

DRAFT

Using Leadership Competencies

Tips and Tools for using Leadership Competencies in:

Developing Position Qualifications / Selection & Interviewing
Performance Management
Professional Development
Succession Planning

Provided by:

Staff and Leadership Development Steering Committee

Anita Rios, M.Ed., Chair
Director, Staff and Leadership Development
Minnesota State Colleges and Universities
Wells Fargo Place 30 7th St. E., Suite
350 St. Paul, MN 55101-7804

1. Leadership Competencies Defined:

A competency is an underlying characteristic of an individual that contributes to job or role performance and to organizational success. Competencies extend beyond the basic knowledge, skills and abilities necessary to perform a specific job to those that contribute to success in multiple jobs, job categories or the entire organization.

Throughout the first two years of its existence, the Staff and Leadership Development Steering Committee collaborated across the system to develop a set of Leadership Competencies. Broad consultation took place and input was received from a wide range of constituents. The goal of this process was to develop a set of competencies that described the essential set of knowledge, skills, abilities and other qualities required to be an effective leader within the Minnesota State College and Universities system.

The competencies were developed specifically to be consistent with strategic plan and goals of the Board of Trustees for Minnesota State Colleges and Universities. A review of the Leadership Competencies will show that they are consistent with and complementary to the primary strategic goals outlined by the Board, including:

Strategic Direction 1: Increase access and opportunity

Strategic Direction 2: Promote and measure high-quality learning programs and services

Strategic Direction 3: Provide programs and services that enhance the economic competitiveness of the state and its regions

Strategic Direction 4: Innovate to meet current and future educational needs

2. The Leadership Competencies:

The Leadership Competencies are divided into categories (leader of self, leaders as relationship building, leader as manager and leader as innovator) include:

Leader of Self:

Understands Self and Others:

Articulates own values and priorities. Understands individual role and demonstrates commitment to supporting the organization. Understands own personality and work style. Appreciates differences in personalities and work styles in others. Adapts communication to appeal to those differences. Demonstrates balance between humility and self-assurance. Understands the need for work/life balance and promotes balance for others.

Acts with Integrity:

Demonstrates honesty. Abides by all relevant laws, rules and regulations. Encourages others to do the same. Gives credit where credit is due. Delivers what is promised. Admits and learns from mistakes. Corrects mistakes to utmost ability.

Leaders as Relationship Builder:

Values Diversity

Demonstrates inclusivity in work processes and work teams. Encourages and promote the diversification of our faculty, staff and student body. Actively seeks out and invites alternative viewpoints in planning, discussions, and decision making.

Communicates Effectively

Effectively conveys ideas and shares information with others using appropriate methods. Listens carefully and understands differing points of view. Presents ideas clearly and concisely.

Builds Trust

Builds trust with others by demonstrating respect, valuing people, and creating transparency. Keeps commitments. Extends trust to others. Inspires confidence both in word and deed. Actively works to restore trust when necessary. Keeps confidences when appropriate.

Leader as Manager:

Customer Service

Demonstrates a positive attitude. Listens attentively and respectfully. Responds effectively to internal and external customer needs, requests, and concerns. Exercises creative problem solving.

Builds Organizational Talent

Makes sound hiring decisions. Provides a strong orientation. Sets clear expectations. Provides ongoing feedback; effectively coaches both good and bad performance. Partners with each employee in conducting meaningful performance evaluations. Helps each individual develop professionally. Holds each individual accountable for performance. Takes responsibility for their own professional development.

Demonstrates Good Stewardship

Understands general principles of budgeting, finance and human resource management. Makes informed decisions regarding resource allocation. Communicates decisions regarding resources in an effective manner to stakeholders.

Leader as Innovator:

Articulates Vision and Mission

Understands institutional history and development. Projects institutional improvements and developments for the future. Demonstrates a student-centered approach. Anticipates change and leads and encourages adjustments in institutional roles. Seeks input and listens to all stakeholders. Communicates and explains the changing institutional vision and mission effectively to constituencies.

