**Establishing Relationships**

Builds effective networks, working relationships, and alliances with a broad range of stakeholders (both internal and external) in order to collaborate effectively within divisions and across boundaries. Can relate to all kinds of people regardless of background; finds topics and common interests that they can use to build rapport with others.

<table>
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</thead>
<tbody>
<tr>
<td>Behaviors</td>
<td>• Develops and maintains lateral cross-boundary relations; • Understands what peers expect or need; • Works with others as a member of a team; • Shares information and resources with team members; • Works with peers to gain multiple perspectives on issues; • Builds relationships with peers; • Keeps sensitive information confidential; • Provides feedback to peers in a constructive manner; • Is open to coaching or direction from bosses; • Responds and relates well to bosses; • Is easy to challenge and develop; • Is comfortably coachable.</td>
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<tr>
<td></td>
<td>• Solves problems constructively with peers; • Works with peers and others to collaborate as appropriate; • Provides candid constructive feedback to peers; • Can negotiate with others; • Has an energizing effect on the entire unit because of their willingness to collaborate; • Makes accommodations for others within the organization as appropriate; • Deals comfortably with those in positions of authority; • Displays appropriate level of reliance on bosses and high status figures for advice and counsel.</td>
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<tr>
<td></td>
<td>• Can strike fair bargains with others; • Works with others to achieve balanced goals and objectives; • Shows respect for other functions or disciplines and successfully communicates that; • Enjoys learning from those who have been there before; • Can accept constructive criticism from other members of the organization; • Is successful in helping others remove barriers to assist in project completion.</td>
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<tr>
<td></td>
<td>• Can quickly find common ground and solve problems for the good of all; • Can represent their own interests and yet be fair to other groups; • Encourages collaboration; • Is open and transparent and does not withhold important information from others.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Behavior/Interview Questions | 1. Tell us about a time you had to work with a team that did not get along.  
   a. What happened?  
   b. What role did you take?  
   c. What was the result?  
2. Give an example of how you have given feedback to a team member to improve their performance. What did you do? Results?  
3. Tell us about the most effective contribution you have made as part of a task group or special project team. |
|           | 1. Give an example of how you worked constructively with peers to solve a major problem.  
2. Tell us about the most difficult challenge you faced in trying to work cooperatively with someone who did not share the same ideas. What was your role in achieving this?  
3. Have you been in a position where you had to lead a group of peers? How did you handle it? |
|           | 1. It is very important to build good relationships at work, but sometimes it doesn't always work. Tell us about a time when you were not able to build a successful relationship with others.  
2. Tell us about the most difficult situation you have had when leading a department. What happened and what did you do? Was it successful?  
3. Have you been in a position where you had to provide feedback to someone in a position of authority? How did you handle it? What was the result? |
|           | 1. Describe a situation in which you had to arrive at a compromise or help others to compromise. What was your role? What steps did you take? What was the end result?  
2. Tell us about a time when you had to not only represent your own interests, but also be fair to other groups. What happened? What was the result?  
3. Describe a time when you demonstrated openness and transparency while sharing information with others. What did you do? What was the result?  
4. Tell us about a time when you had to coach staff on presenting sensitive or complex information in a manner that could be easily understood. What did you do? What was the outcome? What techniques did you teach staff to use to confirm that the audience understood the presentation? |
## Establishing Relationships

### Learning Activities
- Prepare and present a proposal of some consequence to higher management levels
- Write a speech for someone higher up in the organization
- Manage the interface between consultants and the organization on a critical assignment
- Write a proposal for a new policy, process, mission, charter, product, service, or system and present and sell it to higher management levels
- Plan an off-site meeting, conference, convention, trade show, event, etc...
- Manage a cost-cutting project
- Manage the assigning / allocating of office space in a contested situation

### Books

### E-Learning Courses (SkillSoft)
- First Time Manager: Understanding a Manager's Role
- First Time Manager: Challenges
- First Time Manager: Meeting Expectations
- Making the Move Into Management
- Adopting the Appropriate Management Style
- Cross-functional Strategic Management
- Leadership Essentials: Building Your Influence as a Leader
- Leadership Essentials: Leading Business Execution
- Leader as Motivator
- Developing Strategic Peer Relationships in Your Organization

### Instructor Based Courses

#### JHU
- Conflict Competent Leader
- Extending Your Sphere of Influence Through Strategic Relationship
- Managing Multigenerational Teams
- Managing Talent in the 21st Century
- Managing Workplace Diversity
- Performance Management Coaching
- Senior Leadership Transition Workshop

#### JHM
- Manager Cohort
- Situational Leadership
- Team Development
- Creating an Engaged Workforce
- Leading at the Speed of Trust
- Leadership and You
- Engagement: Recognizing and Influencing Employee Commitment
- Four Generations at Work – Management through Gen-flexing
- Diversity Awareness for Managers
- Leadership and You
- Diversity Awareness
- Four Generations at Work
## JHU/JHM Leadership Competency Model

### Developing Talent

Provides guidance and feedback to help others strengthen knowledge/skills needed to accomplish tasks, solve problems, and perform effectively. Guides and supports the professional development of individuals so that they can fulfill future job/role responsibilities, define career goals, and establish development plans to achieve them; gives people constructive, developmental feedback and advice. Invests time and resources into building the capabilities of team members.

<table>
<thead>
<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Behaviors</td>
<td>• Develops others; • Provides tasks and assignments to assist in subordinate growth and development; • Sees long-term staff development as part of their job; • Doesn’t concentrate on the development of a few at the expense of many; • Is aware of each person’s career goals; • Constructs compelling development plans and executes them.</td>
<td>• Holds frequent development discussions; • Cooperates with the developmental system in the organization; • Is realistic about how much people can grow; • Is willing to assign work that stretches people in skill and experience; • Knows the aspirations of people, holds career discussions and provides coaching; • Ensures equity as challenging assignments are parcelled out.</td>
<td>• Is a people builder; • Encourages managers to accept developmental moves; • Is willing to develop talent within their group or team; • Provides career development feedback and guidance with those interested in a similar career; • Will mentor those seeking help or starting careers.</td>
<td>• Supports and champions the developmental system in the organization; • Encourages people to take development seriously; • Promotes mentorship and/or mentors high potential talent throughout the organization.</td>
</tr>
<tr>
<td>Behavior Descriptive Interview Questions</td>
<td>1. What have you done in your last assignment to develop your staff? How frequently was this done? 2. Describe what tasks and assignments you have found to be most effective in developing your staff. 3. What long-term development have you used with your staff? What were the results?</td>
<td>1. Describe situations where you have used stretch work that did not get the results you desired. What would you do differently? 2. How do you learn about the aspirations and career goals of your staff? How frequently does this happen? Describe a result that you are most proud of. 3. Describe how you approach delegation. How do you ensure that assignments are equally challenging to all of your staff?</td>
<td>1. What have you done to encourage managers to accept developmental moves? What result have you been most proud of? 2. What has been your biggest mistake in developing talent within your group? What happened? How did you deal with the situation? 3. Tell us about a time you have been a mentor to others with a similar career as yours. What did you find most challenging about mentoring? What were the results?</td>
<td>1. Describe how you have championed development in areas that you have led. What did you do to champion development? What were the results? 2. Tell us about a time when you worked with an organization who didn’t take development seriously. What steps did you take to turn this around? What were the results? 3. What have you done to promote mentorship in your organization? How did you hold leaders accountable for mentoring? What was the outcome?</td>
</tr>
</tbody>
</table>
# JHU/JHM Leadership Competency Model

