



Competencies & Skills Resource Booklet

For use with Individual Development Plans &
Competency Card Deck



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Introduction

This resource booklet is designed to accompany the Competencies and Skills card deck to develop learning activities and identify resources to help support an individual development plan. If you have received this booklet without having been through the “Managing For Success: Employee and Self Development” workshop, please contact BWSR for additional details:

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Although some skill development may require formal training, BWSR recognizes it is not practical to expect each skill will be addressed with participation in a training or conference. Therefore, this booklet is designed to offer low-cost learning activities, online articles, and book resources.

The list of activities and resources is a small sample of available tools. BWSR does not endorse them over other tools, but rather offer them as a sampling of how you can get started. With all the web resources, you may also want to search for additional online tools. Let us know when you find one that is particularly useful!

* Note on Possible Success Measures: Success measures are highly variable. They depend on your current level of proficiency with the skill and what level of proficiency you intend to reach. The examples of Success Measures are intended to provide a few examples for each related skill – but are not comprehensive! Please use your judgment to determine what are the best measures for your own skill development.

Competency Description

Ability to:

- Take responsibility for ensuring that work is completed within specified cost, quality and schedule parameters.
- Set meaningful measures to track progress towards goals.
- Use data to assess effectiveness of work.
- Assess the organization's capabilities and facilitate performance at that level.
- Complete reporting requirements.

Learning Activities

- Determine who is especially good at assessment/measurement and ask for their advice.
- Volunteer to assist someone doing an assessment or evaluation. Make a record of what you learn for future use.
- Work with your customers to take your existing measures and translate them into the customer's language.
- Summarize in writing what you think are another's perception of project objectives or needs and have that person verify or correct what you have written.
- Ask yourself what decisions you would make in the present situation before you have gathered data. Compare these decisions with those that you make after you gather data.
- Ask those closest to the problem their view of the pros and cons of an issue to identify different perspectives and uncover potential conflicts and ambiguities that need further analysis.
- Before starting a task that requires reporting outcomes, clarify the information needed, identify sources for the information, and develop ways to relate the data.
- Write a design plan for evaluation at the beginning of a project, rather than waiting to the end to think about evaluation.
- Review your plan or evaluation report with an expert to obtain suggestions. Write out your completed analysis and ask the expert to review it again before implementation.
- Review tables, charts, and graphs provided in your (or other organizations') reports. Force yourself to go through the numbers and ask yourself whether the data supports the report conclusions. Look for inaccurate or missing data.

Resources

Online (articles)

- A Basic Guide to Program Evaluation by Carter McNamara
<http://www.tgci.com/magazine/A%20Basic%20Guide%20to%20Program%20Evaluation.pdf>
- Planning a Program Evaluation by University of Wisconsin Extension
<http://learningstore.uwex.edu/assets/pdfs/G3658-1.PDF>
- The Basics of Good Evaluation Reporting by University of Wisconsin Extension
<http://www.uwex.edu/ces/pdande/resources/pdf/Tipsheet14.pdf>
- The Evaluation Logic Model by University of Wisconsin Extension
<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

Examples of Possible Success Measures

- I have accurately and adequately explained the outcomes of a project to a local official or to a funder.
- When making program decisions I ensured we conducted a session to assess the pros, cons, and risks of the various options.
- I have completed a logic model for a project and reviewed it throughout the project.
- I have set evaluation measures during the (beginning) program planning phase of a project.

Competency
to be
developed:

Administrative Procedures

Competency Description

Ability to:

- Maintain a high knowledge of file management, transcription, designing forms, ordering, compiling, verifying information, and other office procedures.
- Adapt to changing administrative terminology and technology.
- Understand the implications of new information for current (and future) problem-solving.

Learning Activities

- Contact/cooperate with other SWCDs or WDs on a specific administrative or accounting question.
- Secure a peer-to-peer training session with another office that successfully implements the process you would like to improve.
- Asks other in the office how a certain process (e.g. filing) can be more efficient – and use suggestions to develop an updated system.

Resources

Online (articles)

- Advanced Skills Admins Need to Excel in Today's Workplace by International Association of Administrative Professionals
http://www.iaap-hq.org/ResearchTrends/advanced_skills_admins_need_to_excel.htm
- Tips for Staying Ahead in Today's Workplace by International Association of Administrative Professionals
http://www.iaap-hq.org/ResearchTrends/tips_on_getting_ahead_in_todays_workplace.htm
- Tips For Admins Who Train Others by International Association of Administrative Professionals
http://www.iaap-hq.org/ResearchTrends/tips_for_admins_who_train_others.htm

Examples of Possible Success Measures

- I have achieved a well-organized filing system so others have access to information.
- I have productively applied a new technology skill (list).
- I have outlined an implemented a new strategy (list) to address current office issues.

Competency Description

Ability to:

- Compile data (e.g. water quality data) from appropriate sources.
- Select appropriate parameters or components for analysis.
- Accurately interpret data and/or reports.
- Generate action steps for how to use interpreted data/information.

Learning Activities

- Gather a variety of survey instruments. Study what questions are asked and how they are asked. Review the resulting information from the surveys (if available).
- Collect data on one of your own programs and determine if your analysis is meeting customer requirements.
- Practice interpreting measurement data, looking for trends and overall themes as well as the meaningful details.
- Ask yourself what decisions you would make in the present situation before you have gathered data. Compare these decisions with those that you make after you gather data.
- Look for problem solving situations in which you can participate or observe. Ask those closest to the problem their view of the pros and cons of an issue to identify perspectives and uncover potential conflicts that need further analysis.
- Acquire the habit of double-checking the data related to important decisions to see if you have neglected any details.
- Volunteer to analyze data and provide a summary for a project in your department.
- Offer to help someone collecting data for a database. Ask for feedback on the information you gather.
- Before starting a task that requires analysis, clarify the information needed, identify sources for the information, and develop ways to relate the data.
- Take on projects and tasks that require interpreting numerical data; ask for special assignments or additional duties that will require more analysis.
- Use a new statistical process tool on one of your own processes to analyze data for example: Histogram.
- Compare your interpretation of a particular chart or graph with someone else's interpretation.
- Make a list of important decisions in which you are involved during the next six months. For each decision area, note the kind of data (quantitative, qualitative, financial, science-based, water quality) you need to make your decisions or support your conclusions.

Resources

Online (articles)

- Guidance on Environmental Data Verification & Data Validation by EPA: <http://www.epa.gov/quality/qs-docs/g8-final.pdf>
- Environmental Data Management Implementation Handbook for the Environmental Restoration Program: <http://www.ornl.gov/~webworks/cpr/rpt/93647.pdf>

Books

- Browne, M. Neil, and Stuart M. Keeley. *Asking the Right Questions: A Guide to Critical Thinking*, 7th ed. Upper Saddle River, NJ: Prentice Hall, 2003. ISBN: 0131829939

Examples of Possible Success Measures

- I have applied/used interpreted data in grant proposals.
- I have identified priority areas based on data I analyzed.
- I have shared analyzed data with agencies, decision makers, funders, or the public.

Competency Description

Ability to:

- Apply the theories, strategies, and processes required to support people and organizations undergoing change in both large-scale change initiatives as well as changes that occur in the process of doing daily work.

Learning Activities

- Volunteer for a project/process improvement team that will challenge the current way of doing things.
- Look for opportunities that you can brainstorm alternative solutions. When you have come up with a solution, force yourself to generate other alternatives.
- Learn about the various brainstorming techniques, experiment to find out which style is most effective for the setting.
- Seek projects that require initiating and planning change within your department or the organization.
- Meet with someone who has implemented change successfully. Discuss the steps he or she took throughout the change process. Review your own plans for change with this person, and ask for feedback.
- Talk to a change agent in your organization, find a change in which you are interested, get involved.
- Think of ways to include your co-workers to help them be more receptive to an upcoming change. Follow through by implementing their ideas.
- When involved in a group problem solving project encourage the group to look at new ways of solving the problem, rather than the standard practice.
- Ask “what if” questions. Encourage those around you to do so also.
- Build on others’ ideas rather than criticizing them.
- Identify the change champions in the organization and work with them to support and initiate change.
- Hold feedback meetings to allow people to express their feelings about how the change is going.

Resources

Books

- Fullan, Michael G. *Leading in a Culture of Change*. New York: John Wiley & Sons, 2001. ISBN: 0787953954
- Kotter, John P., and Dan S. Cohen. *The Heart of Change: Real Life Stories of How People Change Their Organizations*. Boston: Harvard Business School Press, 2002. ISBN: 1578512549
- Scott, Cynthia D., and Dennis Jaffe. *Managing Change at Work*. Menlo Park, CA: Crisp, 2003. ISBN: 1560526920

Examples of Possible Success Measures

- I have participated in a process improvement initiative from concept through implementation.
- I have generated a list of five changes that would improve our business, and I will present at least one monthly to my leadership.
- I have read about two different change models and identified how they apply in my world.

Competency Description

Ability to:

- Adapt effectively to changing and often ambiguous human responses, work situations, and goals.
- Make effective decisions and act in situations where information, courses of action, or goals are doubtful or unclear.
- Comfortably handle risk and uncertainty.

Learning Activities

- When doing a task that you have done before, try changing one element, perhaps a different location, or a different time.
- Do something you have never tried before; something that you think/feel will be a stretch.
- Set a goal to conscientiously do something new and different once a week.
- Be aware of times when you are holding on to a solution or procedure because that is the way it “has always been done” instead of giving consideration to other viable alternatives.
- When doing a task, think about how a child or someone without preconceived ideas might approach the task; ask yourself how that approach differs from your approach.
- Ask for a coworker to let you know of opportunities that you are appearing inflexible; try to change your position.
- Sincerely listen when someone approaches you with new information; think about what the benefits would be to changing your position on the issue.
- Have your manager put you in an ambiguous situation and coach you on how to cope with it.
- When interacting with others try out different roles. For example, if you tend to be quiet try speaking up more or if you tend to be talkative try listening more.
- Take on a project that has not been tackled before and that would provide you with an opportunity to create a new direction.
- Think about past changes both positive and negative. Recall how you reacted to both types of situations and analyze your reactions. Evaluate what you did to manage these changes.
- Identify someone who is skilled and comfortable dealing with ambiguity; ask them to share their approach and techniques.
- Ask your manager to offer you specific feedback about blind spots he/she sees in your ability to adopt to changing priorities, unexpected situations, and setbacks.
- While working on a process improvement or problem solving team, keep a record of how the team deals with the uncertainty that accompanies the changes that are in the process being made.

