-type: none"> focusing on ensuring each individual does his/her own job and avoiding “time wasting” team meetings
<ul style="list-style-type: none"> actively working to make sure your team is well regarded by the larger agency or the community 	<ul style="list-style-type: none"> missing opportunities to showcase your team members' unique strengths and accomplishments
<ul style="list-style-type: none"> communicating a team vision and working with the team to develop shared goals to achieve the vision 	<ul style="list-style-type: none"> believing that if you want it done right you need to do it yourself
<ul style="list-style-type: none"> painting an exciting picture for the team of its objectives and doing things that create some enthusiasm to achieve it 	<ul style="list-style-type: none"> focusing on strictly task-based activities to reach your goal

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none">managing team procedures and meetings through the efforts of team members	<ul style="list-style-type: none">believing that as you are finally accountable for the work, you must be deeply involved in every aspect of it

**Developmental
Activities****Ask for regular feedback on your leadership style from your manager, your peers and your team members.**

- Ask others to identify specific behaviours you need to start doing and stop doing to improve your leadership effectiveness.
- Focus on changing one of these behaviours for a period of time and observe your impact on others.
- Remember not to argue or defend your behaviour - it may make others reluctant to provide honest feedback in the future.

Increase your exposure to peers and other managers whose managerial style is significantly different from your own.

- Talk to them about their jobs and the behaviours they use to manage their people.
- Identify those techniques or behaviours you would like to integrate in your own managerial approach.

Ask your manager to identify some mentors who have strong leadership skills.

- Arrange to have regular conversations with at least one of these mentors.
- Make a point of discussing specific issues that you're facing within your team.
- Model your behaviour after your mentor's and use any suggestions he or she might have.

Use regular team meetings as an opportunity to share information and ideas.

- Explore as a group, ideas about how to improve team results and how the team can contribute to company objectives.
- Positively reinforce members of the team who take risks in suggesting new ways of approaching tasks.
- Include information on the "big picture" - events in the organization that will help team members understand the goals of the organization.
- Keep brief notes on the ideas put forward.
- Determine, as a group, ways by which these ideas can be put into practice.

Set a good example for your team by developing your group facilitation skills.

- Facilitate rather than direct group discussions.
- Use active listening skills to draw out the ideas and creativity of others.
- Protect minority opinion by providing an environment in which those who propose minority solutions feel comfortable voicing their ideas.
- Remember that the most obvious or popular solutions are not always the best.
- Encourage meetings that are problem-oriented rather than solution-oriented (i.e., make sure the problem is fully defined before the group jumps in and generates solutions).
- Use a sequential structure to do this (e.g., spend the first 15 minutes on defining the problem and the next 20 minutes generating solutions).
- Use brainstorming techniques to generate alternate solutions to problems.
- Strive for quality rather than quantity.
- Inform group members of the steps you will take in group facilitation of meetings and your reasons for taking these steps.
- Assess your facilitation skills by monitoring the effectiveness of your team and the extent to which they solve problems; you may also want to ask for direct feedback from your team members or your peers who have seen you facilitate.

Look for opportunities to visibly celebrate individual and team successes.

- Recognize the successes of individual contributors and teams in public forums (e.g., management team meetings) by providing the specifics of what was done well.
- Show your appreciation of individual team members through personal memos or face-to-face communication.
- Speak with your peers to find out what methods they use to celebrate within their teams that have been particularly effective.
- Encourage and support team celebrations at the completion of project milestones.

Avoid destructive messages such as:

- *Communication Shutdown* - a statement or action that cuts off discussion with no plan to continue.
- *You Should Statements* - like “You should do this” which sounds parental and insinuates that I know better than you do.
- *Discounting* - minimizing another person’s comments by inappropriate reassuring, distracting or humouring.
- *Threatening* - expressing an intention to do harm.
- *Communicating Through Someone Else* - a statement that expresses dissatisfaction indirectly to the person, through someone else.
- *Mind Reading* - assuming that your perception of a confusing message is right without clarifying, or assuming the other person can read your mind.
- *Silent Treatment* - feeling resentment or anger toward another, but not addressing it directly with that person.
- *Double Blind* - sending a message where the words say one thing but the body language or attitude convey a different meaning.
- *Judging/Blaming* - placing blame or making judgments about another person; often involves finger pointing.
- *Premature Advice* - offering immediate advice to someone without showing concern for their feelings, listening, or helping them problem-solve.

Solicit the opinions from all team members when making team decisions.