## Developing Talent

### Learning Activities
- Manage a group of resistant people with low morale through an unpopular change or project
- Manage a group of low-competence or low-performing people through a task they couldn’t do by themselves
- Manage a temporary group of “green,” inexperienced people as their coach, teacher, guide, mentor, etc.
- Manage a group of people in a rapidly expanding or growing operation
- Manage a group of people where you are a towering expert and the people in the group are not
- Learn the guidelines for providing effective feedback
- Delegate real, challenging work
- Manage a group of equal status
- Manage a group that is diverse, age, gender, ethnicity
- Obtain feedback from mentees on effectiveness of a mentoring plan
- Learn how to ask about job roles and responsibilities
- Obtain understanding of resources available for team building
- Model own use of leadership training

### Books

### E-Learning Courses (SkillSoft)
- Managing and Recognizing Talented People
- What You Expect From Talent Is What You Get
- The Coaching Manager: Developing Top Talent in Business
- The Rare Find: Spotting Exceptional Talent Before Everyone Else
- Talent is Overrated: What Really Separates World-Class Performers from Everybody Else
- The Talent Powered Organization: Strategies for Globalization; Talent Management and High Performance Talent Management: Developing and Engaging Talent

### Instructor Based Courses

#### JHU
- Career Development Coaching for Your Employees
- Crucial Conversation
- Performance Management Coaching (R. Perry)
- P3

#### JHM
- Retention and Development
- Professional Development: Developing Yourself and Others
- Crucial Conversations
## JHU/JHM Leadership Competency Model

### Inspiring and Motivating Others

Fosters commitment and cohesiveness by motivating, guiding, and facilitating cooperation within the organization toward goal accomplishments. Can persuade others, build consensus, and ensure cooperation from others to gain genuine acceptance for ideas and accomplish “win-win” solutions. Emphasizes the importance of people's contributions; lets staff know why their work is important and how it will benefit themselves and others; ties work activities to people's personal career goals and life interests.

### Position

**First-Line Supervisor**  
(work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors)

**Mid-Level Manager**  
(those in charge of a small department e.g., division chief, center director and clinic or admin managers, assistant administrators, associate administrators)

**Senior Managers and Functional Leader**  
(those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors)

**Executive Leader**  
(those responsible for the overall functioning and outcomes of the organization, e.g., President, Vice Presidents, Deans and Vice Deans, Provost, Vice Provosts, Associate Provosts)

### Behaviors

- **First-Line Supervisor**
  - Understands and cares about what motivates others and how to motivate them;
  - Is demonstratively empowering, so that other people want to work for, around, or with them;
  - Can balance getting the job done without destroying morale and motivation;
  - Is comfortable and effective with a diverse range of people who are dissimilar to them;
  - Is good at building teams;
  - Is seen as fair and equitable in the treatment of all individuals;
  - Is willing to take a tough stand when the situation calls for it;
  - Makes each individual feel their work is important;
  - Is willing to assign work with tough deadlines;
  - Leads by doing.

- **Mid-Level Manager**
  - Invites input from each person and shares ownership and visibility;
  - Is someone others like working for and with;
  - Can adapt their style for different situations;
  - Picks up on the needs and cues of others on a team or in a room;
  - Can negotiate skilfully in tough situations with both internal and external groups;
  - Can win concessions without damaging relationships;
  - Can be both direct and forceful as well as diplomatic;
  - Can motivate many kinds of direct reports and team or project members.

- **Senior Managers and Functional Leader**
  - Pushes tasks and decisions down; empowers others;
  - Can negotiate skilfully in tough situations with both internal and external groups;
  - Can be both direct and forceful as well as diplomatic;
  - Can motivate many kinds of direct reports and teams or project members.

- **Executive Leader**
  - Leads staff who are performing at their best;
  - Creates a climate in which people want to do their best;
  - Communicates mission and vision of the organization.

### Behavior Descriptive Interview Questions

#### 1. Give an example of how you worked effectively with a group to accomplish a task. How did you help accomplish the task?

1. Tell us how you solicited input from members of your staff on work initiatives. What did you do to share ownership and visibility? What were the results?

2. Describe a situation when you were able to have a positive influence on the actions of others. What do you do to get people to work at their peak potential? Give an example.

3. Tell us about a time that you managed a cross-functional team with very different skills sets. What did you do? What were the results?

#### 2. Describe a time you effectively delegated assignments to others who were empowered to make decisions about how the work would be done. What happened? What was the outcome?

2. Have you ever had a staff member whose performance was consistently marginal? What did you do?

3. Have you ever adjusted your style when it was not meeting the objectives and/or people were not responding well? What happened? What was the outcome?

#### 3. What is the toughest group you have had to get cooperation from? How did you get them to perform at their best?

2. Have you ever met resistance when implementing a new idea or policy to an organization? How did you deal with it? What happened?

3. Have you ever had difficulty getting others to accept your ideas? What was your approach? What did you do to get them to do so?
Inspiring and Motivating Others

Learning Activities

- Do a study of failed executives in your organization, including interviewing people with the organization who knew or worked with them, and report the findings to top management.
- Manage a temporary group of “green,” inexperienced people as their coach, teacher, guide, mentor.
- Be a change agent; create a symbol for change; lead the rallying cry; champion a significant change and implementation.
- Plan and host an office social event/activity.
- Spot someone who is discouraged/demotivated. Work to understand why and put wind back in someone’s sails.
- Serve on panel to award a leadership/motivation/achievement award for JHM or a community organization.
- Recruit someone to your org who has a competing offer.
- Convince someone to give you money.
- Publicly trust a subordinate to take a role.
- Manage a fund-raising campaign.

Books


E-Learning Courses (SkillSoft)

- Leadership Essentials: Motivating Employees
- Leading Teams: Motivating and Optimizing performance
- The Language of Caring Online Skill-Builder
- Inspiring Your Team
- Understanding the Motives of Millennials
- The Language of Caring Online Skill-Builder Explaining Positive Intent
- The Voice of Leadership: Inspirational Leadership
- Developing the Next Generation
- Motivating Employees and Leading Change Simulation

Instructor Based Courses

JHU

- Cultivating the Power of Emotional Intelligence

JHM

- Creating an Engaged Workforce
- The Role of the Leader
- Enhancing Success: The Power of Emotional Intelligence
- Giving Recognition
- Engagement: Recognizing and Influencing Employee Commitment
- Managing Change
- Making the Vision Real – Developing Vision
- Leadership and You
# JHU/JHM Leadership Competency Model

## Demonstrating Emotional Intelligence

Exercises self-leadership, self-awareness, and self-regulation; manages emotions so that they are expressed appropriately; leads others by showcasing adaptability, empathy, and social skills.