Resources

Books

- Johnson, Spencer, and Kenneth Blanchard. *Who Moved My Cheese? An Amazing Way to Deal with Change in Your Work and in Your Life*. New York: G. P. Putman’s Sons, 1998. ISBN: 0399144463

Examples of Possible Success Measures

- I have responded with questions based in curiosity rather than defensiveness when changes are announced.
- When an idea is not embraced by others, I tried a different or new angle on the situation.

Competency
to be
developed:

Client/Customer Orientation

Competency Description

Ability to:

- Understand and listen to the customer's expectations and requirements (both internal and external).
- Anticipate the customer's needs.
- Give high priority to customer satisfaction.
- Establish and maintain effective relationships with customers.

Learning Activities

- Ask yourself, "What would I think if I were the customer?"
- Read advertisements and publicity for your organization.
- Be aware of your preconceived ideas of the customer and their needs.
- Think how you feel when you are in a customer role. What impresses you? Try to integrate some of these behaviors into your own interactions.
- Examine everything you do against the criteria, "Does this contribute to meeting the customer's needs?"
- Take time to ask each customer, "How are we doing?" and actively listen to what they say.
- Develop a method to gather customer satisfaction data. Use the information to improve your service.
- Summarize in writing what you think are the customer's requirements or needs and have your customer verify or correct what you have written.
- Shortly after resolving a customer complaint, call the customer to check on his or her satisfaction level.
- Ask your customers to evaluate your present performance and to suggest ideas for improvement.
- Get coaching from a co-worker who is customer-oriented.
- Spend time regularly with your customers; find out how their business operates.
- Meet with people in the organization that have a reputation for focusing on the customer. Ask what makes their efforts so successful.
- Check with your customers (internal and external) to find out if you are meeting their needs.

Resources

Books

- Abram, John, and Paul Hawkes. *The Seven Myths of Customer Management: How to Be Customer-Driven without Being Customer-Led*. New York: John Wiley & Sons, 2003. ISBN: 047085880X
- Schmitt, Bernd H. *Customer Experience Management: A Revolutionary Approach to Connecting with Your Customers*. New York: John Wiley & Sons, 2003. ISBN: 0471237744
- Smith, Ian. *Meeting Customer Needs*. Woburn, MA: Butterworth-Heinemann, 2003. ISBN: 075065984X

Examples of Possible Success Measures

- I met with a customer and was able to reference historical and public information about the organization.
- I have received a commendation from a customer due to exemplary service provided.
- I cite the customer's perspective in every project meeting.

Competency
to be
developed:

Command

Competency Description

Ability to:

- Courageously face difficult situations and take charge when trouble comes.
- Overcome resistance to getting the job done.
- Take unpopular stands if necessary.
- Encourage direct and tough debate.
- Lead others when looked to for direction in a crisis.

Learning Activities

- Work on a problem in your department that occurs so often that it is considered to be part of the process.
- Create an action plan for your most pressing developmental need.
- Volunteer for projects beyond your normal scope of responsibility.
- Offer to learn a new task that you can teach the rest of your work group.
- Maintain a "new idea" file; set goals for yourself to pursue these ideas.
- Ask enterprising people how they know when to take the initiative and what you could do to show initiative in your job.
- Ask someone else how best you can help them.
- Identify a role model. Observe how they take initiative on projects and study the results of their contributions.
- Study meeting agendas ahead of time. Determine your stand on a position and gather supporting information; practice stating and supporting your position.
- Determine ahead of time how you will deal with peer pressure.
- If a boss or co-worker is gone on vacation or out for a period of time, volunteer to complete a project for them independently.
- Identify the people in your organization whose courage you most admire. Talk with them and learn how they act on their convictions.

Resources

Books

- Depree, Max. *Leadership is An Art*. New York: Doubleday, 2004. ISBN: 0385512465
- Feiner, Michael. *The Feiner Points of Leadership: The 50 Basic Laws That Will Make People Want to Perform Better for You*. New York: Warner, 2004. ISBN: 0446532762
- George, Bill. *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value*. San Francisco: Jossey-Bass, 2003. ISBN: 0787969133

Examples of Possible Success Measures

- I developed and carried out an action.
- I voiced my concerns when I think a decision is being made that may not be in the best interest of the organization.
- I embraced an organization change and led others through the implementation.
- I identified barriers/roadblocks on x project and worked to resolve them.

Competency Description

Ability to:

- Meet conflicts readily and sees them as opportunities for improvement.
- Settles disputes quickly.
- Listen to another's position and needs.
- Display appreciation for alternative points of view.
- Find common ground and obtain cooperation.

Learning Activities

- Over the next few weeks, keep track of situations involving conflict or tension, both on and off the job. Record your observations in a notebook, indicating the cause of the conflict situation, and the outcome of the conflict. At the end of this period, analyze observations to determine if they form a pattern.
- Learn an effective process for managing conflict from someone who has that strength; then ask him/her to observe you in conflict situations.
- Practice paraphrasing in order to ensure you understand the other person's position.
- Discuss with the other person things you both agree on before dealing with the points of disagreement. This approach will help provide a positive starting point by building bridges.
- Ask your manager for specific blind spots he/she sees in your ability to deal constructively with conflicts and disagreements.
- Review a past conflict situation with a co-worker. Focus on how the conflict transpired from beginning to end; identify critical turning points, think of actions you could have taken to make the conflict constructive.
- When you are going to have a potentially conflict situation, role play with someone who has conflict management as strength.

Resources

Books

- Cowan, David. *Taking Charge of Organizational Conflict: A Guide to Managing Anger and Confrontation*. Fawnskin, CA: Personhood Press, 2003. ISBN: 1932181113
- Gordon, Jack, ed. *Pfeiffer's Classic Activities for Managing Conflict at Work*. San Francisco: Jossey-Bass, 2003. ISBN: 0787967084
- Perlow, Leslie A. *When You Say yes but Mean No: How Silencing Conflict Wrecks Relationships and Companies ... and What you Can Do about It*. New York: Random House, 2003. ISBN: 140046009

Examples of Possible Success Measures

- I facilitated a conflict between two departments.
- I identified the wants and needs (positions and interests) in conflict situations.
- I facilitated conflicting interests between stakeholders on a project.

Competency
to be
developed:

Conservation Business Structures

Competency Description

Ability to:

- Understand various conservation organizations: how they are structured, how they function, and how they set policies and decisions.
- Define the critical variables (e.g. legal, social, technological, political, etc.) that affect and define the industry.
- Apply the current laws and regulations that affect the organization.

Learning Activities

- Use website to further knowledge of conservation organizations (local government, state govt, federal govt, nonprofit, private).
- Attend a BWSR orientation session.
- Attend area meetings and/or state conventions (MASWCD, MAWD, AMC).
- Attend the BWSR Training Academy.
- Visit another local government organization that you are not familiar with to learn about their work.
- Bookmark the Minnesota Statutes, Rules, and Laws that apply to your organization. Highlight the ones you are familiar with and then mark the ones you want to understand more.

Resources

Online (articles)

- BWSR Resource Management and Planning: <http://www.bwsr.state.mn.us/planning/index.html>
- Minnesota Statutes: <https://www.revisor.mn.gov/statutes/?id=103B>
- NACD – District Guides: <http://www.nacdnet.org/resources/guides/>
- Minnesota State Water Rules: <http://www.pca.state.mn.us/index.php/water/water-permits-and-rules/water-rules/minnesota-state-water-rules.html>
- Minnesota’s Stormwater Manual: <http://www.pca.state.mn.us/index.php/water/water-permits-and-rules/water-rules/minnesota-state-water-rules.html>

Examples of Possible Success Measures

- I have joined a committee and increased participation on a committee (such as serving as an officer).
- I am in compliance with local, state, and federal laws.
- I have applied a specific conservation role when communicating with constituents or partners.

Competency
to be
developed:

Conservation Marketing

Competency Description

Ability to:

- Identify target audience and customer needs.
- Interpret and respond to client motivations.
- Promote conservation philosophy.
- Set and follow through with a sales strategy.

Learning Activities

- Keep two selling tips near your phone for incoming phone calls.
- Shadow good conservation marketers.
- Practicing communicating buyer needs and not just conservation practice features
- Before you meet your next customer, increase your prep time to include what questions you will ask and what you already know about their conservation work with your organization.

Resources

Online (articles)

- NRCS – Marketing for Conservation Success:
www.ssi.nrcs.usda.gov/...Marketing/M001_GuideBooksMarketingConservationSuccess.doc
- Marketing the Idea of Conservation: <http://www.awarenessideas.com/>
- RC&D: http://attra.ncat.org/guide/n_z/rcd.html

Examples of Possible Success Measures

- I have been better prepared for a customer meeting.
- I have carried through a project from landowner meeting to closing a decision on a practice.

Competency
to be
developed:

Conservation Project Design

Competency Description

Ability to:

- Perform simple to complex surveys, drafting, and engineering design.
- Complete estimates, reports, and documentation.
- Oversee project implementation (on-the-ground construction or conservation practices).
- Advise and work with landowners on installation and maintenance.

Learning Activities

- Shadow an NRCS or TSA engineer on a project,
- Maintain or increase Technical Approval Authority.
- Attend NRCS, MACDE, or Area association trainings.

Resources

Online (articles)

- US Army Corps of Engineers: <http://www.mvp.usace.army.mil/>
- BWSR: <http://www.bwsr.state.mn.us/>
- Ag Conservation Technical Practices Design: http://www.mn.nrcs.usda.gov/technical/eng/MN-NEM-pdf/Revised_NEM_PDF/MNnem520-Streams-Channels.pdf
- Soil Quality Card Design Guide: http://www.soils.usda.gov/sqi/assessment/files/sq_card_design_guide.pdf
- NRCS Field Office Technical Guide: <http://www.nrcs.usda.gov/technical/efotg/>

Examples of Possible Success Measures

- Increased Technical Approval Authority.
- Completed follow-through to determine well-maintained projects (spot-checks).
- Applied new knowledge of soils or vegetation to conservation project.

Competency
to be
developed:

Conservation Project Knowledge

Competency Description

Ability to:

- Understand local, state, and federal programs, cost-share, and permitting (RIM, WCA, CRP, etc.).
- Accurately explain these programs to others.
- Maintain communication with appropriate partners.
- Participate in technical or plan review committees.

Learning Activities

- Read the BWSR website – especially operation handbooks or manuals (such as State Cost Share manual).
- Bookmark and review NRCS Field Office Technical Guide.
- Attend BWSR Training Academy and other training opportunities.
- Arrange a meeting with a BWSR Board Conservationist to learn about other programs.
- Shadow a colleague who is implementing a particular program you want to learn more about.
- Contact and interview another peer WD or SWCD who have been successful with a particular program.
- Practice explaining a program to someone not familiar with the program.