- Avoid making an important decision until the opinions of team members have been heard.
- Work with the team to gain support for the decision. Discuss clearly at the beginning whether you are after consensus or majority support, and the types of measures the team is prepared to take to get there.
- Ask team members to justify and defend their opinions if there is disagreement among team members.
- Suggest common ground solutions or compromises if differences of opinion remain.
- Be prepared to “step up to the plate” on key issues if there appears to be a deadlock. If you are uncomfortable being directive in this way, it is often helpful to discuss with the team the point at which you will intervene to ensure it meets its goals.
 - ⇒ Remember that members of your team will be expecting you to take accountability for the final decision, and may become confused or frustrated if they don’t see you actively committing yourself to a course of action.

Ask team members to evaluate the effectiveness of the team. Ensure that they identify both strengths and weaknesses.

- Evaluation criteria may include the following:
 - ⇒ Clarity of purpose
 - ⇒ Problem solving
 - ⇒ Decision making
 - ⇒ Change management
 - ⇒ Client focus
 - ⇒ Quality of work
 - ⇒ Conflict resolution
 - ⇒ Work processes
 - ⇒ Feedback.
- Rate your team using the following scale for each criterion:
 - ⇒ 1 = Team is Not at all Effective
 - ⇒ 2 = Team is Slightly Effective
 - ⇒ 3 = Team is Effective in Some Situations but Not Others
 - ⇒ 4 = Team is Effective Most of the Time
 - ⇒ 5 = Team is Effective All of the Time
- In a group session, identify action plans to address some of the team's weaker areas.
- Repeat the exercise every three months to see if perceived team effectiveness is improving.

Schedule a special meeting (possibly an off-site meeting) for your team to address an important matter.

- Use these special meetings to develop and obtain agreement about a plan of action and to help build skills, trust, morale and commitment.

Take specific steps to keep all team members focused on achieving the ultimate goals and objectives.

- Ensure that each person understands how his or her role contributes to the overall success of the project and of the group.
- Remember that the team must work cohesively to accomplish its goals.
- Help the group to stay focused on its common goal.
- Keep track of methods that have worked particularly well, and apply them again when appropriate.

Identify members of your team who need to cooperate with each other to achieve team objectives, but have trouble with their relationship to the extent that it impedes their joint progress.

- Meet one on one with those involved and have them clearly state their understanding of the situation.
- Enforce the group code of conduct that should encourage your peers to focus on the specific behaviours that interfere with progress, rather than directing personal criticism at the other party.
- Help each person define his or her biggest challenge in being successful as a team member.
- Facilitate a joint discussion with all the involved parties, restating and enforcing the code of conduct, as required.
- Present the similarities in perspective or desired outcomes you observed through your discussions with the people involved.
- Ask each person to present the greatest challenge to his or her success and the 2 or 3 behaviours, which he or she thought, might improve the outcome.
- Illustrate the similarities in proposed solutions (e.g., cut down on unnecessary bureaucracy by eliminating certain sign-off requirements for common changes/ requests).
- Ensure that all the parties involved have committed to a solution that has been proposed.
- Have each person record the changes which are required of him or her.
- Monitor the person's performance against this behavioural contract.
- Be aware of the interpersonal progress of the group and reinforce positive behaviours/ behavioural changes whenever possible of the interpersonal progress of the group and reinforce

Clarify the team's mission.

- Initiate a process with your team to either develop or re-visit a mission statement for your team.
- Provide the framework and a draft of your initial thoughts, and use a group process to fine-tune the mission statement.
- Include feedback, where appropriate, from the team's clients in the discussion to ensure that your mission meets their expectations of you.
- Post the final product prominently and refer to it regularly in group meetings when agreement has been reached.

Clearly communicate the overall direction for your team to team members.

- Work with your team members to set both team and personal goals and objectives.
- Communicate priorities to team members.

- ⇒ What communication vehicles did you use? How effective were they? What could you use next time instead?
- Hold periodic meetings to review the team's progress against other goals in the organization and to determine if a change in direction is required.
 - ⇒ What measures of performance are being used to monitor progress towards the goals of the organization? Are these the most appropriate measures? Discuss them with the team.
- Clarify responsibilities and expectations for the team as a whole, as well as for peoples.

Clarify acceptable team behaviour.