| Position | First-Line Supervisor  
|-----------|--------------------------------------------------|
|           | (work unit leaders who lead work groups, clinics  
|           | or project teams, e.g., clinic supervisors, team  
|           | leads and administrative supervisors)  

| Position | Mid-Level Manager  
|-----------|--------------------------------------------------|
|           | (those in charge of a small department e.g.,  
|           | division chief, center director and clinic or admin  
|           | managers, assistant administrators, associate  
|           | administrators)  

| Position | Senior Managers and Functional Leader  
|-----------|--------------------------------------------------|
|           | (those in charge of a large department or function  
|           | e.g., sr. directors, administrators, department  
|           | chairs, clinical directors)  

| Position | Executive Leader  
|-----------|--------------------------------------------------|
|           | (those responsible for the overall functioning and  
|           | outcomes of the organization, e.g., President,  
|           | Vice Presidents, Deans and Vice Deans, Provost,  
|           | Vice Provosts, Associate Provosts)  

| Behaviors |  
|-----------|--------------------------------------------------|
|           | Builds relationships easily—ensuring approachability and good listening skills;  
|           | Is not excessively work oriented or intense  
|           | Handles stress well and demonstrates patience in the face of increasing pressure;  
|           | Is positive toward others;  
|           | Maintains composure in the face of conflict, attack, or criticism;  
|           | Demonstrates confidence around others, yet remains humble in approach;  
|           | Handles stress well;  
|           | Is self-aware and understands own strengths and weaknesses.  

| Behaviors |  
|-----------|--------------------------------------------------|
|           | Relates well to all kinds of people—up, down,  
|           | and sideways, inside and outside the organization;  
|           | Builds constructive and effective relationships;  
|           | Can be counted on to hold things together during tough times;  
|           | Is not knocked off balance by the unexpected;  
|           | Is effective in building networks and relationships;  
|           | Takes the time to build rapport and isn’t  
|           | inappropriately confrontational or overly direct.  

| Behaviors |  
|-----------|--------------------------------------------------|
|           | Doesn’t show frustration when resisted or  
|           | blocked;  
|           | Acts as a settling influence in a crisis;  
|           | Can be a credible take-charge leader when  
|           | necessary;  
|           | Can adapt to difficult circumstances in a way  
|           | that models the behavior for others;  
|           | Has appropriate empathy for others they lead;  
|           | Openly discusses the impact that decisions will  
|           | have on others.  

| Behavior/Descriptive Interview Questions |  
|----------------------------------------|--------------------------------------------------|
| 1. Describe a situation when you had to  
| exercise a significant amount of self-control. What happened?  
| 2. Give us an example of when you were able to  
| meet the personal and professional demands in your life yet still maintained a healthy balance.  
| 3. We work with a great deal of confidential information. Describe how you have handled confidential information in a past work experience.  

| Behavior/Descriptive Interview Questions |  
|----------------------------------------|--------------------------------------------------|
| 1. Describe a past experience that required you to  
| relate well to all levels in the organization. What did you do? How frequently does this happen?  
| 2. Give us an example when you had to produce  
| results without sufficient guidelines.  
| 3. Describe a time where you had to use conflict  
| management skills. What did you do? What were the results?  

| Behavior/Descriptive Interview Questions |  
|----------------------------------------|--------------------------------------------------|
| 1. Describe a time when you took personal  
| accountability for a conflict and initiated  
| contact with the individuals involved to explain  
| your actions. What did you do? What happened?  
| 2. Have you ever dealt with a situation where  
| there was a lack of trust? How did you handle  
| this situation? What was your role?  
| 3. Describe a situation in which you were able to  
| effectively "read" others and guide your actions  
| by your understanding of their non-verbal cues. What did you do? What was the outcome of the situation?  

| Behavior/Descriptive Interview Questions |  
|----------------------------------------|--------------------------------------------------|
| 1. Tell us about some demanding and stressful  
| circumstances where others were intense, but  
| you were able to maintain your composure. How  
| did that affect the result?  
| 2. Keeping others informed of the organizations  
| progress/actions helps them feel more  
| comfortable. Tell us your methods for keeping  
| your organization advised of the status of major initiatives.  


## Demonstrating Emotional Intelligence

### Learning Activities
- Make peace with an enemy or someone you've disappointed with a product or service or someone you've had some trouble with or don't get along with very well
- Manage a group through a significant business crisis
- Handle a tough negotiation with an internal or external client or customer
- Manage the assigning/allocation of space or other limited/constrained resources in a contested situation
- Manage a dissatisfied internal or external customer; troubleshoot a performance or quality problem with a product or service
- Manage a project team of people who are older and more experienced than you, or are different from you in some meaningful way
- Resolve an issue or conflict between two people, units, geographies, functions
- Manage a group that includes former peers to accomplish a task
- Integrate diverse systems, processes, or procedures across decentralized and/or dispersed unit
- Manage a group of volunteers with different motivations to achieve a common goal

### Books

### E-Learning Courses (SkillSoft)
- The Emotionally Intelligent Leader
- What is Emotional Intelligence?
- How High is Your EQ?
- Using Emotional Intelligence on the job
- Leadership Essentials: Leading with Emotional Intelligence

### Instructor Based Courses

#### JHU
- Cultivating the Power of Emotional Intelligence
- Relationship Awareness – SDI

#### JHM
- Relationship Awareness – SDI
- Meyers Briggs Type Indicator
- DiSC
- Situation Leadership
- Enhancing Success: The Power of Emotional Intelligence
### JHU/JHM Leadership Competency Model

#### Acting with Integrity

Interacts with others in a way that is seen as direct and truthful; ensures confidence in individual and organizational motives and representations. Acts in a way that is consistent with personal and organizational values by keeping confidences, promises, and commitments. Clearly states goals and beliefs; informs people of their true intentions; does what they say they will do; follows through on commitments.

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</tr>
<tr>
<td><strong>Behaviors</strong></td>
<td>Can make a tough stand against others;</td>
<td>Provides current, direct, complete, and “actionable” positive and corrective feedback to others;</td>
<td>Adheres to a setting-appropriate and effective set of core values and beliefs during both good and bad times;</td>
<td>Lets people know where they stand;</td>
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<td>Maintains consistent messaging during tough feedback situations;</td>
<td>Can present the unvarnished truth in an appropriate and helpful manner;</td>
<td>Is seen as a direct, truthful individual;</td>
<td>Pushes openness and honesty, but not to the point of disruption;</td>
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<td>Is open and shares information, even if it is difficult for others to hear;</td>
<td>Can be counted on when times are tough;</td>
<td>Ensures appropriate credit is given for work and projects;</td>
<td>Holds others accountable for behaving according to organizational values.</td>
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<td></td>
<td>Walks the talk and is seen as consistent;</td>
<td>Treats others in a fair and similar manner;</td>
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<td>Accepts accountability for own mistakes;</td>
<td>Helps create solutions for others;</td>
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<td>Is willing to be wrong;</td>
<td>Can be direct with others while also making them feel comfortable;</td>
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<td>Isn’t overly critical;</td>
<td>Discusses the interests of others in the process of decision making.</td>
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<td>Balances negative and positive feedback;</td>
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<td></td>
<td>Is seen as a direct, truthful individual;</td>
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<td></td>
<td>Is widely trusted;</td>
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<td></td>
<td>Keeps confidences;</td>
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<td>Keeps promises made;</td>
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<td>Ensures follow-through of commitments or decisions;</td>
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<td>Is seen as working for the best interest of the team/unit/organization;</td>
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<td>Doesn’t misrepresent themselves for personal gain.</td>
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</tbody>
</table>

#### Behavior/Descriptive Interview Questions

1. Tell us about a specific time when you had to handle a tough problem which challenged fairness or ethical issues. What did you do? What was the result?
2. Tell us about a time when you had to tell someone that you were dissatisfied with his or her work. What did you do? What was the outcome?
3. Give examples of how you have acted with integrity in your job/work relationship.