Resources

Online (articles)

- BWSR – Program Information: <http://www.bwsr.state.mn.us/index.html>
- MN NRCS: <http://www.mn.nrcs.usda.gov/programs/>
- MN NRCS: <http://www.nrcs.usda.gov/search.asp?site=MN&ct=MN&qu=rin&Go.x=14&Go.y=8>
- Minnesota Association of Soil and Water Conservation Districts: <http://www.maswcd.org/>
- Minnesota Association of Watershed Districts: <http://mnwatershed.org/>
- Association of Minnesota Counties: <http://www.mncounties.org/>

Examples of Possible Success Measures

- I have successfully explained a program to a constituent who was not previously familiar with the program.
- I have enrolled a landowner in a program (new to me).

Competency Description

Ability to:

- Determine what decisions need to be made and what risks should be taken.
- Maintain focus.
- Manage multiple demands, separating the critical few from the trivial many.
- Make decisions that take into account resources, constraints, and organization values.

Learning Activities

- Keep a to-do list. Prioritize your work as high, medium, or low priority.
- At the end of the week, evaluate your progress on important projects and establish the priorities for the next week.
- Meet with your manager on a weekly basis to discuss your progress and current priorities. Solicit feedback on how you are handling your workload.
- When problem solving or planning steps of a project, utilize prioritization tools (such as the Pareto Chart) to help verify the vital few from the trivial many.
- Determine the importance of missing information and only delay if it is both critical and available.
- Learn about various decision making models. Experiment with them in low risk situations and require decisiveness.
- Avoid “analysis paralysis.” Set a deadline to complete your analysis. Prioritize your greatest concerns and spend your time wisely.
- Force yourself to move from details to the “big picture” to gain a broader perspective and make a more timely decision.
- Identify someone you think is decisive; ask them to share with you how they make quick and accurate decisions. Ask an effective decision maker for feedback before making an important decision.
- Ask others for examples of when you have used poor judgment; discuss ways to prevent future occurrences.
- Volunteer to serve on a community committee that will require making decisions.
- Ask your manager for assignments that require making decision. Discuss your decision making process and rationale before implementation.

Resources

Books

- Bazerman, Max H. *Judgment in Managerial Decision Making*, 5th ed. New York: John Wiley & Sons, 2001. ISBN: 047139887X
- Hammond, John, et al. *Smart Choices: A Practical Guide to Making Better Decisions*. New York: Broadway Books, 2002. ISBN: 0767908864
- Hoch, Stephen J., and Howard C. Kunreuther, eds. *Wharton on Making Decisions*. New York: John Wiley & Sons, 2001. ISBN: 0471382477.

Examples of Possible Success Measures

- I have used a decision making tool three times in the past month.
- I identified the type of decision when asking a team to make a decision.
- I provided guidance to a peer about decision making boundaries.

Competency Description

Ability to:

- Encourage work performance and decision making at the appropriate level in the organization.
- Provide people the latitude to do it their way and to make mistakes.
- Delegate routine and important tasks and decisions thereby sharing the responsibility and accountability. Trust people to perform and finish their own tasks.

Learning Activities

- Think of a time that you felt empowered – or did not feel empowered. What was said or done?
- Assess problem solving, project planning, and time management skills in your group to develop who needs training or coaching in these areas.
- Meet with people individually to praise their contributions. Make sure you reinforce how they have helped meet organizational goals.
- Assign people to committees or work groups that will increase their visibility and networking opportunities.
- When assigned to a project, develop a role and responsibility matrix that outlines who will do what and what level of involvement each person will have in each area.
- Ask for feedback. What could I do to make this project clearer in your mind? What can I do to support you in this endeavor? What have I been doing that has worked well?
- Provide feedback regularly to your co-workers.
- Meet with people regularly to discuss their assignments, project status, what resources are needed and reassure them of your support.
- Create a work environment where people feel free to ask questions, clarify assignments, and give feedback.
- Establish deadlines for sub-tasks that must be completed during the course of a project. Follow up to see that the deadlines are being met.
- “Manage by walking around” check periodically to see if targets are being met. Be available for questions.
- Request status reports to track the progress of the project.
- Ask others who do this well how they do it.

Resources

Online (articles)

- Delegation: <http://www.referenceforbusiness.com/management/De-Ele/Delegation.html>
- Successful Delegation: http://www.mindtools.com/pages/article/newLDR_98.htm

Books:

- Genett, Donna M. *If You Want It Done Right, You Don't Have to Do It Yourself!: The Power of Effective Delegation* Fresno, CA: Linden, 2004. ISBN-10: 1884956327

Examples of Possible Success Measures

- I have delegated x project to (person name).
- As part of project planning, I identified tasks to delegate.
- I started/maintained a list of development interests and strengths of my peers/reports.

Competency Description

Ability to:

- Include people of different races, ages, socio-economic status, religions, genders, marital status, sexual orientations, and people with disabilities.
- Facilitate individual and group interactions, communication, and performance between people with diverse backgrounds.
- Hire and manage equitably.
- Listen carefully to all points of view.
- Encourage participation.

Learning Activities

- Make a list of your personal heroes and heroines in music, sports, theater, politics, business, science, and so forth. Examine the list for its diversity.
- Reflect on the benefits that diversity and contributions of individuals different from you has had on you both personally and professionally.
- Involve diverse groups in solving problems and developing opportunities.
- Establish relationships with people who are different from you.
- Ask people from a variety of backgrounds for help in understanding their experiences, perspectives, and culture. Seek to understand the individual rather than seeing the person as a representative of a group.
- Become more aware of your prejudgments by soliciting feedback from others.
- Invite people to a meeting who disagree with or have a different opinion than your own. What can you learn from them?
- Discuss and compare the benefits of working with someone with a different orientation than yours.
- Adapt your listening behaviors and language to ensure they are respectful of the other person's culture.
- Build a network with peers who are interested in valuing diversity.

Resources

Books

- Cox, Taylor Jr. *Creating the Multicultural Organization: A Strategy for Capturing the Power of Diversity*. San Francisco: Jossey-Bass, 2001. ISBN: 0787955841
- Crenshaw Smith, Janet. *The Diversity Action Book*. Rockville, MD: Ivy Planning Group, 2001. ISBN: 0970415206
- Harvey, Carol, and M. June Allard. *Understanding and Managing Diversity: Readings, Cases, and Exercises*, 2nd ed. Upper Saddle River, NJ: Prentice Hall, 2002. ISBN: 0130292648
- Thiederman, Sondra. *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace*. Chicago: Dearborn Trade, 2003. ISBN: 0793177634

Examples of Possible Success Measures

- I attended an event from a culture that is different from my own.
- I assessed (then increased) the diversity of thought, ethnicity, religion, gender, etc. on a team in which I participate.
- I solicited input from people who have a different perspective before making x decisions.

Competency Description

Ability to:

- Use processes that support dialogue, comprehension, problem solving, decision making, and task accomplishment among small and/or large groups.
- Plan, conduct, facilitate, and evaluate meeting content and process.

Learning Activities

- Do some research about learning styles and determine your learning style.
- Make a list of your most significant learning events or experiences in the last year. What made them significant? What common elements did they have? Would it be possible to recreate similar events?
- Try to approach a particular work challenge with a learning goal rather than a performance goal.
- Establish/lead a series of brown bag lunch meetings to discuss a book, a video, a current event, or a topic of interest. Develop discussion questions.
- At the end of a meeting do a "round robin" asking people to share something they learned at the meeting.
- When communicating with others try to think of ways you can present the information visually, auditorially, and kinesthetically.
- Observe effective meeting leaders in your organization. Pay attention to what they say and do that makes them successful. Identify common effective meeting skills as well as ones you need to develop.
- Volunteer to lead meetings outside of the work setting in social or community settings.
- Determine the type of meeting you will be leading and determine the appropriate format.
- Decide before the meeting your response to a particular behavior or when the meeting digresses from the agenda.
- Anticipate how others may respond or what questions they may have and be prepared.
- Ask someone to give you feedback based on their observations of you leading a meeting or group discussion. Discuss your strengths and areas in need of improvement.
- Co-facilitate a meeting with an expert; this would work especially well with a difficult meeting situation.
- Volunteer for a project that will require you to attend effectively run meetings.
- Videotape yourself leading a meeting. Review the tape to identify your strengths and developmental needs.
- Have someone role-play some challenging participant behaviors you have experienced.

Resources

Online (articles)

- 5 Keys to Facilitate Meeting Learning:
http://meetingsnet.com/religiousconferencemanager/meetings_keys_facilitate_meeting/
- How to Facilitate a Meeting: http://www.fao.org/Participation/ft_factl.jsp
- Facilitation Techniques Clearing House:
<http://www.hpclearinghouse.ca/pdf/Resource%20Lists%20Most%20Current/FacilitationTechniques.pdf>

Examples of Possible Success Measures

- I conducted an effectiveness survey. Reassess with a 1.5 point improvement in 3 months.
- Milestones met on a project (list specifics).
- I facilitated a meeting and got feedback from a participant.

Competency Description

Ability to:

- Assess the organization's core need, niche, and key outcomes.
- Use criteria to determine which ideas to advance based on organization, capacity, and ability.
- Evaluate resources requirements.
- Determine cost/benefit of return on investment.
- Create business case to determine cost/benefit or return on investment.

Learning Activities

- Identify the external factors – industry trends, existing and new competitors, customer requirements and expectations, technology, government policies and practices, global and local trends, availability of resources that affect your organization.
- Evaluate availability of right knowledge, skills, and attributes to do the work.
- Systematically track external factors and changes. Regularly review what you know.
- Challenge your assumptions that you know enough, the sources of your information, and that you are collecting the right, unbiased data.
- Keep track of internal factors that impact the success of your work – leadership changes, quality of deliverables, retention, and revision of work processes.
- Write a business case for an idea that you would like to implement. Solicit feedback about whether your level of detail was appropriate.
- Review business cases that will be or have been presented to your leadership to identify strategies and approaches for assessing feasibility.

Resources

Online (articles)

- Critical Path Analysis: <http://www.mindtools.com/critpath.html>
- What is a Gap Analysis: http://www.ehow.com/facts_5124328_gap-analysis.html
- Stakeholder Analysis: http://www.mindtools.com/pages/article/newPPM_07.htm
- A Guide to Grant Writing: The Needs Assessment: <http://www.ctdatahaven.org/needsassessment.php>

Examples of Possible Success Measures

- When presenting options to my manager, I have included pros/cons and risks.
- My scoping projects/ideas have preliminary estimates of effort, cost and duration.
- I have identified opportunities to pilot projects before large scale implementation.