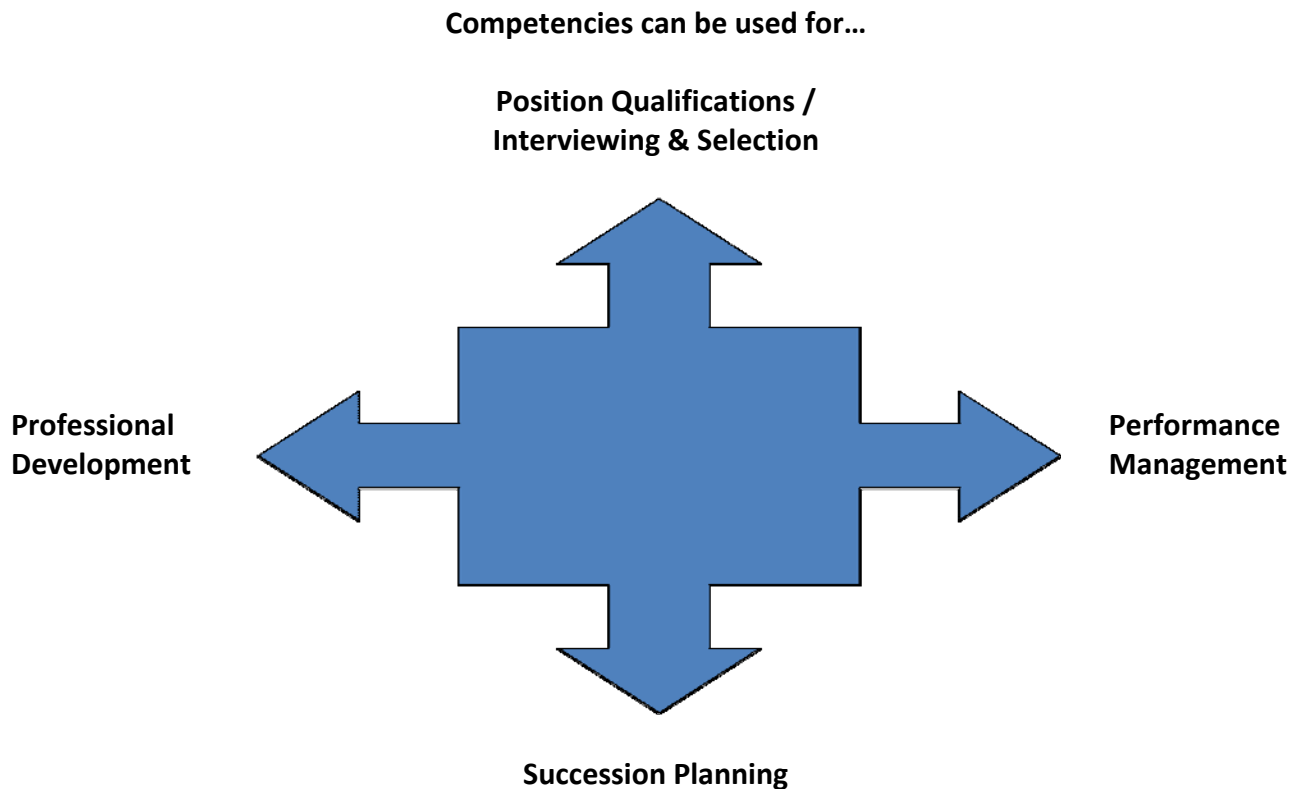
Builds Organizational Capacity to Meet Future Challenges

Engages and supports appropriate risk-taking. Identifies and removes barriers to innovation. Rewards and supports innovations advancing excellence and efficiency. Promotes accountability for self and others. Collaborates across educational and governmental boundaries in the system, nation and world. Networks with innovative thinkers, developers and donors.

Demonstrates Effective Decision-Making

Ability to creatively and efficiently solve problems. Demonstrates critical thinking and asks appropriate questions. Seeks alternative viewpoints. Uses appropriate decision-making methods based on the situation. Prepares stakeholders for and involves them in decisions that affect them. Communicates decisions effectively to stakeholders. Supports decisions once they are made.

3. Using the Leadership Competencies



There are many ways to effectively utilize these leadership competencies. Below are some suggested ways for incorporating these competencies into: development of position qualifications, interviewing and selection, performance management, and professional development. These suggestions are not intended to be all inclusive. It is our sincere hope that you will exercise your own creativity to use these leadership competencies in many other ways.

A. Position Qualifications / Interviewing & Selection

1. Developing Position Qualifications

The following is one example of how to use the leadership competency of “Relationship Builder” as a position qualification for varying levels of positions:

President:

Maintain open lines of communications on campus and in the community, being accessible and visible and engendering trust and confidence in the Office of the President.

Vice President:

Maintain the rapport necessary to build, maintain and/or strengthen partnerships and relationships inside and outside of the campus.