- Develop a short list (no more than six) of "norms" or "values" with your team to guide decision making and interpersonal behaviour. These can be extremely valuable in encouraging a particular culture in your team. You may want to zero in on those criteria identified as weaknesses by the team.
- Use the norms as guidelines for giving performance feedback and to address interpersonal problems within the team.
- Inform team members of the steps you will take in group facilitation and your reasons for taking these steps.
- Make sure your rules apply to yourself as well. For example, if you are promoting an environment that supports conflict resolution, then make yourself available to resolve any conflicts or difficulties your direct reports may be having with you.

Spend time developing and living up to a personal vision.

- Over the next several months, develop a personal vision of what you believe a manager/team leader should be.
- Test if the vision is realistic by practicing it in your daily work.
- As you develop confidence in your vision, communicate it to the team.

**Books and
Videos**

Why Teams Don't Work, What Went Wrong and How to Make it Right, by Harvey Robbins and Michael Finley (Peterson's Guides, 1996).

Many organizations turn team structures and wait for magic, which never comes. This book explains the problems that occur and how to fix them.

The Human Side of Change, by Timothy Galpin, (Jossey-Bass Inc., 1996).

A step-by-step action plan for the change process including setting goals for change, establishing measurement criteria and providing feedback, rewards, and recognition.

Get Everyone in Your Boat Rowing in the Same Direction, by Bob Boylan (Monarch, 1995).

This book presents five leadership principles to follow so others will follow you. It details how to motivate employees with clear, concise ideas.

Credibility: How Leaders Gain and Lose It, Why People Demand It, by James M. Kouzes & Barry Posner (Jossey-Bass Inc., 1993).

This is a guide to help managers understand the fundamental importance of credibility for building personal and organizational success, and for fostering trust within work, family and the community.

Team Leader's Problem Solver: Pin Pointing Causes & Cures of 125 Tough Supervisory Problems, by Clay Carr (Prentice Hall, 1990).

This book focuses on the problems that can lead to inefficient teams. Here's a first-aid kit, valuable to the team leader. The emphasis is on the relationship between team members and how they can go astray.

The Leadership Challenge: How to Get Extraordinary Things Done in Organizations, by James M. Kouzes & Z. Barry (Jossey-Bass Inc., 1987).

This book uses case studies of 500 middle and senior managers at their personal best to demonstrate how ordinary managers can lead others to extraordinary accomplishments. The authors take the view that leadership is an observable, learnable set of practices that virtually anyone can master.

Creating the High-Performance Team, by Steve Buchholz and Thomas Roth (John Wiley & Sons, 1987).

This book provides a step-by-step guide to leadership and communication techniques for creating more effective teams. It addresses how to provide strong leadership, creating and reinforcing a positive work culture, generating interdependence and group synergy, setting goals, anticipating problems and tapping the creativity of the team.

Effective Group Problem Solving, by William M. Fox (Jossey-Bass Inc., 1987).

This book discusses how to improve efficiency, minimize interpersonal problems, and produce results when working in groups.

The video “**Team Building: How to Motivate and Manage People**” (Career Track Publishing).

In this three-volume video program, managers learn how to turn conventional work groups into teams. Management expert Mark Sanborn leads the viewer step-by-step through the team-building process including how to structure the team and set objectives.

The movie “**Apollo 13**”.

Look for examples of effective leadership behaviours, both in space by the mission commander (played by Tom Hanks) and on the ground by the manager of mission control.

The movie “**Crimson Tide**”.

This dramatic thriller is set aboard a submarine. Watch the differing leadership styles of the two lead characters. Note how different crewmembers respond to the leadership styles.

The movie, “**Glory**”.

This film is the story of the first black regiment recruited to fight in the Civil War. Notice how the regiment develops as a team.

The movie, “**Churchill**”.

This is a picture of a great leader in times of war, who could bring people together to fight, but lost his focus in peacetime.

The movie, “**Ghandi**”.

In this movie, Ghandi advocates and leads social change through his inspirational religious beliefs and teachings.

TEAMWORK

Teamwork involves working co-operatively with others, being part of a team, working together, as opposed to working separately or competitively. These behaviours apply when one is a member of a group of people functioning as a team.