1. Give an example of a time when you provided immediate, direct, complete, and “actionable” feedback to a direct report. What happened? What were the results?
2. When do you give positive feedback to people? Tell us about the last time you did. Give an example of how you handled the need for constructive criticism with a subordinate or peer. What happened?
3. Tell us about a time when you had to work through adversity while holding yourself and others accountable.

1. Describe a time that you demonstrated integrity by honoring commitments and promises. What did you do? What was the result?
2. Tell us about a time when someone at work took inappropriate credit for work that was not theirs. What did you do? What was the result?
3. Describe a time that you demonstrated integrity by maintaining necessary confidentiality. What did you do? What was the result?

1. Describe a time when you adhered to your core values during a very difficult time at work. What happened? What was the outcome?
2. Tell us about a time when you effectively built organizational trust by being an effective model of professionalism in a variety of settings. What did you do? What was the result?
### Acting with Integrity

#### Learning Activities

- Make peace with an enemy or someone you've disappointed with a product or service or someone you've had some trouble with or don't get along with very well
- Handle a tough negotiation with an internal or external client or customer, or with staff
- Manage the assigning / allocating of space in a contested situation, or allocate recourses (research/clinical/administrative)
- Manage the outplacement or reduction of force (RIF) of a group of people
- Be a member of a union-negotiating or grievance-handling team
- Address negative/inappropriate behavior of members of a workgroup/team (requires clear consistent messaging)
- Manage financial constraints/make tough financial budget decisions consistent with strategic goals
- Review and align workloads of staff/managers
- Hold staff/faculty accountable to policies
- Lead a workgroup with multiple disciplines and/or competing priorities to achieve a defined goal
- Recognize/thank others for accomplishments toward goals

#### Books


#### E-Learning Courses (SkillSoft)

- Ethics, Integrity and Trust
- Developed a Code of Ethical Conduct
- Role of Ethics
- Leading Teams: Building Trust and Commitment

#### Instructor Based Courses

**JHU**
- Crucial Conversations
- Flex Talk

**JHM**
- Leading with the Speed of Trust
- The Role of the Leader
- Overcoming the Five Dysfunctions of a Team
- Leadership and You
- Crucial Conversations
<table>
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<tr>
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<td>(those responsible for the overall functioning and outcomes of the organization, e.g., President, Vice Presidents, Deans and Vice Deans, Provost, Vice Provosts, Associate Provosts)</td>
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<tr>
<td>Behaviors</td>
<td>• Accepts the usefulness of strategy to future success; • Understands how change happens; • Understand complex strategy; • Can simplify messages enough to help people • Plans discussions in a manner that is not overly simplistic or overly tactical; • Welcomes suggestions and input; • Assists direct reports in understanding how their day to day jobs link to the organizational strategy; • Maintains patience with those who do not understand or share the same vision and sense of purpose; • Avoids leaving people behind.</td>
<td>• Is optimistic; • Demonstrates comfort in both long-term planning and the tactical here and now; • Possesses broad knowledge and perspective of the industry and marketplace; • Talks beyond today; • Anticipates future consequences and trends accurately; • Creates milestones and symbols to rally support behind the vision; • Can inspire and motivate entire units or departments; • Is able to articulate a vision verbally and in writing to members of the organization.</td>
<td>• Creates vision; • Talks about possibilities; • Can synthesize pieces of information to develop strategy; • Develops a strategic plan; • Pulls resources together effectively; • Delegates tasks to subordinates as appropriate; • Clearly articulates and promotes the significance and impact of employee contributions to promoting and achieving organizational goals; • Can effectively communicate a compelling and inspired vision or sense of core purpose; • Inspires others to share the vision.</td>
<td>• Is able to ensure the vision is shared by everyone; • Possesses strategic vision; • Is future oriented; • Is comfortable speculating on the unknown future; • Conveys strategic vision verbally and in writing to members of the organization; • Articulates goals for the future to members of the organization; • Synthesizes information to create a strategic view for the organization; • Is charismatic or passionate enough to excite and energize others; • Can fund the vision.</td>
</tr>
<tr>
<td>Behavior Descriptive Interview Questions</td>
<td>1. Tell us about a time when you demonstrated that you were able to think strategically and suggested processes to increase overall effectiveness and accomplish goals. How recent was this? What were you able to accomplish? 2. Describe a time when you helped members of your work unit understand how the day-to-day tasks and priorities relate to strategic goals. What did you do? What was the outcome? 3. Describe a time when you have led a group in a discussion regarding plans for the future. What was your role? How recently was this? How often did this happen?</td>
<td>1. Describe a time when you helped members of your work unit create a vision for the future. 2. Describe how you have contributed to the strategic planning process. What input did you provide? How was this input used? 3. Describe a time when your actions and words inspired and motivated an entire work group. What was the situation? What were the results? 4. Describe how you go about obtaining broad knowledge and perspective of your professional field. Give an example where you applied that to a successful initiative.</td>
<td>1. Tell us about a time the strategic plan did not achieve the results you desired. What would you have done differently to get the desired outcomes? 2. Describe a time when you successfully inspired others inside and outside your department to establish a shared vision. What was the situation? What did you do? What was the outcome? 3. Tell us about a time when you anticipated the future and made changes to current responsibilities/operations to meet future needs. What did you do? What was the outcome?</td>
<td>1. Give us an example of when you had to communicate the organization’s vision and strategic plan with conviction, translate the organization’s strategy into meaningful plans for the future and connect them to the employee’s daily work. What was the situation? What did you do? How did you involve your leadership team? What was the outcome? 2. Tell us about a time you systematically investigated, identified, and implemented action plans to solve deep-rooted complex issues having far-reaching organizational impact. What did you do? What was the outcome?</td>
</tr>
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</table>
### JHU/JHM Leadership Competency Model

#### Acting Strategically

<table>
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<tr>
<th>Learning Activities</th>
<th>Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work on a team forming a joint venture, partnership, or studying a possible acquisition</td>
<td>• Adair, J. (2010). Strategic leadership: How to think and plan strategically and provide direction. Philadelphia, PA: Kogan Page.</td>
</tr>
<tr>
<td>• Do a feasibility study on an important opportunity and make recommendations to those who will decide</td>
<td>• Collins, J. C. (2001). Good to great: Why some companies make the leap...and others don’t. New York, NY: Harper Collins.</td>
</tr>
<tr>
<td>• Write a proposal for a new policy, process, mission, charter, product, service, or system, and present and sell it to a higher management level</td>
<td>• Davidson, H. (2004). The committed enterprise: How to make vision and values work. Burlington, MA: Butterworth-Heinemann.</td>
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<td>• Do a competitive analysis of your organization’s products or services or position in the marketplace, and present it to the people involved</td>
<td>• Kotter, J. (2012). Leading change. Boston, MA: Harvard Business Review Press.</td>
</tr>
<tr>
<td>• Work on a project for a separate Hopkins affiliate which will expose the manager to the new culture</td>
<td>• Porter, M. E. (1996). What is strategy?. Harvard Business Review, 74(6), 61-78.</td>
</tr>
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<td>• Lead a team around a change effort</td>
<td></td>
</tr>
<tr>
<td>• Sit on a board or leadership committee to gain exposure to strategic discussions</td>
<td></td>
</tr>
</tbody>
</table>

### E-Learning Courses (SkillSoft)

- Leadership Essentials: Communicating Vision
- Developing the Strategic Thinking Skill of Seeing the Big Picture
- Moving from Operational Management to Strategic Thinker Simulation
- Using Strategic Thinking Skills
- Developing and Deploying Strategic Plans
- Cross-functional Strategic Management
- Developing the Capacity to Think Strategically
- Business Management and Strategy: HR and the Strategic Planning Process
- Business Execution: Understanding the Fundamentals
- Managing Change: Understanding Change
- Strategic Decision Making
- Strategic Planning and Risk Management

### Instructor Based Courses

#### JHU

- Thinking Outside of the Box: Creativity and Innovation at Work
- Creating New Workplace Initiatives
- Systems Thinking and Strategic Planning
- Critical Thinking for Today’s Employee

#### JHM

- Making the Vision Real – Developing Vision
- Goal Setting
- Managing Change
## JHU/JHM Leadership Competency Model

### Managing and Championing Change

Advocates for change initiatives so that all stakeholders understand, appreciate and support new programs or projects; Strongly supports the continual need for change; Thinks through potential positive and negative outcomes; Supports people in their efforts to try new things; Involves those affected by a change in planning and implementation; Helps workgroups develop practical implementation steps to improve processes, methods, and services.