Dean:

Maintains open communication channels with critical peers, management, and customers. Effectively communicates win-win alternatives for all concerned. Ability to relate and respond to student needs.

Mid level manager:

Focuses on solving conflict, not blaming; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others' ideas and tries new things.

The following is an example of how to use the leadership competency of "Innovator" as a position qualification for varying levels of positions:

President:

Able to articulate a clear vision for the future of the organization. Demonstrates ability to reward and support innovations advancing excellence and efficiency. Ability to creatively and efficiently solve problems. Demonstrates critical thinking and asks appropriate questions. Demonstrates effective decision-making.

Vice President:

Able to articulate a clear vision for the future of the division. Demonstrates ability to reward and support innovations advancing excellence and efficiency. Ability to creatively and efficiently solve problems. Demonstrates critical thinking and asks appropriate questions.

Dean:

Able to articulate a clear vision for the future of the college. Demonstrates ability to reward and support innovations advancing excellence and efficiency. Ability to creatively and efficiently solve problems. Demonstrates critical thinking and asks appropriate questions.

Mid level manager:

Able to articulate a clear vision for the future of the unit. Demonstrates ability to reward and support innovations advancing excellence and efficiency. Ability to creatively and efficiently solve problems.

You can see that for this competency many of the qualifications are the same. This is because it is impossible to conceive of any position within our system where innovation is not a critical competency.

These same principles can be applied to any of the leadership competencies applicable to the position. Be mindful that not all leadership competencies are applicable to all positions.

2. Interviewing & Selection

It is axiomatic that the position qualifications form the basis of the interviewing and selection process. All interviewing and selection techniques must be based on determining the ability of an individual to perform the position qualifications in order to be valid. Thus, as you are employing various selection techniques and drafting interview questions, it is essential to also utilize the leadership competencies that are embodied in your position qualifications.

Various selection techniques are available including work sample tests (e.g. in basket exercises, qualifications tests (e.g. typing or spreadsheet tests), preliminary interviews (focused on qualifications) and structured interviews (focused on ability to succeed). Interestingly, the least reliable and valid tool for selection is the structured interview. Yet it is the most commonly used. The reliability and validity of a structured interview can be greatly increased by asking questions in from a behavioral perspective (past behavior inquiries and situational questions) and basing the questions on the competencies contained in the position description rather than simply on past experience.

Using the examples above regarding position qualifications, the following are some examples of behavioral interview questions focused on the competencies of Relationship Builder and Innovator.

Relationship Builder:

In the position of President, you will be required to establish relationships with a variety of constituent groups and balance the needs of all. Please provide an example of how you have accomplished this in the past. What would you do differently, if anything, in this position?

In the position of Vice President, you will be required to build relationships with faculty union leadership. Describe your plan for doing so.

Tell me about a situation in your past positions where you faced a challenge in building a relationship with a new group of individuals. Describe how you went about this task. What did you learn from this experience?

Please tell us about a time where you have had to adapt your style to fit a particular situation or group of individuals. How did you accomplish this? What was the outcome? What did you learn from this?

Innovator:

Please provide an example of a time where you came up with an innovative idea for how to solve a problem. Describe the idea and how you went about implementing your idea. Please tell us what, if anything, you would do differently after this experience.

Please provide specific examples of methods you have used in the past to support innovation and creativity in the work place. What was the result? What else might you consider doing in the future?

(Note: these are behavioral questions. Some of them ask the candidate to describe behavior they engaged in in the past. Past behavior is the best predictor of future performance. Others ask for the candidate to describe what they will do in a situation they will face in the new job. Again, behavior is the best way to predict behavior.)

Attachment ___ contains other sample interview questions with a chart for showing the best practices in how to rate the answers to the questions. It is important to interviewers be trained in effective scoring of answers to questions.

B. Performance Management

The following is an example of how the leadership competencies may be used in establishing performance management measures:

1. Personal Attributes: This area will assess the degree to which the administrator effectively understands their individual role and demonstrates commitment to supporting the organization; assesses understanding of personal work styles of themselves and others; demonstrates balance between humility and self-assurance; adaptability to other work styles; promotes quality work/life experiences for others.

Comments:

2. Communication: This area assesses whether the individual effectively conveys ideas and shares information with others using appropriate methods; whether the individual listens carefully and understands differing points of view; whether the leader presents ideas clearly and concisely.

Comments:

3. Stewardship: Whether the individual understands general principles of budgeting, financing and human resource management; communicates decisions regarding resources in an effective manner to stakeholders; makes sound decisions regarding resource allocation.

