

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.		
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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Behavior Descriptive Interview Questions	<ol style="list-style-type: none"> 1. Tell us about a time you had to work with a team that did not get along. <ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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? 	<ol style="list-style-type: none"> 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? 	<ol style="list-style-type: none"> 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

Self-Directed Learning Resources and Activities

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

- Bacon, T. R. (2012). Elements of influence: The art of getting others to follow your lead. New York, NY: American Management Association.
- Blackard, K., and Gibson, J. W. (2002). Capitalizing on conflict: Strategies and practices for turning conflict to synergy in organizations. Palo Alto, CA: Davies-Black Publishing.
- Bossidy, L. (2007). What your leader expects of you. Harvard Business Review, 85(4), 58-65.
- Cartwright, T. (2003). Managing conflict with peers. Greensboro, NC: Center for Creative Leadership.
- Crowley, K. and Elster, K. (2006). Working with you is killing me: Freeing yourself from emotional traps at work. New York, NY: Warner Business Books.
- Gerzon, M. (2006). Leading through conflict: How successful leaders transform differences into opportunities. Boston, MA: Harvard Business School Press.
- Gabarro, J. J. and Kotter, J. P. (2008). Managing your boss. Boston, MA: Harvard Business School Press.
- Haight, M. (2008). Who's afraid of the big, bad boss? How to survive 13 types of dysfunctional, disrespectful, dishonest little dictators. Peoria, AZ: Worded Write.
- McKenna, P. J. and Maister, D. H. (2002). First among equals: How to manage a group of professionals. New York, NY: Free Press.
- Sharpe, D. A. and Johnson, E. (2002). Managing conflict with your boss. Greensboro, NC: Center for Creative Leadership.
- Useem, M. (2003). Leading up: How to lead your boss so you both win. New York, NY: Three Rivers Press.

Professional Development Courses

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

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.			
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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 parceled out. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
Behavior Descriptive Interview Questions	<ol style="list-style-type: none"> 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? 	<ol style="list-style-type: none"> 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? 	<ol style="list-style-type: none"> 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? 	<ol style="list-style-type: none"> 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? 	

Developing Talent

Self-Directed Learning Resources and Activities

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

- Adair, J. (2009). How to grow leaders: The seven key principles of effective leadership development. Philadelphia, PA: Kogan Page.
- Anderson, E. (2006). Growing great employees. New York, NY: Penguin Group.
- Byham, W. C., Smith, A. B., and Paese, M. J. (2002). Grow your own leaders: How to identify, develop, and retain leadership talent. Upper Saddle River, NJ: Prentice Hall.
- DeLong, T. J., and Gabarro, J. J. and Lees, R. J. (2008). Why mentoring matters in a hypercompetitive world. Harvard Business Review, 86(1), 115-121.
- Goldsmith, M., Kaye, B., and Shelton, K. (Eds.). (2000). Learning journeys: Top management experts share hard-earned lessons on becoming great mentors and leaders. Mountain View, CA: Davies-Black Publishing.
- Harvard Business Essentials. (2004). Coaching and mentoring: How to develop top talent and achieve stronger performance. Boston, MA: Harvard Business School Press.
- Hawkins, P. (2011). Leadership team coaching: Developing collective transformational leadership. Philadelphia, PA: Kogan Page.
- Lawler, E. E., III. (2008). Talent: Making people your competitive advantage. San Francisco, CA: Jossey-Bass.
- Lencioni, P. M. (2007). The three signs of a miserable job: A fable for managers (and their employees). San Francisco, CA: Jossey-Bass.
- Manzoni, J. F. and Barsoux, J. L. (2002). The set-up-to-fail syndrome. Boston, MA: Harvard Business School Press.
- Peterson, D. B., and Hicks, M. D. (1996). Leader as coach: Strategies for coaching and developing others. Minneapolis, MN: Personnel Decisions International.
- Ready, D. A. and Conger, J. (2007). Making your company a talent factory. Harvard Business Review, 85(6), 68-77.
- Rothwell, W. J. and Kazana, H. C. (2003). The strategic development of talent. Amherst, MA: HRD Press, Inc.
- Turner, E., and Rimanoczy, I. (2008). Developing high-impact teams. Training and Development, 62(8), 31-34.