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<td>Behaviors</td>
<td>• Looks for and recommends opportunities to change methods and practices; • Works to develop new approaches when problem-solving; seeking ideas or suggestions from others who will be affected by a change; • Can maintain performance levels despite an increase in the number of simultaneous activities; • Can tolerate normal chaos; • Steps up to challenging issues; • Can handle conflict and controversy; • Can be direct when providing feedback or addressing issues; • Can make tough personnel calls; • Is willing to take a stand on important issues; • Adapts to complete the job as necessary</td>
<td>• Faces up to people problems on any person or situation (not including direct reports) quickly and directly; • Is not afraid to take negative action when necessary; • Takes the lead in discussions of problems and solutions; • Identifies and creates the business case to various stakeholders for why a change is necessary;</td>
<td>• Is willing to be the only champion for an idea or position. • Consistently communicates the business case to various stakeholders for why a change is necessary; • Provides time and resources so the change does not overwhelm those who are affected; • Ensures change efforts align to the strategic plan of the organization or department; • Pushes forward with important initiatives in the face of uncertainty.</td>
<td>• Doesn’t hold back anything that needs to be said; • Can marshal resources (people, funding, material, support) to get things done; • Moderates the pace and cadence of multiple change efforts so the organization can continue to impact the core mission; • Continually ties change efforts to the vision and strategic plans of the organization; • Able to envision the impact of possible future changes; • Endorses others who take calculated risks to achieve organizational goals.</td>
</tr>
<tr>
<td>Behavior Descriptive Interview Questions</td>
<td>1. Describe a time when you stepped up to a challenging issue. How recent was this? What did you do? What were the results? 2. Talk about a time when you managed multiple major initiatives simultaneously. What happened? 3. Describe a specific change effort and your role in identifying the need for change and how you implemented the change? What was the result of the change effort? What did you do when things didn’t go according to plan? 4. Tell us about a time you challenged yourself and others to achieve “stretch” goals. What was the goal? What actions did you take? What were the results?</td>
<td>1. Tell us about a time that you handled a difficult issue that involved personal risk, but was judged to be advantageous to the department. What did you do? What happened? 2. Tell us about a time when you initiated the discussion of a sensitive topic and created an open, safe environment for others to join in the discussion. What were the results? 3. Describe a situation where you fostered a highly motivated and productive work environment during times of change. What did you do? What was the result? What challenges did you face? What was the business case for the change?</td>
<td>1. Describe a time when you were responsible for making a major organizational change that had both positive and negative results on those impacted. What did you do? What was the outcome? 2. Talk about a time when you took a different position on an issue than your boss. How did you manage this? What, if anything, would you have done differently? 3. How did it align to the larger organizational mission, vision or strategic plan? Give an example.</td>
<td>1. Talk about a time when you were faced with trying to balance multiple large scale change initiatives. How did you prioritize and coordinate timing and cadence of those change initiatives? 2. Describe a situation where you had to help the organization overcome resistance to a change or innovation? What did you do? Who was involved? What was the result?</td>
</tr>
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Leadership Model and Championing Learning Books

Managing a significant crisis
- Downs, A. (2000). The fearless executive: Finding the courage to trust your talents and be the leader you were meant to be. New York, NY: AMACOM.

Learning Activities
- Manage a group through a significant business crisis
- Manage a cost-cutting project
- Help shut down a regional office, product line, business operation, etc.
- Do a postmortem on a failed project, and present it to the people involved
- Work on a team looking at a reorganization plan where there will be more people than positions
- Identify goal and tie back through performance management process and align throughout organization
- Develop marketing strategy to keep “risk” on forefront – awareness
- Sit on a board
- Manage implementation of new program/service to meet established goals
- Oversee and coordinate key stakeholders to reduce the cost of a key service
- Implement a new process or application that affects workflow
- Do a post mortem on the loss of a key faculty, physician, nurse, other staff to determine how that loss could be avoided
- Prepare a report to include risks associated with a particular service line and defensive strategies

Books
- Downs, A. (2000). The fearless executive: Finding the courage to trust your talents and be the leader you were meant to be. New York, NY: AMACOM.

E-Learning Courses (SkillSoft)
- Creating An Actionable Risk Management Strategy
- Establishing Relationships Can Help Risk Management Initiatives
- Manage Risk For The Inevitable Downturns
- Never Assume You Have Gotten Rid Of A Risk
- Knowing When to Take Leadership Risks
- Strategic Planning and Risk Management
- Managing for Rapid Change and Uncertainty
- Managing Change: Understanding Change
- Managing Change: Building Positive Support for Change
- Managing Change: Dealing with Resistance to Change
- Managing Change: Sustaining Organizational Change

Instructor Based Courses

JHU
- Managing Project Risks
- Flip: Counterintuitive Strategies for Turning Challenge into Opportunity, and Change into Competitive Advantage
- Influencing for Impact: A Workshop for Women in Leadership

JHM
- Navigating Leadership
- Managing Change
- Crucial Conversations
<table>
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<th>Behaviors</th>
<th>Interview Questions</th>
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<tbody>
<tr>
<td>First-Line Supervisor</td>
<td>• Avoids saying and doing things that cause political problems;</td>
<td>1. Describe the key stakeholders for your position. What have you done to identify their requirements? What has been the impact? 2. Tell us about a time when you ran into barriers getting things done across boundaries. What did you do to overcome these barriers? What was the outcome? 3. What steps do you take to identify who and where to get resources you need to complete your tasks?</td>
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<td></td>
<td>• Accepts politics as a reality of organizational life;</td>
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<td></td>
<td>• Is patient with political process and ensures processes or procedures are followed;</td>
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<td></td>
<td>• Is able to be direct, while considering the impact on others;</td>
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<td></td>
<td>• Is able to effectively project out consequences of their actions;</td>
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<td></td>
<td>• Is willing to communicate what they know to be true, regardless of what others might be expecting to hear;</td>
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<td></td>
<td>• Does not overstate what they know;</td>
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<td></td>
<td>• Possesses required interpersonal skills to get things done across boundaries;</td>
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<td></td>
<td>• Understands and know who and where to go to solve issues;</td>
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<td></td>
<td>• Focuses time and energy working on issues that are important.</td>
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<tr>
<td>Mid-Level Manager</td>
<td>• Knows how to get things done both through formal channels and the informal network;</td>
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<td></td>
<td>• Views corporate politics as a necessary part of organizational life and work to adjust to that reality;</td>
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<td></td>
<td>• Is able to deal persuasively with upper management;</td>
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<td></td>
<td>• Is able to get things done in organizations beyond their area.</td>
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<tr>
<td>Senior Managers and</td>
<td>• Can maneuver through complex political situations effectively and quietly;</td>
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<tr>
<td>Functional Leader</td>
<td>• Understands the origin and reasoning behind key policies, practices, and procedures;</td>
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<td></td>
<td>• Accepts the complexity of organizations;</td>
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<td></td>
<td>• Shows openness and patience in learning about people, issues, or organizational dynamics;</td>
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<td></td>
<td>• Anticipates where the land mines are and plans approach accordingly;</td>
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<tr>
<td></td>
<td>• Understands and manages political impacts and risks of actions.</td>
<td></td>
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<tr>
<td>Executive Leader</td>
<td>• Is sensitive to how people and organizations function;</td>
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<td></td>
<td>• Is confident and deliberate in maneuvering through organizations;</td>
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<td></td>
<td>• Understands the cultures and dynamics of the organization;</td>
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<td></td>
<td>• Is knowledgeable about how peer organizations work;</td>
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<td></td>
<td>• Can identify opportunities for organizational change and manage</td>
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**JHU/JHM Leadership Competency Model**