Comments:

This particular example comes from an Administrator evaluation form, over which the universities and colleges have exclusive control. However, it is important that we, as a system, work with the various

collective bargaining units to incorporate the leadership competencies into the evaluation process for all employees.

C. Professional Development

Another excellent way to use the leadership competencies is in the development of professional development programs, whether focused specifically on leadership or other topics. Currently, within the Minnesota State Colleges and Universities, the leadership competencies that have been identified within the organization, provide a needed framework for our system-wide leadership development programs. Some examples of the use of these include:

1. Administrator Development Program

In the recently reconfigured Administrator Development Program, the self-assessment found in Attachment ___ is used not only to familiarize administrators with the competencies, but to help them assess their current proficiency with each competency and then to determine what additional types of training and development will help them achieve greater proficiency. A sample from that assessment looks like:

LEADER AS INNOVATOR

Articulates Vision and Mission	1	2	3	4	5	N/A
Makes decisions that are informed by system and institutional history						
Articulates strategic objectives publicly						
Creates and sustains a student-centered approach						
Anticipates and manages change						
Seeks input and considers stakeholder positions						
Conveys institutional transformation efforts to constituents						
TOTALS						

In addition, the leadership competencies have been used to determine the topics covered in the Administrator Development program in the following way:

Competency	Administrator Development Topic
Leader of Self	
Understands and manages self	360 degree leadership inventory Stress Management for self and others Balancing work and life for self and others Managing my career
Acts with Integrity	Building an ethical culture
Leader as Relationship Builder	
Builds trust	Building a culture of trust in an organization
Respects and fosters a welcoming environment	1B.1 Investigator * 1B.1 Decision Maker * Affirmative Action

	<p>Cultural competency **</p> <p>* = may move to different category</p> <p>** = includes following topics:</p> <ol style="list-style-type: none"> 1. Interpersonal sensitivity 2. Positive expectations of others 3. Reconciling organizational and cultural expectations 4. Self-awareness, self-control, self-confidence 5. Managing complexity and ambiguity in a multicultural environment
Communicates effectively	<p>Facilitating effective meetings</p> <p>Presentation skills</p> <p>Working with the legislature</p> <p>Working with the media</p>
Leader as Manager	
Builds organizational talent	<p>The role of the Dean (series)</p> <p>Team building</p> <p>Succession Planning: Creating a development culture</p>
Demonstrates customer service orientation	Creating a service organization
Demonstrates good stewardship	<p>Developing effective program measurement and accountability</p> <p>Finance for the Non-financial manager</p> <p>Grant writing</p> <p>Fundraising / Friendraising</p> <p>Lean in Higher Education (WSU)</p>
Leader as Innovator	
Articulates vision and mission	<p>Creating a work plan that aligns with vision/mission/goals of the institution and system</p> <p>Communicating the vision to inspire and motivate an organization</p>
Builds organizational capacity to meet future challenges	<p>What every administrator should know about project management</p> <p>Understanding AQIP and how it can be used to improve quality</p> <p>Leading change (Managing unsolvable problems) through Polarity Management and Real-time Strategic Change</p>
Demonstrates effective decision making	Making and communicating decisions at the administrator level

2. Art & Science of Supervision Programs

Below is an example of how our supervisory training program is organized according to the competencies and how they intersect with the role of supervisors.

Competency	Supervisory Development Topic
Leader of Self	
Understands self and others	<p>DiSC</p> <p>Strengths Finder</p> <p>Thomas-Kilmann Conflict Mode Inventory</p>
Acts with Integrity	Knowing your ethical responsibilities
Leader as Relationship Builder	
Builds trust	<p>Building trust</p> <p>Being a supportive supervisor</p> <p>Abiding by data practices requirements</p>
Values diversity	<p>Communicating across differences</p> <p>Creating a harassment-free environment</p>

Communicates effectively	Giving clear work direction Communicating in different directions Choosing how to communicate
Leader as Manager	
Builds organizational talent	Situational leadership Hiring, orienting, setting expectations, coaching good/poor performance, facilitating performance evaluations, preparing disciplinary action
Demonstrates customer service orientation	
Demonstrates good stewardship	Attendance / sick leave FMLA ADA Managing in a union environment Performance Management Discipline and investigations Grievance processing Drug and alcohol policy Overtime/FLSA
Leader as Innovator	
Articulates vision and mission	
Builds organizational capacity to meet future challenges	Managing change
Demonstrates effective decision making	Solving problems and making decisions Managing conflict