Professional Development Courses

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

<h2>Inspiring and Motivating Others</h2>		<p>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.</p>		
<p>Position</p>	<h3>First-Line Supervisor</h3> <p>(work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors)</p>	<h3>Mid-Level Manager</h3> <p>(those in charge of a small department e.g., division chief, center director and clinic or admin managers, assistant administrators, associate administrators)</p>	<h3>Senior Managers and Functional Leader</h3> <p>(those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors)</p>	<h3>Executive Leader</h3> <p>(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)</p>
<p>Behaviors</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 skillfully 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. 	<ul style="list-style-type: none"> • Pushes tasks and decisions down; empowers others; • Can negotiate skillfully 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. 	<ul style="list-style-type: none"> • 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.
<p>Behavior Descriptive Interview Questions</p>	<ol style="list-style-type: none"> 1. Give an example of how you worked effectively with a group to accomplish a task. How did you help accomplish the task? 2. Describe a team experience you found disappointing. What would you have done to prevent this? 3. How do you acknowledge individual team members contributions? How frequently do you do this? 	<ol style="list-style-type: none"> 1. Tell us how you solicit 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? 	<ol style="list-style-type: none"> 1. 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? 	<ol style="list-style-type: none"> 1. 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

Self-Directed Learning Resources and Activities

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

- Adair, J. (2003). *The inspirational leader*. Philadelphia, PA: Kogan Page.
- Bobinski, D. (2009). *Creating passion-driven teams: How to stop micromanaging and motivate people to top performance*. Franklin Lakes, NJ: Career Press.
- Bolton, R. (1986). *People skills*. New York, NY: Touchstone Books.
- Center for Creative Leadership, Cartwright, T., and Baldwin, D. (2007). *Communicating your vision*. San Francisco, CA: Pfeiffer.
- Adair, J. (2004). *The concise Adair on teambuilding and motivation*. London, UK: Thorogood
- Charan, R. (2007). *Know-how: The 8 skills that separate people who perform from those who don’t*. New York, NY: Crown Business.
- Conger, J. (1998). *The necessary art of persuasion*. *Harvard Business Review*, 76(3), 84-95.
- Deems, R. S. and Deems, T. A. (2003). *Leading in tough times: The manager’s guide to responsibility, trust, and motivation*. Amherst, MA: HRD Press.
- Gonzalez, M. (2012). *Mindful leadership: The 9 ways to self-awareness, transforming yourself, and inspiring others*. San Francisco, CA: Jossey-Bass.
- Gostick, A. and Elton, C. (2007). *The carrot principle: How the best managers use recognition to engage their employees, retain talent, and drive performance*. New York, NY: Free Press.
- Herzberg, F. (2003). *One more time: How do you motivate employees?*. *Harvard Business Review*, 81(1), 87-96.
- Kouzes, J. M. and Posner, B. Z. (2003). *Encouraging the heart: A leaders guide to rewarding and recognizing others*. San Francisco, CA: Jossey-Bass.
- Lawler, E. E. III. (1994). *Motivation in work organizations*. San Francisco, CA: Jossey-Bass.
- McKenna, P. J. and Maister, D. H. (2002). *First among equals: How to manage a group of professionals*. New York, NY: Free Press.
- Nohria, N., Groysberg, B., and Lee, L. E. (2008). *Employee motivation*. *Harvard Business Review*, 86(7/8), 78-84.
- Pink, D. (2011). *Drive: The surprising truth about what motivates us*. New York, NY: Riverhead Books.
- Podmoroff, D. (2005). *365 Ways to motivate and reward your employees every day: With little or no money*. Ocala, FL: Atlantic Publishing Group.
- Stark, P., and Flaherty, J. (2009). *Engaged! How leaders build organizations where employees love to come to work*. San Diego, CA: Bentley Press.