Navigating Organizations

Understands the capacity, ability, and potential results of internal and external stakeholders as well as politics on organizational functioning and success. Understands the value and ability of internal and external stakeholders, as well as the effect of culture and politics on org function. Understands how work gets done in organizations; builds networks that allow them to efficiently drive projects through the organizational structure; maximizes productivity while staying within constraints of formal organizational policies and rules.

**First-Line Supervisor**
(work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors)

**Mid-Level Manager**
(those in charge of a small department e.g., division chief, center director and clinic or admin managers, assistant administrators, associate administrators)

**Senior Managers and Functional Leader**
(those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors)

**Executive Leader**
(those responsible for the overall functioning and outcomes of the organization, e.g., President, Vice Presidents, Deans and Vice Deans, Provost, Vice Provosts, Associate Provosts)
## Navigating Organizations

### Learning Activities
- Work on a team looking at the reorganization plan where there will be more people than positions
- Launch a new product, service, or process
- Be a change agent; create a symbol for change; lead the rallying cry; champion a significant change and implementation
- Plan for new space, a new use of space, or other site changes
- Write a proposal for a new policy, process, mission, charter, product, service or system, and present and sell it to a higher management level
- Integrate diverse systems, processes, or procedures across decentralized and/or dispersed units
- Prepare and present a proposal of some consequence to a higher management level
- Do a post mortem of a failed project, and present it to the people involved
- Manage the interface between consultants and the organization on a critical assignment

### Books

### E-Learning Courses (SkillSoft)
- Fundamentals of Organizational Behavior for the Individual
- Fundamentals of Organizations – Groups
- Understanding Organizational Power and Politics
- Organizational Structure and Employee Behavior
- Organizational Behavior: Dynamics of a Positive Organizational Culture

### Instructor Based Courses

#### JHU
- Cultivating the Power of Emotional Intelligence
- Relationship Awareness – SDI
- Crucial Conversations

#### JHM
- Leading at the Speed of Trust
- Influencing Others
- Managing Change
### Communicating Effectively

Speaks and writes clearly, conveys information in a concise, organized, and logical manner. Is adept at tailoring the message to fit the interests and needs of the audience. Listens attentively and exercises tact, discretion, and diplomacy when interacting with members of the organization and stakeholders.

#### Position

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#### Behaviors

<table>
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<tr>
<th>1. Provides information on a consistent basis;</th>
<th>2. Provides the information people need to know to do their jobs and to feel good about being a member of the team, unit, and/or the organization;</th>
<th>3. Is effective both inside and outside the organization;</th>
<th>4. Demonstrates listening to all groups/people without showing favorites;</th>
</tr>
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<tr>
<td>2. Communicates with members of the team verbally and in writing using appropriate tone;</td>
<td>3. Is thoughtful about sharing information widely so all stakeholders can be informed or consulted;</td>
<td>4. Can present prepared material and answer questions dynamically on both cool data and hot and controversial topics;</td>
<td>5. Can explain strategic vision and decisions in terms that are clear to all;</td>
</tr>
<tr>
<td>3. Practices attentive and active listening;</td>
<td>4. Provides individuals information so that they can make accurate decisions;</td>
<td>5. Seeks out or listens to the opinions and concerns of others;</td>
<td>6. Can sense when the organization’s communications are not working, re-direct attention to improve communication.</td>
</tr>
<tr>
<td>4. Can accurately restate the opinions of others even when disagreeing;</td>
<td>5. Provides information so that they can make accurate decisions;</td>
<td>6. Is effective in a variety of formal presentation settings: one-on-one, small, and large groups, with peers, direct reports, and bosses;</td>
<td></td>
</tr>
<tr>
<td>5. Can appropriately bring issues and concerns to supervisors for discussion</td>
<td>6. Can be a good listener and does not interrupt staff who are speaking;</td>
<td>7. Is a good listener and does not interrupt staff who are speaking;</td>
<td></td>
</tr>
<tr>
<td>1. Provides information on a consistent basis;</td>
<td>8. Can command attention and manage group process during a presentation.</td>
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</table>

#### Behavior Descriptive Interview Questions

1. Describe the approach you use with your staff to encourage an open exchange of ideas and different points of view. Tell me about a time when this went well. Tell me about a time when it didn’t go well.
2. Describe a time when your use of active listening had a significant impact on the outcome of a discussion with a staff member or peer.
3. Tell me about the last time you delivered bad news to your boss. What did you do? What happened?

1. What do you do to keep key stakeholders (e.g., staff, customers, other units) informed of important decisions concerning work situations? How frequently does this occur?
2. Talk about a time when you intended to send a message to inform and persuade certain audiences to take action and it did not work as you intended. What did you do? What happened?
3. Describe the largest audience you have presented to and what you did to command attention and manage the group process. How frequently do you present to groups?

1. What do you do to keep key stakeholders (e.g., staff, customers, other units) informed of important decisions concerning work situations? How frequently does this occur?
2. Talk about a time when you intended to send a message to inform and persuade certain audiences to take action and it did not work as you intended. What did you do? What happened?
3. Describe the largest audience you have presented to and what you did to command attention and manage the group process. How frequently do you present to groups?