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none"> speaking of team members in positive terms 	<ul style="list-style-type: none"> expressing negative expectations and opinions of team members
<ul style="list-style-type: none"> keeping others informed and up-to-date about any relevant or useful information 	<ul style="list-style-type: none"> attending team meetings without contributing
<ul style="list-style-type: none"> supporting and encouraging team members 	<ul style="list-style-type: none"> placing blame or making judgements about other team members
<ul style="list-style-type: none"> soliciting and utilizing the skills, ideas and opinions of team members 	<ul style="list-style-type: none"> preferring to be left alone to get on with your own work
<ul style="list-style-type: none"> when taking action, keeping in mind the concerns of other members as well as your own concerns 	<ul style="list-style-type: none"> engaging in win-lose competition with other members of the team
<ul style="list-style-type: none"> regularly soliciting input in team meetings or circulating reports for comments; then amending reports or actions as a result of the input 	<ul style="list-style-type: none"> going through the motions of soliciting input but never applying or synthesizing the gathered information
<ul style="list-style-type: none"> defending the team's reputation when others criticize 	<ul style="list-style-type: none"> keeping quiet or ignoring critical comments about your team members

**Developmental
Activities****Demonstrate co-operation in working with others.**

- Place emphasis on listening actively, drawing out the interest, concerns, needs and objectives of others.
- Demonstrate that you are listening and taking others seriously by restating what you are hearing and reflecting back your understanding of what others are communicating.
- Avoid taking control of the agenda, or being the first to make suggestions, instead try playing different roles within the group.

Seek feedback from your manager, team members and peers on your Teamwork behaviours.

- Ask the individual to help monitor your actions and give you feedback.
- Ask a peer for his/her perceptions of when you were effectively participating as a team member to solve problems and when you have missed opportunities to do so.
- Take note of these observations.
- Take measures to improve upon those actions that are less effective when working in a team.

Spontaneously offer to help someone.

- Make a little time to help a team member, especially if there is someone new in your team.

Keep a record of your contributions in committees, meetings, informal team gatherings, and other team settings for one month.

- Determine your overall impact in each situation.
 - ⇒ Did you contribute a great deal or very little?
 - ⇒ Was the effect of your participation positive, negative, or neutral?
- Write down why you think your participation turned out to be positive or negative.
- Think about your attitudes and behaviours in team situations and write down how your behaviour influences your effectiveness as a team member.
- Ask a peer to observe how you behave in team settings.
- Think about their comments and what you could do better.
- Develop an action plan to improve your teamwork.

Avoid destructive messages such as:

- *Communication Shutdown* - a statement or action that cuts off discussion with no plan to continue.
- *You should Statements* - like “You should do this...” which sound parental and insinuates that I know better than you.
- *Discounting* - minimizing another person’s comments by inappropriate reassuring, distracting or humouring.
- *Threatening* - expressing an intention to do harm.
- *Communicating Through Someone Else* - a statement that expresses dissatisfaction indirectly to the person, through someone else.
- *Mind Reading* - assuming that your perception of a confusing message is right without clarifying; assuming the other person can read your mind.
- *Silent Treatment* - feeling resentment or anger toward another, but not addressing it directly with that person.
- *Double Blind* - sending a message where the words say one thing but the body language or attitude convey a different meaning.
- *Judging/Blaming* - placing blame or making judgments about another person; often involves finger pointing.
- *Premature Advice* - offering immediate advice to someone without showing concern for their feelings, listening, or helping them problem-solve.

Make an effort to participate on a project that will require a high level of Teamwork.

- Be sure to take advantage of this opportunity to improve your Teamwork skills.
- Prior to beginning the project, create a list of behaviours and actions that you believe a good team member needs to demonstrate.
- Review your objectives with you team.
- Meet with members of you team during or after the project to discuss how you demonstrated Teamwork and whether you fulfilled your initial list of behaviours.

Conduct a self-audit.

- Monitor the way in which you speak about the individual you work with and members of your team.
- Check yourself to ensure that you speak positively about the strengths and capabilities of others and refrain, whenever possible, from criticizing others in your conversations.
- Strive to deal directly with individuals with whom you are displeased rather than complaining to others.
- Refrain from engaging in conversations with others who do not follow these guidelines, withdrawing from discussions about the weaknesses of peers.

Listen during team meetings.

- Don't answer your own questions, practice remaining silent for at least 10 seconds after you ask a question.
- If you disagree with someone in a team meeting, first acknowledge that person's point of view before offering your opinion.
- Summarize objectively differing points of view on issues and explicitly acknowledge that there is a difference of opinion.
- Ask for the group's help when there appears to be conflict in the group.

Solicit opinions from all team members when making a decision that affects the team.