Professional Development Courses

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

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)	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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Uses diplomacy and tact; • Can defuse even high-tension situations comfortably.
Behavior Descriptive Interview Questions	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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? 	<ol style="list-style-type: none"> 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? 	<ol style="list-style-type: none"> 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

Self-Directed Learning Resources and Activities

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/allocating 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

- Coutu, D. (2007). Making relationships work. *Harvard Business Review*, 85(12), 45-50.
- Ellis, A. (2000). How to control your anxiety before it controls you. New York, NY: New York University Press.
- Gibson, D. and Tuglan, B. (2002). Managing anger in the workplace. Amherst, MA: HRD Press.
- Goleman, D. (2000). Working with emotional intelligence. New York, NY: Bantam Books.
- Goleman, D. and Boyatzis, R. (2008). Social intelligence and the biology of leadership. *The Harvard Business Review*. 86(9), 74-81.
- Goleman, D., Boyatzis, R. and McKee, A. (2013). Primal leadership: The hidden driver of great performance. Boston, MA: Harvard Business Review Press.
- Goman, C. (2008). The nonverbal advantage: Secrets and science of body language at work. San Francisco, CA: Berrett-Koehler Publishers.
- Gudykunst, W. B. and Kim, Y. Y. (2002). Communicating with strangers: An approach to intercultural communication. New York, NY: McGraw-Hill.
- Stein, S. J. and Book, H. E. (2011). The EQ edge: Emotional intelligence and your success. San Francisco, CA: Jossey-Bass.
- Wall, B. (2008). Working relationships: Using emotional intelligence to enhance your effectiveness with others. Palo Alto, CA: DaviesBlack Publishing.

Professional Development Courses

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

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.		
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	<ul style="list-style-type: none"> • Can make a tough stand against others; • Maintains consistent messaging during tough feedback situations; • Is open and shares information, even if it is difficult for others to hear; • Walks the talk and is seen as consistent; • Accepts accountability for own mistakes; • Is willing to be wrong; • Isn't overly critical; • Balances negative and positive feedback; • Is seen as a direct, truthful individual; • Is widely trusted; • Keeps confidences; • Keeps promises made; • Ensures follow-through of commitments or decisions; • Is seen as working for the best interest of the team/unit/organization; • Doesn't misrepresent themselves for personal gain. 	<ul style="list-style-type: none"> • Provides current, direct, complete, and "actionable" positive and corrective feedback to others; • Can present the unvarnished truth in an appropriate and helpful manner; • Can be counted on when times are tough; • Treats others in a fair and similar manner; • Helps create solutions for others; • Can be direct with others while also making them feel comfortable; • Discusses the interests of others in the process of decision making. 	<ul style="list-style-type: none"> • Adheres to a setting-appropriate and effective set of core values and beliefs during both good and bad times; • Is seen as a direct, truthful individual; • Ensures appropriate credit is given for work and projects; • Holds others accountable for their performance. 	<ul style="list-style-type: none"> • Lets people know where they stand; • Pushes openness and honesty, but not to the point of disruption; • Holds others accountable for behaving according to organizational values.
Behavior Descriptive Interview Questions	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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? 	<ol style="list-style-type: none"> 1. Describe a time that you demonstrated integrity by maintaining necessary confidentiality. What did you do? What was the result? 2. Describe a time when you adhered to your core values during a very difficult time at work. What happened? What was the outcome? 3. 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

Self-Directed Learning Resources and Activities

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 resources (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

- Badaracco, J. L., Jr. (1998). The discipline of building character. *Harvard Business Review*, 76(2), 114-124.
- Bennis, W., Goleman, D. and O'Toole, J. (2008). *Transparency: How leaders create a culture of candor*. San Francisco, CA: Jossey-Bass.
- Block, P. (2001). *The answer to how is yes: Acting on what matters*. San Francisco, CA: Berrett-Koehler Publishers.
- Cloud, H. (2006). *Integrity: The courage to meet the demands of reality*. New York, NY: HarperCollins Publishers.
- Deems, R. S. and Deems, T. A. (2003). *Leading in tough times: The manager's guide to responsibility, trust, and motivation*. Amherst, MA: HRD.
- Fernández-Aráoz, C. (2007). *Great people decisions: Why they matter so much, why they are so hard, and how you can master them*. Hoboken, NJ: John Wiley and Sons.
- George, B. (2007). *True north: Discover your authentic leadership*. San Francisco, CA: Jossey-Bass.
- Hurley, R. F. (2006). The decision to trust. *Harvard Business Review*. 84(9), 55-62.
- Johnson, L. and Phillips, B. (2003). *Absolute honesty: Building a corporate culture that values straight talk and rewards integrity*. New York, NY: AMACOM.
- Maister, D. H., Green, C. H. and Galford, R. M. (2001). *The trusted advisor: How to create trust-based relationships with your clients*. New York, NY: Free Press.
- McKay, Q. (2004). *The bottom line on integrity*. Layton, UT: Gibbs Smith.
- Reina, D. S. and Reina, M. L. (2006). *Trust and betrayal in the workplace*. San Francisco, CA: Berrett-Koehler Publishers.
- Simons, T. (2008). *The integrity dividend: Leading by the power of your word*. San Francisco, CA: Jossey-Bass.