3. Campus Based Leadership Development Programs

An example of a campus based program that has used the leadership competencies to design the program exists at Minnesota State University, Mankato. The MSU Leadership Institute is open to individuals from all positional levels at the university. Thus, the emphasis of the program is “leadership at all levels.” There is necessarily less emphasis on the Leader as Manager competency since not all participants in the program are supervisors or managers. The MSU Mankato Leadership curriculum is designed as follows:

Competency	Day/Topic
Leader of Self Understands self and others	Day 2 – DISC; Knowing Yourself Day 6 – Self Defeating Habits Day 7 – Taking Charge of Your Career
Acts with Integrity	Day 3 – Ethics in Leadership
Leader as Relationship Builder Values Diversity	Throughout the program
Communicates Effectively	Day 4 – Communication in the Leadership Process
Builds Trust	Day 1 – The Speed of Trust

Leader as Manager Customer Service Builds Organizational Talent Good Stewardship	Day 1 – Team Building Day 6 – Self Defeating Habits
Leader as Innovator Articulates Vision/Mission Builds Organizational Capacity Effective Decision-Making	Day 5 – Becoming an Innovative Leader

4. Other Professional Development Programs

We encourage the use of these competencies in other development programs, whether they are supervisory training programs, leadership development programs, or topic specific programs provided to groups of employees. Use of the competencies in determining topics and curriculum will help to insure that we begin to create a culture for all employees centered around these competencies.

D. Succession Planning

Succession planning is intimately connected to leadership development. The intent of succession planning is to provide paths for potential internal promotion of existing employees that have the competencies required for success in higher level positions. The key to good succession planning is assessing each promotable employee for competency gaps, and where there are gaps, creating employee training and development plans that will help close those gaps. Succession planning provides meaningful and measureable methods to retain existing talent. Succession planning is not a complete replacement for external recruitment of candidates into an organization, but is one method to ensure continuity of services and delivery over the long term. It is also a method to capitalize and reap the benefit of existing talent.

Minnesota State Colleges and Universities does not currently have a formal succession planning program. We are underway in studying the use and implementation of succession planning. These efforts will be critical to our future success so that we can leverage the leaders we are developing for assuming higher level of responsibility within the system.

An example of a succession planning template that could be used, based on our Leadership Competencies is as follows:

Organizational Unit: College of Business

Division: Academic Affairs

Position to be Filled: Dean

Leadership Competencies Required:

- Understands Self and Others
- Acts with Integrity
- Values Diversity
- Communicates Effectively
- Builds Trust
- Customer Service
- Builds Organizational Talent
- Demonstrates Good Stewardship
- Articulates Vision and Mission
- Demonstrates Effective Decision-Making

Eligible Replacements	Performance Ratings	Competency Gaps	Development Plans
Jane Doe	Excellent	No budget Experience	Budget Management Program
James Smith	Above	Communication Needs Improv.	Communication Skills Training

Many organizations use and employ much more sophisticated succession planning programs. This is just intended to provide an example of how leadership competencies may be used in a succession planning effort in our universities, colleges and Office of the Chancellor.

4. Conclusion

The Staff and Leadership Development Committee hopes that this guide has helped provide you with ideas and examples of how to effectively use the leadership competencies in your Human Resource practices. There are many more creative and effective ways to use the competencies than are possible to provide in this guide. However, it is critical to the success of human resource management to focus efforts around competencies. This leads to the greatest success in designing position qualifications, interviewing and selection, performance management, professional development and succession planning.

Attachment ____
**New Administrator Orientation
 Self Inventory**

This self-inventory is designed to give you a snapshot of where you perceive your strengths and weaknesses are compared to the system-wide leadership competencies. Try to objectively rate your current level as accurately as possible. This is for your own use and will not be shared with your supervisor or colleagues.