- Hold regular information meetings with your team to keep them up to date on activities in your team, the larger organization and the community.
- Solicit input from team members regarding how your team can best realize the organization's goals and contribute to organizational goals.
- Consider all of the ideas and suggestions you receive.
- Allow this information to have an impact on your team's discussion of priorities, objectives and approaches.
- Ensure that the team can explain why certain suggestions are utilized.
- Avoid taking significant action or making an important decision until the opinions of all the team members have been heard and all members agree to support the decision.

Emulate a role model.

- Identify someone in the organization who demonstrates a capacity to be an excellent team player.
- Observe this person in action and make note of what he/she does to encourage, facilitate and support teamwork and team morale.
- If the person is on the same team as you, ask him/her to observe you and give you feedback and suggestions about how you could improve your teamwork skills.
- Hold follow-up meetings for feedback and additional coaching at least quarterly to track your progress and maintain your motivation.

Make a list of the unique strengths and contribution of each person on your team.

- Review your list with your manager and ask for his or her input.
- Look for opportunities and plan projects to capitalize on the strengths of each individual.
- Seek your manager's assistance to find opportunities to maximize team member strengths and to provide developmental opportunities for other team members to learn from the unique contributions of others.

Ask questions that draw out the needs, interests, concerns, and objectives of other team members.

- Demonstrate your interest in and understanding of what was said by restating it in your own words.
- Seek points of agreement between your positions, making an effort to point out the similarities, not just the differences.
- Make a list of all the concerns.
- Brainstorm an action plan with other team members so that as many concerns can be addressed as possible in achieving the group objective.

Lead open dialogue and information sharing among your team.

- Encourage team members to identify what information resources they need to achieve individual and team objectives.
- Work to provide access to these resources.
- Circulate current organizational data regularly, including status reports, client feedback and any other information to help your team.

Look for opportunities to acknowledge team and individual success, formally or informally.

- Recognize the contributions of team members in public forums, referencing specifically what individual members did well.
- Use formal communication channels to acknowledge successful team performance.

- Let individual team members know your appreciation through personal memos or face-to-face communication.
- Encourage and support team celebrations at the completion of a new, difficult or challenging task or project.

Organize a team building event.

- Solicit advice from the team to ensure the event will appeal to everyone.
- Make the event fun for everyone and include elements that require people to cooperate and work as a team together.
- Encourage team members to assist you in organizing the event if they have time.

Books and Videos

High Five! The Magic of Working, by Kenneth Blanchard & Sheldon Bowles (William Morrow & Co., 2000).

This book combines the spellbinding charm of a timeless parable with cutting-edge information about why teams are important and what individuals and organizations can do to build successful ones.

The New Why Teams Don't Work: What Goes Wrong and How to Make it Right, by Harvey A. Robbins & Michael Finley (Berrett-Koehler, 2000).

This updated book includes completely new material on team intelligence, team technology, collaboration vs. teamwork, team balance, teams at the top, the team of one, plus all new and updated examples.

Cross-Functional Teams: Working with Allies, Enemies and other Strangers, by Glenn M. Parker (Jossey-Bass Inc., 1994).

This top expert on teamwork provides tips on easing the interactions of cross-functional teams.

The Fifth Discipline: The Art and Practice of the Learning Organization, by Peter M. Senge (Doubleday/Currency, 1990).

The secret of how to get teamwork in your teams. It's a learning process, with your people aiming high, then learning to create the results they desire.

Effective Group Problem Solving, by William M. Fox (Jossey-Bass Inc., 1987).

This book discusses how to improve efficiency, minimize interpersonal problems, and produce results when working in groups.

The video "**Team Building**" (International Tele-Film, 1-800-561-4300).

This program describes the five characteristics of effective teams and what each team member must do to build the team.

The video "**Groupthink**" (Performance Resources Inc., 1-800-263-3399).

This video explains why well-informed group members go along with the majority. Eight symptoms (rationalization, shared stereotypes, self-censorship, mind guarding and direct pressure, illusions of morality, invulnerability and unanimity) are discussed.

The CD-ROM "**Teams That Work**" (Harvard Business School Publishing).

This interactive CD-ROM program is designed to help employees work effectively, both with and within teams. Topics include understanding team dynamics, diagnosing problems that constrain team functions, and planning appropriate interventions to remedy problematic team dynamics.

The movies "**The Mighty Ducks**", "**The Dirty Dozen**", "**Cool Runnings**" or "**The Great Escape**".

These are all films about Teamwork. Notice the importance of working toward a common goal.

The movie "**Glory**".

This film is the story of the first black regiment recruited to fight in the Civil War. Notice how the regiment develops as a team.