Competency Description

Ability to:

- Understand the organization as a financial system.
- Understand key financial indicators and the actions and decisions required to balance the budget.
- Translate strategic goals and plans into financial plans and budgets.

Learning Activities

- Observe experts in the field; notice the techniques they use to make decisions.
- Identify information sources to use in helping you make better financial decisions, such as profit/loss statements, balance sheets and quarterly earnings statements.
- Maintain a journal of financial problems you encounter. Note the problem, date and time it occurred, the consequences of not handling it immediately, how you handled it, and the outcome of your actions. Ask someone for feedback.
- Prepare a cost benefit analysis on a particular project.
- Read another organization's financial reports; review the numbers and ask yourself whether the data supports the conclusions.
- Find ways to quantitatively measure the effectiveness of each important work process.
- Ask financial experts for feedback before making a recommendation.
- Ask financial experts what questions they ask themselves or what information they need before they make a decision.
- Participate in an annual budgeting process for your department.

Resources

Books

- Droms, William. *Finance and Accounting for Nonfinancial managers: All the Basics You Need to Know*, 5th ed. Boulder, CO: Perseus, 2003. ISBN 0738208183
- Fields, Edward. *The Essentials of Finance and Accounting for Nonfinancial Managers*. New York: AMACOM, 2002. ISBN 0814471226
- Fraser, Lyn M., and Aileen Ormiston. *Understanding Financial Statements*. Upper Saddle River, NJ: Prentice Hall, 2003. ISBN: 130458058
- Higgins, Robert C. *Analysis for Financial Management*. New York: McGraw-Hill, 2003. ISBN: 0072863641
- Tracy, John A. *How to Read a Financial Report: Wringing Vital Signs Out of the Numbers*, 6th ed. New York: John Wiley & Sons, 2004. ISBN: 0471478679

Examples of Possible Success Measures

- I reviewed the departmental budget every month and have consisted accuracy/accountability.
- I have identified and presented three cost savings opportunities to the board.
- I developed preliminary and/or final cost estimates for project work.

Competency Description

Ability to:

- Convey information publicly in informal or formal presentations so that the intended purpose is achieved.
- Handle questions as they arise and managing dialogue constructively.
- Utilize skills and techniques to effectively engage audience and avoid “information overload.”
- Establish credibility with the audience.

Learning Activities

- Audiotape your presentation, listen to the tape, pay attention to the flow of the information, vocal variety, and count the ah’s, uh’s, um’s and ya’knows.
- Videotape your presentation, watch it without the sound, and note your nonverbal behaviors and effectiveness of your visual aids. Watch it again with the sound on and evaluate how well your verbal text matched the visual message.
- Prepare thoroughly; practice your presentation skill in front of a mirror.
- Identify and practice two improvements you can incorporate into your next presentation.
- Identify what someone that you consider a role model in this area. Watch their nonverbal, presentation organization, visuals, rapport building techniques, etc.
- Create visuals, examples, or analogies that enhance your message.
- Identify your most common audiences and research their expectations, topic knowledge, experience, and interests.
- Ask people from other areas to provide feedback on your presentations.
- Ask a skilled presenter for some tips on how to make your presentation more effective.
- Ask a member of your audience to take notes during your presentation; request feedback on coaching from that person.
- Volunteer to co-teach an in-house workshop.
- Join toastmasters.
- Volunteer to present a topic of interest at a staff meeting or department meeting.
- Build rapport with your audience ahead of time. They will seem less overwhelming if you already know them.

Resources

Books

- Lee, David G., and Kristie Nelson-Neuhaus. *Presentations: How to Calm Down, Think Clearly, and Captivate Your Audience*. Minneapolis, MN: Personnel Decisions International, 2003. ISBN: 0938529234

Examples of Possible Success Measures

- I identified three formal presentation opportunities in the next year.
- I reduced the number of distracters (um’s, ah’s, etc) to less than one per minute.
- I followed-up with people who asked questions to see if I answered it to their satisfaction.

Competency
to be
developed:

Influence

Competency Description

Ability to:

- Present compelling facts and reasoning in a manner that encourages others to act upon or embrace a point of view.
- Adjust one's style and communication methods to gain acceptance of an idea, plan, activity, service, or product.

Learning Activities

- Analyze a situation when someone has tried to or did persuade you. What strategies did they use that were effective and which were ineffective?
- Practice your presentation in front of a mirror or videotape it. Check for behaviors that might reduce your effectiveness, such as not maintaining eye contact, losing your train of thought, and not getting input from the audience.
- Determine the objective of the persuasion situation so you will know when you have accomplished it.
- Check your message to see if you are using facts and feelings to persuade the other person.
- Anticipate what the resistance might be; strategize on how to address the concerns.
- Use people's names when you talk to them.
- Take into consideration the communication style of the person you are trying to persuade; tailor your communications to that style.
- Check for understanding frequently.
- Observe a skilled salesperson on a call or giving a presentation. Discuss the person's style and ways you could use some of their strategies in your next situation.
- Offer to coach less experienced co-workers on persuasion techniques.

Resources

Books

- Gardner, Howard. *Changing Minds: The Art and Science of Changing our Own and Other People's Minds*. Boston: Harvard Business School Press, 2004. ISBN: 1578517095
- Helsing, Jane, Barbara Geraghty, and Lisa Napolitano. *Impact Without Authority: How to Leverage Internal Resources to Create Customer Value*. Chicago: Strategic Account Management Association, 2003. ISBN: 097288369X
- Hogan, Kevin. *The Psychology of Persuasion: How to Persuade Others to Your Way of Thinking*. Gretna, LA: Pelican, 2003. ISBN: 1565541464
- Vengel, Alan A. *Influence Edge: How to Persuade Others to Help you Achieve your Goals*. San Francisco: Berrett-Koehler, 2001. ISBN: 158376156X
- Wilson, Steve. *Seeking and Resisting Compliance: Why People Say What They Do When Trying to Influence Others*. Thousand Oaks, CA: Sage, 2002. ISBN: 0761905227

Examples of Possible Success Measures

- I influenced a peer to consider a different approach to an ongoing problem.
- I sold a conservation practice to a customer.
- I influenced a peer to add a feature to an existing project.
- I identified possible resistance prior to presenting an idea and developed response strategies.

Competency Description

Ability to:

- Creatively perceive things in new and unfamiliar ways.
- Make unusual associations and connections between previously unrelated notions.
- Generate ideas, new possibilities, and new or improved solutions.
- Advance ideas to implementation.

Learning Activities

- Analyze creative ideas, products, and processes to determine why they were successful.
- Identify what are your personal barriers to innovation. They may be internally or externally imposed. Develop strategies for dealing with those barriers.
- Think about what would be best and worst case if your idea was implemented.
- Try expressing your ideas in pictures, rather than words.
- Incorporate new examples, analogies, and exercises into an existing presentation or training course.
- Keep a file titled "New Ideas." Each time you think of something innovative related to your job, write it down and file it.
- Try using brainstorming, fishbone diagrams, and other idea generating techniques.
- Get a different perspective on a situation. Ask someone from a different department how they would approach a problem.
- Use the "W" questions (who, where, why, when, and how) when exploring ideas with others.
- Get feedback from your clients and co-workers about how receptive you have been to feedback in the past. Ask them for input on how you could be more open.
- Set aside time at regular meetings to discuss new, innovative ideas. Stress that new ideas need not be fully thought out.
- Challenge yourself and others to think outside of the normal parameters to what is possible.

Resources

Books

- Davenport, Thomas H., and Laurence Pursak. *What's the Big Idea? Creating and Capitalizing on the Best New Management Thinking*. Boston: Harvard Business School Press, 2003. ISBN 1578519314
- Dundon, Elaine. *The Seeds of Innovation: Cultivating the Synergy that Fosters New Ideas*. New York: AMACOM, 2002. ISBN: 0814471463
- McCoy, Charles W. Jr. *Why Didn't I Think of That? Think the Unthinkable and Achieve Creative Greatness*. Upper Saddle River, NJ: Prentice Hall, 2002. ISBN 7035202575

Examples of Possible Success Measures

- Weekly spend 30 minutes identifying innovative approaches to an existing problem.
- Utilize a creativity tool every month.
- Receive feedback three times per quarter about your innovation.

Competency Description

Ability to:

- Interact comfortably with senior executives.
- Present bad news to top management without undue tension and nervousness.
- Navigate through the political dynamics of the organization effectively.
- Learn from leaders by example or coaching situations.
- Adapt their presentation/language to the needs of the senior leaders.

Learning Activities

- Keep a journal of your interactions with upper management; what are your feelings, what were your behaviors/reactions, how did they react? Assess the journal entries for patterns and trends.
- Try to objectively describe a leader in terms of strengths and weaknesses.
- Ask trusted co-workers or friends about their first impressions of you. Do you seem friendly and approachable or do you seem intimidating and gruff?
- When you meet a leader, concentrate on developing a rapport that will allow you to communicate effectively. Focus on what you need to do to make the relationship work, not on whether you like the person or whether he or she is different from you.
- Learn more about the leaders of your organization. Find out how their interests, experiences, and perspectives are similar or different from your own. Understand each person as an individual.
- Observe the way people in other groups interact. Take note of behaviors you could use to be more effective when you work with them.
- Be wary of basing your opinion solely on another person's experience with an individual. Develop your own relationship with the person, and go into it with an open mind and positive attitude.
- Think through your approach before presenting information or an idea; know the supporting data and information so you build your credibility.
- Practice important presentations and interactions so you come across as polished. Plan transitions and anticipate questions.

Resources

Books

- Klein, Merom, and Rod Napier. *The Courage to Act: 5 Factors of Courage to Transform Business*. Palo Alto, CA: Consulting Psychologists Press, 2003. ISBN: 0891061789

Examples of Possible Success Measures

- I presented to a new/different person x person (leader) once in the next six months.
- I prepare for interaction opportunities with senior leaders/board with my manager ahead of time.
- Maintain eye contact and firm handshake when meeting with board members.
- I adapted the focus of my presentation to meet the needs of X (leader).

Competency
to be
developed:

Internal Business Operations

Competency Description

Ability to:

- Maintain effective office operations (leasing, utilities, etc.).
- Maintain and update (field/other) equipment.
- Negotiate and fulfill insurance (vehicle, liability, workers comp) and other operations contracts.

Learning Activities

- Read your company's history to understand how the business has developed and changed.
- Study a company-wide organization chart to get a "big picture" of the business as a whole and to understand how the various functions relate to each other.
- Read appropriate publications business developments. Consider any implications these developments might have for you and your company.
- Develop benchmarks for the key success factors in your industry and your organization.
- Check in with a board member to get their specific perspective on the internal organization processes.
- Learn important facts about the organization, the mission, responsibilities, past performance, current goals, and needs.
- Build an informal network with peers in other functional areas to learn more about what they do.
- Look for opportunities to socialize and lunch with others outside the normal work environment; these informal gatherings can help build your understanding of the business.