1. Tell us about a time when you have communicated the strategic direction in such a way that employees, at all levels, fully understood. What did you do? What were the results?
2. Talk about a time when you adapted tactics or broke down communication barriers to achieve optimal and timely results. What happened? How did things go?
3. Describe a time when you helped other leaders in the organization effectively adapt to a particular situation when under stress and pressure. What steps did you take? What was the outcome?
### Communicating Effectively

#### Learning Activities
- Be a change agent; create a symbol for change; lead the rallying cry; champion a significant change and implementation
- Write a proposal for a new policy, process, mission, charter, product, service, or system and present and sell it to top management
- Integrate diverse systems, processes, or procedures across decentralized and/or dispersed units
- Manage something "remote," away from your location
- Establish security procedures for a building or floor
- Benchmark innovative practices, processes, products, or services of competitors, vendors, suppliers, or customers, and present a report making recommendations for change
- Work a few shifts in a customer service department, handling complaints and inquiries from customers
- Do a customer-satisfaction survey in person or by phone, and present the results to the people involved
- Attend a self-awareness/assessment course that includes feedback
- Find and spend time with an expert to learn something in an area new to you
- Train customers in the use of the organization's product or services
- Present the strategy of your unit to others not familiar with your business
- Represent the organization at a trade show, convention, exposition, etc.
- Chair a meeting/committee/ad hoc group with a very defined charge and desired outcome
- Lead a work unit to identify a performance improvement opportunity
- Prepare and present to a defined audience a topic not ordinarily germane to your given area of focus/responsibility

#### E-Learning Courses (SkillSoft)
- Business Writing: How to Write Clearly and Concisely
- Communicating with Others: Your Style and its Impact
- The Basics of Listening
- Management Essentials: Directing Others
- Communicating with Tact and Skill
- Interpersonal communication: Communicating with Confidence
- Communicating Organizational Change

#### Books

#### Instructor Based Courses

**JHU**
- Crucial Conversations
- Flex Talk
- Relationship Awareness Theory

**JHM**
- Meyers Briggs Type Indicator
- Situational Leadership
- DiSC Assessment
- Leadership and You
- Effective Meetings
- Presentation Skills
- Crucial Conversations
## JHU/JHM Leadership Competency Model

### Promoting Diversity and Inclusion

Treats all people with dignity and respect by being fair and consistent. Demonstrates an open-minded approach to understanding people regardless of their gender, age, race, national origin, religion, ethnicity, disability status, or other characteristics. Challenges bias and intolerance. Develops all-inclusive groups in the realms of social interaction and communication. Shows respect for the beliefs and traditions of others; encourages and promotes practices that support cultural diversity; discourages behaviors or practices that may be perceived as unfair, biased, or critical toward people with certain backgrounds.

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| Behaviors      | • Leverages the differences between individuals for the betterment of the organization;  
• Actively seeks diverse opinions and ideas when making decisions;  
• Interacts effectively and equitably with all races, nationalities, cultures, disabilities, ages, and sexes;  
• Hires variety and diversity of talents;  
• Supports equal and fair treatment and opportunity for all;  
• Treats direct reports equitably;  
• Acts fairly;  
• Does not have a hidden agenda;  
• Does not give preferential treatment. | • Has candid discussions;  
• Regularly communicates the importance of diversity;  
• Can be seen leveraging the strengths of people from all backgrounds. | • Models inclusive, fair, and respectful behaviors and processes;  
• Actively includes people’s opinions and involvement in work;  
• Identifies new opportunities to enhance organizational openness to diverse populations. | • Manages and holds others accountable for supporting the organization’s principles of equity, civility, and respect;  
• Identifies new opportunities to enhance organizational openness to diverse populations;  
• Maintains and highlights a focus on diversity. |
| Behavior/Descriptive Interview Questions | 1. Tell us about a time when you were acknowledged by others for working with others regardless of their background and opinions in a respectful way. Describe the group. What did you do? What were the results?  
2. What do you do to ensure that all members of your group feel included and feel their opinions are valued? How often do you do this?  
3. What approach do you use to ensure that your staff is a diverse, qualified group? What steps do you take? What does the diversity look like for your group? | 1. Describe what steps you have taken to support and encourage open discussions regarding diversity and inclusion within your work area.  
2. Tell us about a time when you have proactively worked with the diversity program to develop and implement effective recruitment, retention, programs that increased diversity and significantly improve organizational performance. What did you do? Describe the results.  
3. Talk about a time you implemented a program(s), e.g., training, to promote understanding and appreciation of individual differences. What steps did you take? What were the results? | 1. Talk about how you hold others accountable for ensuring equality and diversity within work units. What role did you play? How often do you do this?  
2. Tell us about a time when you assured that systems were in place to have reasonable accommodations for individual differences to ensure the full potential of persons with disabilities.  
3. Tell us about a time you developed goals and plans for recruiting, selecting, developing, and retaining a diverse, high quality work force. What happened? | 1. What, if any, reasonable accommodation are you aware that your unit, Department/Division has made to address an employee’s disability. What was your role in achieving this?  
2. Describe what steps you have taken to make workforce diversity a performance criterion for managers in your organization. What happened?  
3. Tell us how you ensured that your organization’s vision and values fairly address all employees and other stakeholders without favoritism. What steps did you take? What would you have done differently? |
## JHU/JHM Leadership Competency Model

### Promoting Diversity and Inclusion

#### Learning Activities
- Assemble a team of internationally diverse people to accomplish a difficult task
- Attend a course with diverse international participants
- Resolve an issue or conflict between two people from different countries or cultures
- Be a member of a union-negotiating or grievance-handling team
- Represent to higher management the concerns of a group of nonexempt administrative employees to seek a resolution to a difficult issue
- Work or volunteer for a year or more with a charitable organization or community agency
- Join the Diversity Leadership Council or a local departmental diversity initiative
- Attend event on disability policies or issues
- Organize an event with committee partners focused on building community relationships
- Conduct a search identifying diverse candidates, or recruit an individual of an underrepresented group for a position within your division
- Complete the Implicit Association test
- Create, implement, and evaluate a plan for promoting diversity and inclusion for your division
- Participate in immersion activities

#### Books

#### E-Learning Courses (SkillSoft)
- Diversity on the Job: The Importance of Diversity and the Changing Workplace
- Diversity on the Job: Diversity and You
- Developing Workplace Diversity Awareness Simulation
- Understanding Workplace Diversity
- Workplace Diversity: Assessing Your Organization
- Managing Diversity

#### Instructor Based Courses

**JHU**
- Campus Conversations on Diversity
- Ouch! That Stereotype Hurts!

**JHM**
- Generations
- Four Generations at Work – Managing through GEN-Flexing
- Four Generations – the Greatest Potential
- Diversity Awareness for Managers
- Ouch! That Stereotype Hurts!
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<td>• Deals with problem direct reports firmly and in a timely manner;</td>
<td>• Can hammer out tough agreements and settle disputes equitably;</td>
<td>• Brings out the best in people;</td>
<td>• Sets clear objectives and measures;</td>
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<td>• Doesn't allow problems to fester;</td>
<td>• Can find common ground and get cooperation with minimum noise;</td>
<td>• Can design practices, processes, and procedures which allow management from a distance;</td>
<td>• Monitors process, progress, and results;</td>
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<td>• Regularly reviews performance and holds timely discussions;</td>
<td>• Is constantly and consistently among the top performers;</td>
<td>• Is comfortable letting things manage themselves without intervening;</td>
<td>• Can impact people and results remotely;</td>
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<td>• Can make negative decisions when all other efforts fail;</td>
<td>• Is bottom-line oriented;</td>
<td>• Can make things work through others without being there;</td>
<td>• Supports and backs up accountability efforts by management staff at all levels.</td>
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<td>• Deals effectively with troublemakers;</td>
<td>• Steadfastly pushes self and others for results;</td>
<td>• Designs feedback loops into work;</td>
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<td>• Spends own time and the time of others on what's important;</td>
<td>• Eliminates roadblocks;</td>
<td>• Supports and backs up accountability efforts by management staff at all levels.</td>
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<td>• Can quickly sense what will help or hinder accomplishing a goal;</td>
<td>• Sets stretching objectives;</td>
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<td></td>
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<td>• Steps up to conflicts, seeing them as opportunities;</td>
<td>• Lays out work in a well-planned and organized manner;</td>
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<td></td>
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<td>• Reads situations quickly;</td>
<td>• Maintains two-way dialogue with others on work and results;</td>
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<td>• Can be counted on to exceed goals successfully;</td>
<td>• Clearly assigns responsibility for tasks and decisions;</td>
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<td></td>
<td>• Creates focus on the things that are most important to get the job done;</td>
<td>• Supports and backs up accountability efforts by management staff at all levels.</td>
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<td>• Is good at establishing clear directions;</td>
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<td>• Distributes the workload appropriately;</td>
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<td></td>
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<td>• Is a clear communicator.</td>
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<tr>
<td>Behavior/Descriptive</td>
<td>1. Tell us about the process you used to set goals and objectives for your</td>
<td>1. Describe the steps that you have taken to define and communicate performance expectations to your employees. What were the</td>
<td>1. Describe a time when you took personal accountability for a conflict and initiated contact with the individuals involved to explain your actions. What did you do? What happened?</td>
<td>1. Give us a specific example of how you have empowered your staff to make independent decisions. What did you do? What was the outcome?</td>
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<tr>
<td>Interview Questions</td>
<td>staff. What was the process? How did you ensure these goals and objectives were aligned with the organization’s vision and mission?</td>
<td>steps? What was the outcome?</td>
<td>2. Have you ever dealt with a situation where there was a lack of trust? How did you handle this situation? What was your role?</td>
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<td></td>
<td>2. Tell us how you have encouraged and supported continuous professional development in your staff. What have you done? How did you secure and utilize necessary resources? What was the end result?</td>
<td>2. Describe a time you have delegated tasks and special projects to match the knowledge, skills, and experience of your staff. What was the situation? What did you do? What was the result?</td>
<td>3. Describe a situation in which you were able to effectively &quot;read&quot; others and guide your actions by your understanding of their non-verbal cues. What did you do? What was the outcome of the situation?</td>
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<td>3. Describe the approach you have used to distribute workload.</td>
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**Learning Activities**