Assess your current level:

- 1 – Limited capacity
- 2 – Capacity not yet exercised
- 3 – Capacity exercised with some success
- 4 – Capacity effectively practiced
- 5 – Capacity is practiced with mastery and serves as a model for others
- N/A – I don't see this as applicable

A: LEADER KNOWLEDGE OF SELF:

Understands Self and Others	1	2	3	4	5	N/A
Articulates and owns values and priorities						
Understands individual role and responsibilities						
Committed to and supportive of the organizational mission						
Aware of own personality and work style preferences						
Welcomes diverse personalities & work style preferences in others						
Adapts communication to appeal to audience						
Demonstrates balance between humility and self-assurance						
Values and promotes work/life balance						
TOTALS						

Acts with Integrity	1	2	3	4	5	N/A
Abides by all relevant laws, rules, and regulations						
Encourages others to abide by the same laws, rules, and regulations						
Gives credit where credit is due						
Delivers what is promised						
Admits and learns from mistakes						
Corrects own mistakes to utmost ability						
TOTALS						



Assess your current level:

1 – Limited capacity

2 – Capacity not yet exercised

3 – Capacity exercised with some success

4 – Capacity effectively practiced

5 – Capacity is practiced with mastery and serves as a model for others

N/A – I don't see this as applicable

B: LEADER AS RELATIONSHIP BUILDER

Values Diversity	1	2	3	4	5	N/A
Demonstrates inclusivity when establishing work processes and teams						
Encourages and promotes the diversification of faculty, staff, and student body						
Actively seeks out and invites alternative viewpoints when planning, leading discussions, and making decisions						
TOTALS						

Communicates Effectively	1	2	3	4	5	N/A
Shares information appropriately						
Listens carefully and seeks to understand differing points of view						
Presents ideas clearly and concisely in writing						
Verbally presents ideas with clarity						
TOTALS						

Builds Trust	1	2	3	4	5	N/A
Demonstrates respect and values the contributions of others.						
Creates an atmosphere where transparency of process is perceived in word and deed.						
Keeps commitments						
Extends trust to others						
Inspires confidence both in word and deed						
Actively works to restore trust when necessary						
Keeps confidences when appropriate						
TOTALS						



Assess your current level:

- 1 – Limited capacity
- 2 – Capacity not yet exercised
- 3 – Capacity exercised with some success
- 4 – Capacity effectively practiced
- 5 – Capacity is practiced with mastery and serves as a model for others
- N/A – I don't see this as applicable

C: LEADER AS MANAGER

Builds Customer Service Orientation	1	2	3	4	5	N/A
Displays a positive attitude						
Listens attentively and respectfully						
Responds effectively to internal and external customer needs, requests, and concerns						
Exercises creative problem solving						
TOTALS						

Builds Organizational Talent	1	2	3	4	5	N/A
Makes sound hiring decisions						
Provides a comprehensive orientation to new employees						
Sets clear expectations for employees						
Provides ongoing feedback; effectively coaches both high-quality and poor performance						
Partners with each employee in conducting meaningful performance evaluations						
Helps direct reports develop professionally						
Holds direct reports accountable for performance						
Takes responsibility for own professional development						
TOTALS						

Demonstrates Good Stewardship	1	2	3	4	5	N/A
Understands general principles of budgeting and finance						
Understands general principles of human resources management						
Makes informed decisions regarding resource allocation						
Communicates decisions regarding resources in an effective manner to stakeholders						
TOTALS						



Assess your current level:

1 – Limited capacity

2 – Capacity not yet exercised

3 – Capacity exercised with some success

4 – Capacity effectively practiced

5 – Proficient in and serve as mentor/
teacher to others

N/A – I don't see this as applicable

D: LEADER AS INNOVATOR

Articulates Vision and Mission	1	2	3	4	5	N/A
Makes decisions that are informed by system and institutional history						
Articulates strategic objectives publicly						
Creates and sustains a student-centered approach						
Anticipates and manages change						
Seeks input and considers stakeholder positions						
Conveys institutional transformation efforts to constituents						
TOTALS						

Builds Organizational Capacity to Meet Future Challenges	1	2	3	4	5	N/A
Engages in and supports appropriate risk-taking						
Identifies and removes barriers to innovation						
Rewards and supports innovation which advances excellence and efficiency						
Promotes accountability for self and others						
Works in partnership with educational institutions and governmental agencies.						
Exchanges ideas with innovative thinkers and developers						
Networks with donors						
TOTALS						

Demonstrates Effective Decision-Making	1	2	3	4	5	N/A
Demonstrates critical thinking by using questions to promote reflective consideration in others						
Seeks alternative viewpoints						
Uses situational decision-making and problem-solving methods appropriately						
Utilizes a collaborative decision making approach, involving others in decisions that affect them.						
Prepares stakeholders for changes in process flowing from decisions/resolutions.						
Communicates decisions effectively to stakeholders						
Supports decisions once they are made – stays the course.						
TOTALS						