Resources

Online (articles)

- Minnesota Counties Intergovernmental Trust: <http://www.mcit.org/>
- MN NRCS eAUTH Users: <https://my.nrcs.usda.gov/default.aspx>
- Operations Management: http://managementhelp.org/ops_mgnt/ops_mgnt.htm
- Business Operations: <http://www.entrepreneurship.org/en/Resource-Center/Topics/Business-Operations.aspx?start=70&num=10>

Examples of Possible Success Measures

- I have kept/maintained a list of current field equipment.
- I requested and completed an internal audit of your operations.

Competency Description

Ability to:

- Distinguish between applicant differences and fairly and rationally identify the most suitable candidate.
- Link behavioral interview questions to job descriptions.
- Ensure interviews and hiring processes are legal.
- Solicit candid responses from applicants.
- Handle difficult or unusual applicant behaviors.

Learning Activities

- Look around your environment and see who others think are the key contributors and who are not seen as being key. What are the behaviors and characteristics these people possess? Identify patterns and trends about the skills needed to be successful in your organization.
- Ask to sit on the preparation and interviewing of candidates for your area.
- Ask your human resource people about the resources they use to source new candidates. Do your own research about recruiting sources making sure to pursue diverse sources.
- Utilize decision tools to make selection.
- Utilize interviewing and selection techniques when selecting people to do a particular task or project assignment.

Resources

Online (articles)

- The Basics of Interviewing Candidates: <http://www.managementhelp.org/staffing/screeng/intrvwng/basics.htm>
- How to Use a Resume to Select Better People
<http://www.smallbusinessdelivered.com/howtousearesumetoselectbetterpeople.html>

Examples of Possible Success Measures

- I developed questions based on skills and behaviors.
- No lawsuits are filed.
- I wrote interview questions and then had them reviewed by HR or legal. No changes are needed.

Competency
to be
developed:

Legal Knowledge

Competency Description

Ability to:

- Determine key board and staff roles in complying with legal requirements.
- Adhere to employment law and internal policies.
- Stay current on new law and implications.
- Identify situations when additional legal support is warranted.

Learning Activities

- Talk with attorneys/legal experts in the field when determining liability, regulations, or other legal implications.
- Seek out peer experiences with similar topics.

Resources

Online (articles)

- Minnesota Counties Intergovernmental Trust- Resource Library: http://www.mcit.org/resource_library.aspx

Examples of Possible Success Measures

- I can cite the laws that are relevant for a situation.
- I have helped others interpret the laws governing our industry.

Competency Description

Ability to:

- Establish a clear and complete understanding of another's position through active listening.
- Be attentive to feelings and emotions behind the message.
- To paraphrase other's opinions even in disagreement.
- Accurately interpret others' verbal and non-verbal messages.

Learning Activities

- Pay attention to the number of times each day that you interrupt others with your own agenda. Consciously try to listen to others.
- Attend a seminar or meeting as a representative of your work group; listen carefully and take notes so you will be able to report back.
- Use body language to show that you are listening; nod your head, express emotion with your face, and maintain eye contact.
- Establish the communication goal of; "Seek to first understand and then be understood."
- Focus your attention on understanding someone's meaning instead of formulating your response.
- Videotape or audiotape a meeting or a discussion in which you are involved. Note how often you paraphrase what others said and how well you allowed people to express their opinions.
- Tell others you want them to let you know when they feel you do not understand them or are not listening.
- Take notes throughout a presentation. Review the notes with the speaker afterward to see how well you captured the main points.
- When in conversations with others, listen for both the facts and their feelings.
- Ask open-ended questions to draw out a person's thoughts and feelings using phrases beginning with "what," "how," "describe," and "explain."

Resources

Books

- Baney, Joann. *Guide to Interpersonal Communication*. Upper Saddle River, NJ: Prentice Hall, 2003. ISBN: 0130352179
- Barker, Larry, and Kittie Watson. *Listen Up – What you've Never Heard about the Other Half of Every Conversation: Mastering the Art of Listening*. New York: St. Martin's, 2001. ISBN: 0312284373
- Bonet, Diane, et al. *The Business of Listening: A Practical Guide to Effective Listening*, 3rd ed. Menlo Park, CA: Crisp Publications, 2001. ISBN: 1560525908
- Kline, John A. *Listening Effectively: Achieving High Standards in Communications*. Upper Saddle River, NJ: Prentice Hall, 2002. ISBN: 0130488410
- Lovitt, John W. *Who's Listening Anyway? A Guide to Effective Listening*. Austin, TX: Langmarc, 2001. ISBN: 1880292300

Examples of Possible Success Measures

- I have used and documented active listening strategies at least once/week.
- I have accurately paraphrased others (no corrections).
- I am able to identify another's view on a situation based on what they said versus what you think their stand would be.

Competency
to be
developed:

Motivating Others

Competency Description

Ability to:

- Use own personal motivation, style, and skills to foster the kind of energy and intensity that adds vitality in the workplace.
- Assessing subordinates' and team members' talents to maximize their potential and contribution.
- Influences others to perform.

Learning Activities

- Find a co-worker who differs from you in style and approach. Discuss how you can use each other's strengths to complement one another.
- Focus on solutions rather than blame.
- List the people with which you collaborate with well and those with whom you have difficulty; analyze the characteristics of each list.
- Get to know the people with which you interact on a regular basis. What are their interests, passions, hobbies, motivations for work, and values?
- Attempt to view a situation from another's point of view and then check to see how accurate you assessed them.
- Seek out opportunities to motivate people who have different motivators than you do.

Resources

Online (articles)

- The Basics About Motivating Others: <http://www.managementhelp.org/guiding/motivate/basics.htm>
- How to Become a Motivating Supervisor: <http://managementhelp.org/guiding/motivate/motivate.htm>
- The first Steps Towards Motivation at Work: <http://www.easytraining.com/motivation.htm>

Examples of Possible Success Measures

- I have adjusted my motivation technique for a peer.
- I have recognized someone for their contribution on a project.
- I have assessed the motivators for those on a project team.

Competency
to be
developed:

Negotiating

Competency Description

Ability to:

- Be direct, assertive, forceful, and diplomatic.
- Gain trust easily.
- Seek to understand the interests behind stated views and move decisions towards those interests.
- Settle differences without damaging relationships.

Learning Activities

- Observe effective negotiators in action. Identify the skills you share as well as skills that you would like to develop.
- Work on projects that involve working with other departments.
- List negotiations in which you have been involved. Analyze the ones that were successful as well as the ones that were not. What did you do differently in each? Which behaviors contributed to your success and which did not?
- Videotape yourself in a negotiating session. Pay attention to interruptions, body language, who talked the most, and if people were given a chance to voice their opinions.
- Distinguish the difference between yours' and others' wants and needs. Strive for win-win agreements.
- Seek out opportunities to lead a negotiation session. Ask a skilled negotiator to observe you and provide feedback. Discuss ways that you can modify your behavior to be more effective.
- Do some research about various negotiation styles and when each style is most effective.
- Practice handling potentially challenging negotiation situations in a role-play setting. Ask for feedback on your effectiveness.
- Next time you are given a major project or assignment try using negotiating techniques to establish deadlines, resources, scope of project, etc.

Resources

Online (articles)

- Improving Your Negotiating Skills-Tips Learned in the Trenches: http://www.negotiator magazine.com/article262_1.html
- Win-Win Negotiation: <http://www.mindtools.com/CommSkill/NegotiationSkills.htm>

Examples of Possible Success Measures

- I negotiated the price on purchase; identifying what I wanted for price and service before entering the negotiation.
- I conducted an assessment of the negotiation situation before entering the negotiation.
- After observing another negotiate, I created a list of strategies that I want to incorporate into my repertoire.

Competency
to be
developed:

Networking

Competency Description

Ability to:

- Connect with people in informal and formal settings.
- Find associations and connections with others.
- Maintain a network of people with diverse skills sets and interests.
- Utilize network to accomplish goals.
- Gain trust and support of peers.

Learning Activities

- Identify the people in your organization that have effective business partnerships; ask them to share their methods and techniques for building these partnerships.
- Know important facts about your organization - its mission, responsibilities, past performance, current goals, and needs. If appropriate, be prepared to share this information with potential partners.
- Make a list of your business partners; set a goal of meeting and having regular contact with those individuals.
- Spend time regularly with your partners; find out how their business operates.
- Recognize the reciprocal nature of business partners. Members provide support to one another. That support may consist of information, ideas, resources, or influence.
- Regularly touch base with business partners to maintain your relationships. If you contact business partners only when you need help, your relationship may be strained.
- When working within partnerships, try utilizing different strategies depending on the situation and the people involved.

Resources

Online (articles)

- Networking for Introverts: <http://www.businesspundit.com/how-to-network-for-introverts/> Offers advice on how to practice networking from an introvert's point of view.
- Why is Networking Important: <http://www.businessinsider.com/how-to-network-like-a-pro-2010-4#why-is-networking-important-1> Click on "click here to see how to network like a pro" to view tips on becoming a better networker.
- How to Build Relationships that Stick: The Wonderful Benefits of Satisfying Communication. http://www.e-library.us/How-to-Build-Relationships-That-Stick_ebooks462.htm This free e-book discusses effective communication at work, but also with family and friends.

Examples of Possible Success Measures

- I initiate a networking meeting once per month with someone outside my organization.
- I connected weekly with a peer in my organization.
- At every network meeting I walk away with at least one action.

Competency
to be
developed:

Performance Management

Competency Description

Ability to:

- Translate the organization's expectations into individual roles and responsibilities.
- Provide feedback/review to employees, both positive and developmental, in a timely manner.
- Accurately assess people's strengths, limitations, and causes for inadequate performance.
- Provide challenging assignments.
- Invite open dialogue; discuss development and plans to improve employees' job performance.
- Act legally and to follow organization's policies and procedures.

Learning Activities

- Write down feedback for employees on a periodic basis, so that you get a habit of reflecting on performance.
- When completing a project conduct a lessons-learned review.
- Review employment laws.
- Read a journal about employment law case studies.
- Interview an HR person or a seasoned manager about how they manage the performance of their employees.
- After providing work direction to a peer or subordinate, solicit input about how you could have more effectively clarified the expectations.
- Solicit feedback about your performance from team members.
- Provide feedback to others on a regular basis.