- Manage the outplacement or “reduction in force” (RIF) of a group of people
- Manage a group of resistant people with low morale through an unpopular change or project
- Manage a group of people involved in tackling a fix-it or turnaround project
- Hire and manage a temporary group of people to accomplish a tough or time-tight assignment
- Assign a project with a tight deadline to a group
- Build a cross functional project team to tackle a common business issue or problem
- Manage a group of low-competence or low-performing people through a task they couldn’t do by themselves
- Run a project with due date and expected outcomes
- Ask for an assignment that crosses department to work with unknown members
- Be assigned to an area outside your “subject matter expertise”

**Books**


**E-Learning Courses (SkillSoft)**

- Professionalism, Business Etiquette, and Personal Accountability
- Management Essentials: Treating Your Direct Reports Fairly
- Planning for Performance
- Monitoring and Improving Performance
- Reviewing and Rewarding Performance
- Establishing Team Goals and Responsibilities
- Leading Teams: Establishing Goals, Roles, and Guidelines
- Achieving Goals through Perseverance and Resilience
- Managing Organizational Goals (Includes Simulation)
- Setting and Managing Priorities within the Organization: Mission and Goals

**Instructor Based Courses**

**JHU**

- Crucial Conversations
- Flex Talk
- Relationship Awareness Theory

**JHM**

- Coaching for Performance
- Performance Management
- Crucial Conversations
- Performance Review Process
- Managing Remote Workers
# Enabling Innovation Through Creativity

Challenges the status quo; Encourages people to question existing methods, practices, and assumptions; Supports people in their efforts to come up with creative, new ways of doing things; Effectively manages the creative process of others to produce a wide range of ideas and suggestions; Displays good judgment about which creative ideas will work; Effectively balances risks and opportunities;

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<td>&quot;Looks for and recommends opportunities to change methods and practices;&quot;</td>
<td>&quot;Facilitates conversations that allow others to challenge existing assumptions;&quot;</td>
<td>&quot;Provides time and resources so the change does not overwhelm those who are affected;&quot;</td>
<td>&quot;Pushes for creativity and innovation in strategic planning and goal setting processes;&quot;</td>
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<td>&quot;Effectively copes with change;&quot;</td>
<td>&quot;Makes recommendations that challenge the status quo;&quot;</td>
<td>&quot;Ensures all innovations align to the strategic plan of the organization or department;&quot;</td>
<td>&quot;Establishes incentives for innovation and creativity;&quot;</td>
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<td>&quot;Creates regular time for direct reports to think creatively together about innovation in their work area;&quot;</td>
<td>&quot;Learns about current thinking and innovation in area of expertise or industry;&quot;</td>
<td>&quot;Translates adversity into opportunities for improvement;&quot;</td>
<td>&quot;Decides on the appropriate case for change to facilitate buy in to innovations;&quot;</td>
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| | "Encourages team members to look for innovation in their everyday work;" | "Creates processes that require groups to think regularly about innovation;" | "Consistently looks at opportunities to study, analyze and understand new situations and new business problems;" | "Establishes direction, alignment and commitment across organizational boundaries to facilitate innovation."
| | "Understands, articulates and answers questions regarding the rational for innovations;" | | |
| | "Learns from experts outside of current area of expertise." | | |
| Behavior Descriptive Interview Questions | 1. Describe a specific initiative that required creativity and how did you facilitate the creativity of others to come up with an effective solution? 2. Tell us about a time when you had to communicate the rational and achieve buy-in from staff for a new unpopular initiative? What actions did you take? What were the results? | 1. Tell us about a time that required you to facilitate a group to challenge existing assumptions to develop new and innovative solutions. What did you do? What happened? 2. Talk about a time you identified a novel approach for improving a process that resulted in increased efficiency and effectiveness. What role did you play? What steps did you take? What was the impact? | 1. Describe a time when you promoted innovation and encouraged your department to try new things without fear of reprisal. How did it align to the larger organizational mission, vision or strategic plan? Give an example. 2. Tell us about a time your organization was faced with adversity and you were able to help translate the situation into opportunities for improvement. How did you manage this? What was the outcome? | 1. Tell us about a time when you served as a champion for innovation and effectively drove out the fear of failure or reprisal. 2. Describe how you create an environment where members of your organization are encouraged to practice creative or innovative thinking and take appropriate risks across organizational boundaries. What did you do? What was the outcome? 3. Talk about a time you endorsed others to be creative in order to achieve a goal. What role did you play? What did you do? What were the results? |
# JHU/JHM Leadership Competency Model

## Enabling Innovation Through Creativity

### Learning Activities
- Manage a group through a significant business crisis
- Manage a cost-cutting project
- Integrate diverse systems, processes, or procedures across decentralized and/or dispersed units
- Troubleshoot a performance or quality problem with a product or service
- Take on a tough project, one where others who have tried it have failed
- Launch a new product, service or process.
- Relaunch an existing product, service or process that’s not doing well.
- Help someone outside of your unit or organization solve a business problem

### Books

### E-Learning Courses (SkillSoft)
- Generating Creative and Innovative Ideas: Maximizing Team Creativity
- Generating Creative and Innovative Ideas: Enhancing Your Creativity
- Leadership Essentials: Leading Innovation
- Leading Innovation
- Creativity: Developing and Communicating Ideas
- Knowing When to Take Leadership Risks

### Instructor Based Courses

#### JHU
- Team Tools for Generating Ideas and Planning Projects
- Thinking Outside of the Box: Creativity and Innovation at Work
- Flip: Counterintuitive Strategies for Turning Challenge into Opportunity, and Change into Competitive Advantage

#### JHM
- Navigating Leadership
- Managing Change