Resources

Online Articles

- Performance Management Goal and Basic Steps: http://www.managementhelp.org/perf_mng/overview.htm
- Maximum Performance - Different Things to Different People: <http://www.managementhelp.org/misc/perf-mgmt-in-perspective.pdf>
- Performance Management Tool: http://hr.ucsb.edu/forms/pdf/Performance_Management_Tools.pdf
- Human Resource and Talent Mgt: http://managementhelp.org/hr_mgmt/hr_mgmt.htm#anchor722373
- Core Skills in Management & Supervision: http://www.managementhelp.org/supr_dev/cmptncy/cmptncy.htm

Books

- Blanchard, Kenneth, John P. Carlos, and Alan Randolph. The 3 Keys to Empowerment: Release the Power within People for Astonishing Results. San Francisco: Berrett-Koehler, 2001. ISBN: 1576751600

Examples of Possible Success Measures

- I have conducted a "lessons learned review" with staff at the end of all projects that involve more than 80 hours of effort.
- I give team members feedback weekly.
- I address performance issues within one week of a missed deadline or quality issue.

Competency
to be
developed:

Personal Integrity

Competency Description

Ability to:

- Model the highest levels of ethical conduct and convey ethical standards to others.
- Be direct, truthful, and trustworthy.
- Keep confidences.
- Not misrepresent self for personal gain or protection.
- Adhere to and act in line with appropriate and effective values and beliefs at all times.

Learning Activities

- Think of people that have your respect. Analyze their behaviors focusing on what they have and have not done to gain your respect. Compare these behaviors to your own.
- Before committing to something, ask yourself if you can meet the commitment. Resist the urge to make empty promises.
- If you make a mistake, admit it.
- Keep a list of your promises. Check whether you have followed through on each of these promises in a timely manner.
- Be aware of any internal conflicts you may have, and recognize that you may be communicating mixed messages to others.
- Protect confidential information that others give you.
- Follow up with those who question your actions or decisions to understand their concerns. Ask them what you could do or say that would help build their trust.
- Seek feedback on other's perceptions of your honesty and integrity.
- Take time to think through your answers instead of responding too quickly.
- Attempt to keep people as informed as possible. Share information that you have. Sometimes communication is stifled when information is not shared.
- Share the ethical dilemmas you have; ask for input and help in determining how to handle them.
- Establish rules of operations for your group and periodically review that you are operating within the rules (eg. confidentiality, information sharing, following up, and working together).

Resources

Online (articles)

- Complete Guide to Ethics Management - An Ethics Toolkit for Managers:
<http://managementhelp.org/ethics/ethxgde.htm>

Examples of Possible Success Measures

- When in a new situation, I documented what I think ethical behavior would be.
- I conducted discussions with peers about appropriate ethical behavior.
- I read a book of case studies and evaluated the integrity of the involved participants.

Competency Description

Ability to:

- Set goals and objectives.
- Break down work into tasks or process steps.
- Assign roles and responsibilities.
- Develop time and cost estimates.
- Create project schedules.
- Conduct risk assessment and mitigation strategies.
- Determine appropriate evaluation measures.

Learning Activities

- Maintain an activities log; track interruptions and strategize on ways to reduce them.
- Look for patterns in your workday and compare the timing with your energy level for that time of day.
- Investigate different types of planners and filing systems.
- Organize your telephone time; make your calls at a specific time of day or several at a time.
- Organize files by priority rather than by date or alphabetically.
- Maintain a to-do list.
- Study failed plans to see what went wrong.
- Check your plan against actual results and keep a chart of the times the actual performance was within ten percent of the plan.
- Observe people who are excellent planners and organizers. Discuss their methods with them.
- Work with a good planner/organizer on a project. Ask for feedback on your participation.
- Together identify the three to five critical success factors that you and your team must accomplish to achieve your goals. Develop plans to achieve them.

Resources

Books

- Brassard, Michael, and Diane Ritter. *Memory Jogger II: A Desktop Guide of Tools for Continuous Improvement and Effective Planning*. Salem, NH: Goal/QPC, 2003. ISBN: 1567810569
- Cleland, David I., and Lewis R. Ireland. *Project Management: Strategic Design and Implementation*, 4th ed. New York: McGraw-Hill Professional Book Group, 2002. ISBN: 0071393102
- Kendrick, Tom. *The Project Management Tool Kit*. New York: AMACOM, 2004. ISBN: 0814408109
- Lewis, James P. *Fundamentals of Project Management: Developing Core Competencies to Help Outperform the Competition*. New York: AMACOM, 2002. ISBN: 0814471323
- Milosevic, Dragan Z. *Project Management Toolbox: Tools and Techniques for the Practicing Project Manager*. New York: John Wiley & Sons, 2003. ISBN: 0471208221

Examples of Possible Success Measures

- One new plan developed included cost, measures/outcomes.
- I ensured that team members each answered consistently what the purpose of the project is.
- My planning meetings get a rating of four/five for their effectiveness and value.

Competency Description

Ability to:

- Diagnose, define, and use criteria to solve problems using a common methodology.
- Identify root cause.
- Use statistical tools as applicable.
- Look beyond the obvious and question the status quo.
- Create visions of possible outcomes.

Learning Activities

- When a solution seems obvious, try to think of three alternate courses of action.
- Before implementing a solution, think back through the steps and tools in the Problem Solving Process to see if you effectively used both the process and the tools.
- Resist the temptation to settle on a solution simply to complete the task.
- Once you have defined a problem and generated solutions, challenge yourself to think how you would defend the solution from the opposite point of view.
- Ask others who have handled similar problems to advise you on their process and the types of barriers you might face.
- Ask an experienced problem solver to listen to your problem solving process to determine if you have followed the process and are ready to implement corrective action.
- Volunteer to be on a process improvement team.
- Use group idea-generation techniques, such as brainstorming.

Resources

Books

- Davidson, Janet E., and Robert J. Sternberg, eds. *The Psychology of Problem Solving*. Cambridge, UK: Cambridge University Press, 2003. ISBN: 0521793335
- Lowy, Alex, and Phil Hood. *The Power of the 2 x 2 Matrix: Using 2 x2 Thinking to Solve Business Problems and Make Better Decisions*. San Francisco: Jossey-Bass, 2004. ISBN: 0787972924
- Nalebuff, Barry J., and Ian Ayres. *Why Not? How to Use Everyday Ingenuity to Solve Problems Big and Small*. Boston: Harvard Business School Press, 2003. ISBN 1591391539

Examples of Possible Success Measures

- I applied and documented a problem solving methodology to a situation.
- I created a pareto chart.
- I conducted a cause/effect identification session.

Competency Description

Ability to:

- Map-out process steps.
- See opportunities for integration.
- Improve performance for the customer.
- Organize people, resources, and activities.
- Separate, simplify, and combine tasks for efficient and non-redundant work flow.
- Use questions to clarify and confirm understanding.

Learning Activities

- Brainstorm a list of questions about a particular topic that you think will help to further your understanding of that topic.
- Identify someone you think is skilled at asking questions; discuss their approach and the specific techniques they use.
- Practice asking questions that can only be answered with specific responses. If you get a generic response, try using different types of questions until you get the specific information you want.
- Ask open-ended questions which generally begin with what, where, who, why, and how.
- Complete a process flow diagram on the key processes for your department. Identify improvement projects.
- Put yourself in your customer's shoes; what are the customer's requirements?
- Approach a particular work challenge with learning and/or improvement as the goal rather than completion.
- Call or meet with your customers to find out what their needs are. Take advantage of opportunities to exceed customer requirements whenever possible.
- Participate on or create a "continuous improvement" team.
- Compare your service to another organization. What can you learn/improve the quality of your own product or service?
- Ask yourself what could be eliminated in your work processes without losing capacity.
- Detail each step that must occur from the time work enters until it leaves, and then eliminate unnecessary steps.
- With your work group create "as-is" and "should-be" process flow diagrams. If they are different, determine why and if process improvements could be made.
- Challenge your group to identify tasks or procedures that should be streamlined.

Resources

Books

- Braganza, Ashley. *Radical Process Change: A Best Practice Blueprint*. New York: John Wiley & Sons, 2001. ISBN: 0471486302
- Sharp, Alec, and Patrick McDermott. *Workflow Modeling: Tools for Process Improvement and Application Development*. Norwood, MA: Artech House, 2001. ISBN: 1580530214

Examples of Possible Success Measures

- I have mapped out a process.
- I conducted an evaluation of a process and made two process improvement suggestions.
- I learned a process mapping software program.
- Someone else solicited your help in identifying process improvements.

Competency Description

Ability to:

- Execute action per the work plan.
- Monitor and control personnel, costs, scope, quality, and schedule.
- Identify and remove roadblocks and barriers.
- Raise organization's risk awareness.
- Conduct lessons learned discussions.
- Provide status/reporting information to stakeholders and resource managers.

Learning Activities

- Review and utilize methods for project management and determine which one works the best for you.
- Establish a process before you begin your project to monitor resources, schedules, deadlines, etc.
- Study failed plans to determine what went wrong.
- Check your plan against actual results and keep a chart to see if each activity/results fell within ten percent of the plan.
- Include contingency actions in each of your plans.
- Ask others who have handled similar projects or responsibilities to advise you on their process and the problems that could occur.
- Volunteer to coordinate a community event.
- Team with an effective program manager on a project. Solicit feedback on your project management skills.
- Review the written plans of skilled project managers. Notice what they included in their plans and how they organized them. Find out how the plans were developed and who was involved in their development.

Resources

Online (articles)

- Overviews of Project Management: http://managementhelp.org/plan_dec/project/project.htm
- Program Planning and Management: http://managementhelp.org/prog_mng/prog_mng.htm

Examples of Possible Success Measures

- I met the cost expectations on a project.
- I complete the _____ project on schedule.
- I accomplished the deliverables as outlines in the statement of work.
- I recognized team members for their contribution.

Competency Description

Ability to:

- Deliver current, direct, complete, and “action-able” positive and corrective feedback.
- Invite open dialogue.
- Support, confront, and help individuals to identify and analyze performance needs, problems, and goals.
- Take decisive action when performance problems are not corrected.

Learning Activities

- Think of a situation when giving feedback would be appropriate. Write out specifically what you will say.
- Try putting yourself into the other person’s shoes. How would you react if you received this kind of feedback?
- Practice writing feedback statements. Check to make sure you are direct, specific, and non-punishing. Then practice delivering it.
- Make a list of your past failures and successes with giving feedback. Try to pick out common elements of the situations that were keys to your failure.
- Determine why you do not seek feedback more often.
- Set a goal to give others feedback at least once a week.
- Role-play giving feedback with a person that has a similar personality type as the person to which you want to give feedback.
- Determine who is especially good at giving developmental feedback and ask for their advice.
- When someone gives you vague feedback, either positive or constructive, ask for specifics on what you did well or where you could make improvements.
- Ask your manager and others what you can do to make it easier for them to give you feedback.

Resources

Online (articles)

- Provide Feedback that Has an Impact: <http://humanresources.about.com/cs/communication/ht/Feedbackimpact.htm>
- Effective Ways to Give Feedback: <http://performance-appraisals.org/experts/perfeedback.htm>
- Giving Constructive Feedback: <http://www.dummies.com/how-to/content/giving-constructive-feedback.html>

Examples of Possible Success Measures

- I gave my staff feedback at least once per week.
- I planned feedback before delivering it to others.
- People solicited feedback from me.
- I received comments from others about the value of my feedback.

Competency Description

Ability to:

- Instill confidence in others by communicating genuine caring, compassion, dignity, respect, a sincere belief that they will succeed, and a readiness to help them to do so.
- Show concern about other's work and non-work needs and problems.
- Ask about their plans, hopes, problems, and goals.
- Demonstrate true empathy with the joys and sorrows of others.

Learning Activities

- Reflect on a negative situation that was caused by lack of sensitivity; determine behaviors that could have improved the situation and try using those behaviors in similar situations in the future.
- Identify your personal needs and assess how they might affect your response to other people.
- Take on assignments that require a high level of sensitivity, such as a task force that is addressing a morale problem or a committee recommending organizational changes.
- Establish the communication goal of "Seek first to understand and then to be understood."
- Observe others as they handle sensitive situations. Ask them afterward to assess the situation focusing on what they thought they did well and what they would do differently next time.
- When in conversations with others listen for both the facts and their feelings.
- Keep a calendar of birthdays, hire days, and any other significant days. Recognize people on these dates, either verbally or through written communication.
- Create a list of questions you could use to begin a conversation with a person you do not know very well.
- Try different communication strategies with people depending on the situation and the people involved.
- Plan a social event with co-workers, such as a picnic. Get to know them outside the workplace. Join a company sponsored committee or team.
- Check your common courtesies; for example, greet people in the morning, say "hello" in the halls, and say "thank you"
- Listen to input from family and friends. They often have the same insights about your style and personality that others may not share as openly.
- Seek feedback from people you trust about your personal impact.

Resources

Online (articles)

- Interpersonal Communications: http://managementhelp.org/commskls/cmm_face.htm
- Six Ways to Improve Your Non-verbal Communication Skills: <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/commun-1.htm>
- Enhancing Respect: http://www.duke.edu/web/equity/Toolkit_6_Respect.pdf

Examples of Possible Success Measures

- People have come to talk to me about personal issues.
- I increased participation on a committee for a social event.
- I have greeted everyone on your team daily.

Competency Description

Ability to:

- Identify risks (obvious, subtle, and controversial ones).
 - (e.g: safety risks, funding risks, cost/benefit risks, insurance risks, etc.)
- Determine which risk strategy is most appropriate (avoidance, acceptance, reduce impact, reduce probability, or transferring the risk to others).
- Continually identify risks throughout project life cycle.

Learning Activities

- List the pluses and minuses of taking a calculated risk in the way you approach a situation.
- Analyze the reasons why you have not taken risks in the past and then work to eliminate them.
- For a particular risk, try to find or generate analogies (this situation is like. . .). Get as many as you can and then try to identify and understand the elements that characterize them.
- Write down all the facts, issues, and potential problems you may encounter on an assignment. Construct two action plans, one that takes a safe approach to the assignment and one that takes a more novel approach. Ask someone you respect to critique both plans.
- Identify two current or upcoming assignments which may be appropriate for taking a calculated risk. Develop an action plan for one of these assignments. Ask someone you respect to critique your approach.
- Ask your manager what he/she considers an appropriate risk.
- When considering a risky course of action, identify someone you respect with whom you can discuss the pluses and minuses.

Resources

Online (articles)

- Risk Management: http://managementhelp.org/risk_mng/risk_mng.htm
- Building a Risk Management Plan: <http://www.rma.usda.gov/pubs/1998/barmp/index.html>
- Risk Impact/Probability Chart: http://www.mindtools.com/pages/article/newPPM_78.htm

Examples of Possible Success Measures

- I conducted risk assessments at least two times during a project life cycle.
- I developed and documented mitigation plans on high impact and high probability risks.

Competency
to be
developed:

Seeking Resources

Competency Description

Ability to:

- Research and maintain knowledge of relevant grant opportunities.
- Write proposals based on funder criteria.
- Develop and successfully obtain resources from grants or other partnerships.

Learning Activities

- Review others' successful grant proposals (for types of grants you are interested in applying for).
- Practices writing objectives and program ideas in short, concise paragraphs.
- Have someone edit your grant proposal and make changes based on their feedback.
- Review the program's guidelines and highlight each section in your proposal where you address a specific requirement.
- Interview funders for feedback and guidance on your work proposal.

Resources

Online (articles)

- Grant Writing Guidelines: <http://www.un.org/depts/dhl/sflib/libmgt/grantproposals.htm>
- EPA – Grant Writing Tutorial: <http://www.fs.fed.us/outdoors/naturewatch/start/partnerships/EPA-grant-writing-tutorial.pdf>
- Forging Partnerships: <http://cleanefficientenergy.org/subtopic/forging-partnerships>
- Midwest Assistance Program: <http://www.map-inc.org/>

Examples of Possible Success Measures

- I have successfully acquired a grant.
- I wrote and submitted three grant proposals this year.
- My grant proposals needed less editing than last year.

Competency Description

Ability to:

- Maintain awareness of own personal values, style, impact, strengths, and development needs.
- Seeks feedback of others and is open to learning from constructive criticism.
- Knows personal limits and works to overcome them.
- Recognizes the need to change personal, interpersonal, and managerial behavior quickly.

Learning Activities

- List all of the competencies of your job. For each area list the specific behavioral actions that demonstrate competency. Identify the most important skills that are necessary for successful performance.
- Follow through on the activities identified in your Individual Development Plan.
- Break out of your normal routine. When you are locked into your comfortable habits, you are less able to adapt to changing situations. Search for innovative ways to deal with everyday situations.
- Expand your ability to learn by using a variety of learning styles.
- Decide on a clear-cut, long-range goal for yourself. Establish what you will need to do and what you will need to have in order to achieve it.
- Form learning coalitions with others who have common learning goals; share resources, experiences, opportunities, and learning.
- Hold a “lessons learned” meeting at the completion of a major milestone or a project. Review what went well and what could be improved. Determine which strategies you would change and which you would like to replicate on the next project.
- When someone gives you vague feedback, either positive or constructive, ask for specifics on what you did well or where you could make improvements.
- Share your mistakes. Solicit suggestions and ideas on what you might do differently in the future.
- Seek roles that will enable you to work with people outside your department with whom you have not worked before.

Resources

Books

- McCall, Morgan W. Jr., Michael M. Lombardo, and Ann M. Morrison. *The Lessons of Experience: How Successful Executives Develop on the Job*. New York: Free Press, 1988. ISBN: 0669180955
- Peterson, David B., and Mary Dee Hicks. *Development FIRST: Strategies for Self-Development*. Minneapolis MN: Personnel Decisions International, 1995. ISBN: 0938529137
- Robbins, Stephen P., ed. *The Self-Assessment Library: Insights into Your Skills, Abilities, and Interests*. Upper Saddle River, NJ: Pearson Education, 2001. ISBN: 0130352934
- Senge, Peter. *The Fifth Discipline: The Art and Practice of Learning Organization*. New York: Doubleday/ Currency, 1994. ISBN: 0385260946

Examples of Possible Success Measures

- I have a developed and implemented a personal development plan.
- I met the deadlines on my personal development plan.
- At the end of a big project, I conducted a lesson learned.
- I solicit input from someone monthly about development opportunities.

Competency Description

Ability to:

- Develop long-range personal and organization interests.
- Take a long-range perspective on problems, decisions, situations, and events.
- Create a vision and strategies which involve possible future policies, practices, and trends.
- Think of global impacts, create effective scenarios.

Learning Activities

- Look for ways your department or organization strategic plan has changed; monitor the changes, and anticipate future changes.
- Develop contingency plans for dealing with changing customer demands, equipment failure, new technology, politics, and variations in the economy.
- Read newsletters/magazines to learn about strategies other organizations have implemented to strengthen their competitive position.
- When a problem arises, avoid the temptation to “quick-fix” it. Take a broad view of the problem by looking at all the options.
- Volunteer to be on a strategic planning committee or task force.
- Evaluate the paradigms under which you operate; determine if any of them are obsolete or restrictive.
- Engage in “what-if” thinking. “If we do this how will our competitors respond; what will our customers think; how will this impact our suppliers; or what will our next move be?”
- Conduct an informational interview with your organization’s strategic planners. Ask them to explain what they do and how they do it .
- Get advice and information from people in planning areas or market research.
- Ask key people in the organization to identify weaknesses of a failed strategic plan, including any problems with the content of the plan and how it was implemented or resource availability.
- Network with professionals in a similar industry to gain guidance, feedback, and insight.
- Ask people who have implemented long-term strategic plans how they met their goals.

Resources

Books

- Hamel, Gary. *Leading the Revolution: How to Thrive in Turbulent Times by Making Innovation a Way of Life*. New York: Plume, 2002. ISBN: 0452283248
- Hulbert, James. *Strategic Management: Creating Value in Turbulent Times*. New York: John Wiley & Sons, 2004. ISBN 0470857315

Examples of Possible Success Measures

- I participated in a strategic planning process.
- I have developed two strategies to achieve our goals.
- I conducted a SWOT analysis on an idea I would like to implement.

Competency
to be
developed:

Team & Partnership Building

Competency Description

Ability to:

- Use approaches to manage teams that result in participation, pride, trust, mutual support, and a high level of accountability.
- Develop collaborative and cooperative working relationships.
- Share wins and successes; let people finish and be responsible for their work.
- Find common ground and solve problems for the good of all; represent own interests and yet be fair to others.

Learning Activities

- Learn what the team would value as a reward.
- Audiotape or videotape a meeting you lead. Review the tape to identify your strengths and areas in need of improvement.
- Ask people on the team what you could be doing to be more effective. This could be completed by a “round robin” or through a survey.
- Do a team profile using a personality or communication style indicator (LIFO, DiSC, MBTI).
- Strategize how to modify your behavior to accommodate the styles represented.
- Encourage the team to set ambitious goals. Reward their efforts and achievements.
- Know what type of projects excite your team and provide them with opportunities to pursue those types of projects.
- Establish a common goal when on a team.
- Assess a team that you are currently on; what are the areas of diversity and where are you alike? What is the impact of each?
- Reflect on the various roles that exist on a team – who plays which roles, which ones are missing?

Resources

Books

- Beyerlein, Michael M., Craig McGee, and Sue Freedman. *Beyond Teams: Building the Collaborative Organization*. San Francisco: Jossey-Bass, 2002. ISBN: 0787963739
- Druskat, Vanessa U., and Steven B. Wolf. *Harvard Business Review on Teams That Succeed: Ideas with Impact*. Boston: Harvard Business School Press, 2004. ISBN 159139502X
- Katzenbach, Jon R., and Douglas K. Smith. *The Wisdom of Teams: Creating the High-Performance Organization*. New York: HarperBusiness, 2003. ISBN: 0060522003
- Lencioni, Patrick M. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco: Jossey-Bass, 2002. ISBN: 0787960756

Examples of Possible Success Measures

- I received a four/five on peer evaluation ratings.
- I was solicited to be on a team this year.
- I asked for and received comments about how much people like to work with me.

Competency
to be
developed:

Technology

Competency Description

Ability to:

- Maintain a high knowledge of computer hardware and/or software, including applications and programming.
- Adapt to changing technology.
- Guide and support others in how to understand, use, and excel with new technology opportunities.

Learning Activities

- Call a peer using similar technology for tips.
- Learn one new function each month on your standard computer software.
- Become your office's "expert" on one type of software.
- Learn one new piece of software this year that will increase your organization's efficiency

Resources

Online (articles)

- How to Improve IT Job Skills:
http://www.ehow.com/how_2063084_improve-job-skills.html
- 10 Ways to Improve Your Technical Skills:
<http://www.stevpavlina.com/blog/2006/08/10-ways-to-improve-your-technical-skills/>

Examples of Possible Success Measures

- I learned a new software program _____ this year.
- I am now the Go-to person for this _____ challenging application.
- I was the early adapter of _____ new technology, one of the first 20%.

Competency Description

Ability to:

- Use time effectively and efficiently.
- Set priorities.
- Make choices among competing priorities.
- Develop realistic timetables; eliminating unnecessary tasks.
- Strive for life/work balance.

Learning Activities

- Take time to plan, organize, and attend to the details.
- Maintain a to-do list.
- Use calendars, planners, and scheduling systems.
- Organize desktop files by priority rather than by date or alphabetically.
- If you have difficulty limiting conversations use additional methods (eg. voice mail) for communicating.
- Maintain an activities log. Analyze it for frequent interruptions and develop strategies to reduce them.
- Determine which part of the day your energy is highest; plan your work day accordingly.
- Volunteer to plan and organize a community fund-raiser or event.
- Establish and communicate time limits for meetings and discussions.
- Break major tasks down into sub-tasks with time limits for each.
- Ask your supervisor to observe how you use your time and to provide feedback on how you can use it more effectively.
- Observe others who are effective planners and organizers. Ask them to share some of their techniques with you.
- Use the company vision and goals to help you set your priorities. Work out any potential conflicts with your manager.
- Ask others to give you feedback about how your procrastination impacts them. Take note of their suggestions on how to improve.
- Prioritize the information and tasks that come across your desk; with the help of others, delegate those tasks that could be performed by others.

Resources

Online (articles)

- How Good Is Your Time Management?: http://www.mindtools.com/pages/article/newHTE_88.htm
- Beating Procrastination: http://www.mindtools.com/pages/article/newHTE_96.htm
- Time Management Worst Practices: <http://www.timethoughts.com/timeworst/worst-practices.htm>

Examples of Possible Success Measures

- I have not missed any deadlines in the past two months.
- At any point in time, I know the highest priority project on my plate.
- My time estimates are within 5% of actual.
- My files are clearly organized and easily assessable at a moment's notice.
- I have responded to emails within one working day.

Competency Description

Ability to:

- Provide learning experiences, instruction, demonstration, practice opportunities, and consultation to support current performance and the development of future capability.
- Willingly share thoughts about others and own personal strengths, weaknesses, and limitations.
- Use own personal motivation, style, and skills to foster the kind of energy and intensity that adds vitality in the workplace.

Learning Activities

- Complete your own developmental plan, noting your goals, strengths and weaknesses. Pay attention to the difficulties, and rewards you had while completing the plan. Use this information when assisting others with their development.
- Be alert to articles and development tips that could be of help to others; pass them on to the appropriate individuals.
- Plan “brown bag” session on appropriate topics to facilitate the development of your coworkers. Videotape your performance.
- Provide feedback to co-workers as requested; ask them what parts of the feedback were helpful and which parts were not. This will help you improve your feedback skills.
- Interview someone you think is a good coach or demonstrates good coaching skills
- Observe an effective coach; write down what they do that is effective. Plan ways you can practice using these skills.
- Reflect on a training session you recently attended; list what made it effective and what made it ineffective.
- Volunteer to become a trainer in your organization. Volunteer to train in the community.
- Review the evaluations at the end of the training. Develop plan to address and feedback for improvement that surfaced. When given the talk of presenting information to your department, think about the learning style of your group and try using some adult learning strategies.
- Ask an experienced trainer to observe you delivering training. Solicit feedback about your strengths and needs.
- Observe an experienced trainer deliver the same course you will be delivering. Watch for ideas and tactics that you could use. Make a list of areas where you have questions or will need support.
- Survey your audience prior to the training session to learn about their needs and/or concerns. Ask for their feedback during the training session to see if you are meeting their needs.

Resources

Books

- Bell, Chip R. *Managers as Mentors: How to Create Effective Relationships at Work and at Home*. San Francisco: Berrett-Koehler, 2001. ISBN: 1576751422
- Dunning, Donna. *TLC at Work: Training, Leading, Coaching All Types for Star Performance*. Palo Alto, CA: Consulting Psychologists Press, 2004. ISB: 0891061924
- Peterson, David B. *Leader as Coach: Strategies for Coaching and Developing Others*. Minneapolis, MN: Personnel Decisions International, 1996. ISBN: 0938529145
- Whitmore, John. *Coaching for Performance: Growing People, Performance and Purpose*. London, UK: Nicholas Brealey, 2002. ISBN: 1857883039

Examples of Possible Success Measures

- I created and delivered a training course.
- A coachee of mine accomplished their goal.
- I was requested as a coach.
- Evaluation marks on my training course are at least four/five.

Competency
to be
developed:

Verbal Communication

Competency Description

Ability to:

- Share information and ideas so others will understand.
- Adjust language and terminology to the characteristics and needs of the audience.

Learning Activities

- Determine information the audience needs before making your next presentation. Be aware of specific language or terminology that would help your communications. Write down questions that you might be asked and possible objections.
- Purchase a calendar that has a new vocabulary word per day. Try to use the word during the course of the day.
- Analyze your ability to communicate; in situations where you have been successful as well as those in which you were not successful.
- Audiotape or videotape an interaction with someone or a presentation. Note any distracting habits.
- Observe the speed, volume, tone, pitch and enunciation of newscasters, politicians and narrators.
- Join a Toastmasters club to improve your presentation skills.
- Outline in your mind what you are going to say before you start speaking.
- Ask your manager or co-worker to give you feedback as you practice a presentation.
- Ask a skilled oral communicator to help you build your oral communication skills.
- Ask a listener to paraphrase what you said; explain that this will help you to know if you spoke clearly.
- Watch for nonverbal clues of disinterest or lack of understanding in others so you can clarify your point.

Resources

Books

- Clutterback, David, and Sheila Hirst. *Talking Business: Making Communication Work*. Burlington, MA: Butterworth-Heinemann, 2002. ISBN: 0750654996
- Hoff, Ron. *Say It in Six: How to Say Exactly What You Mean in Six Minutes or Less*. Jamesburg, NJ: Barnes & Noble Books, 2003. ISBN: 0760735298

Examples of Possible Success Measures

- When I asked others for feedback at beginning and end of season, there was a trend of improvement.
- In an important meeting and follow-up (x meeting), there were no misunderstandings about what I said.
- I received positive feedback or compliments about my clarity of speaking.

Competency
to be
developed:

Written Communication

Competency Description

Ability to:

- Compose clear and concise written materials in a variety of communication settings and styles.
- Review written work of self and others to achieve accuracy in both content and style.
- Maintain company image and identity (logo, signage, etc.).
- Determine the best method/medium for message (email, newsletter, and website).

Learning Activities

- Review and keep copies of effective memos and reports and use them as models.
- Note unfamiliar words in written communication you receive. Look up their definitions, and if appropriate, try to incorporate them into your own writing style.
- Volunteer to write an article for a community or charitable organization.
- If you use a computer in your writing process, utilize your spellchecking and grammar-checking software to help identify and correct your errors.
- Rewrite a previous report; focus on making the piece more succinct and clear.
- When writing reports summarize the key points on the first page and document them with more information on the subsequent pages.
- Use a variety of sentence structures (simple, complex and compound) to add variety to your writing.
- Ask your manager or a co-worker to review your written documents and provide feedback on the content, logic, and flow. Ask them, “What did you think I was trying to convey?” and “What parts don’t you understand?” You will know your writing is improving when your reader’s understanding of your ideas match your intent.
- With the help of those who receive your written communications, make a list of your most common errors. Use this list to help you edit future documents.
- When writing for a non-technical audience, have a non-technical person review the document to identify any technical jargon that may be confusing.

Resources

Books

- Alred, Gerald J., Charles T. Brusaw, and Walter E. Oliu. *The Business Writer’s Handbook*. New York: St. Martin’s, 2003. ISBN: 0312309228
- Cappon, Rene. *The Associated Press Guide to Punctuation*. Boulder, CO: Perseus, 2003. ISBN0738207853
- Cunningham, Helen, and Brenda Greene. *The Business Style Handbook: An A-to-Z Guide for Writing on the Job with Tips from Communication Experts at the Fortune 500*. New York: McGraw-Hill, 2002. ISBN: 0071382305
- O’Connor, Patricia C. *Woe Is I: The Grammarphobe’s Guide to Better English in Plain English* (expand). New York: Riverhead, 2003. ISBN: 1573222526

Examples of Possible Success Measures

- I consistently studied meeting agendas ahead of time and determined my positions.
- I wrote for a “new to me” audience and received feedback about my communication

Individual Development Plan (IDP)

Employee Name:

Date:

Position:

Competency To Be Developed (2-4 from deck)	Learning/Development Activities (list how you plan to work on the skill)	Internal & External Resources Needed (time, money, specific fees or books)	Success Measures (How are we going to measure that this competency has been met? What does "done" look like?)	Set a Check-In Date (progress-self)	Measures Completed Date (supvr & self)





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