Professional Development Courses

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

Acting Strategically		Acts as a catalyst for organizational change by building a shared vision with others which ensures alignment of the organization’s vision, strategic plan, mission, and values in light of internal and external trends; influences others to translate vision into action; identifies and articulates the strategic goals and direction of the organization, division, or group which support organizational change; aligns day to day activities around broader organizational goals and objectives; prioritizes resources based on the strategic objectives of the organization; recognizes and rewards staff based on how their actions support the broader needs of the organization.			
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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 mileposts 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
Behavior Descriptive Interview Questions	<ol style="list-style-type: none"> 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? 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Talk 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 outcome? 	<ol style="list-style-type: none"> 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 when 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 outcome? 	

Acting Strategically

Self-Directed Learning Resources and Activities

Learning Activities

- Work on a team forming a joint venture, partnership, or studying a possible acquisition
- Launch a new product, service, or process
- Do a feasibility study on an important opportunity and make recommendations to those who will decide
- Write a proposal for a new policy, process, mission, charter, product, service, or system, and present and sell it to a higher management level
- Study the history of a similar situation and draw parallels for a current business issue or problem, and present your findings to others for comment
- Study and summarize a new trend, and present your findings to others for comment
- Work on a project that involves travel and study of an international issue and report back to management
- Do a competitive analysis of your organization's products or services or position in the marketplace, and present it to the people involved
- Work on a team studying a possible acquisition
- Work on a project for a separate Hopkins affiliate which will expose the manager to the new culture
- Join a recruitment committee charged with filling a key position at another Hopkins facility
- Ensure that department members develop goals based on JHM's strategic priorities
- Lead a team around a change effort
- Sit on a board or leadership committee to gain exposure to strategic discussions

Books

- Adair, J. (2010). Strategic leadership: How to think and plan strategically and provide direction. Philadelphia, PA: Kogan Page.
- Center for Creative Leadership, Cartwright, T. and Baldwin, D. (2007). Communicating your vision. Hoboken, NJ: Pfeiffer.
- Collins, J. C. (2001). Good to great: Why some companies make the leap...and others don't. New York, NY: Harper Collins.
- Davidson, H. (2004). The committed enterprise: How to make vision and values work. Burlington, MA: Butterworth-Heinemann.
- Dranove, D. and Marciano, S. (2005). Kellogg on strategy: Concepts, tools, and frameworks for practitioners. Hoboken, NJ: John Wiley and Sons.
- Hamel, G. and Prahalad, C. K. (1996). Competing for the future. Boston, MA: Harvard Business School Press.
- Kaplan, R. S. and Norton, D. P. (2000). The strategy- focused organization: How balanced scorecard companies thrive in the new business environment. Boston, MA: Harvard Business School Press.
- Kim, W. C. and Mauborgne, R. (2005). Blue ocean strategy: How to create uncontested market space and make competition irrelevant. Boston, MA: Harvard Business School Press.
- Kotter, J. (2012). Leading change. Boston, MA: Harvard Business Review Press.
- Porter, M. E. (1996). What Is strategy?. Harvard Business Review, 74(6), 61-78.
- Porter, M. E. (2008). The five competitive forces that shape strategy. Harvard Business Review, 86(1), 78-93.
- Stern, C. W. and Deimler, M. S. (Eds.). (2006). The Boston Consulting Group on strategies: Classic concepts and new perspectives. Hoboken, NJ: John Wiley and Sons.

Professional Development Courses

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

<h2>Managing and Championing Change</h2>		<p>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.</p>			
<p>Position</p>	<h3>First-Line Supervisor</h3> <p>(work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors)</p>	<h3>Mid-Level Manager</h3> <p>(those in charge of a small department e.g., division chief, center director and clinic or admin managers, assistant administrators, associate administrators)</p>	<h3>Senior Managers and Functional Leader</h3> <p>(those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors)</p>	<h3>Executive Leader</h3> <p>(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)</p>	
<p>Behaviors</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>Behavior Descriptive Interview Questions</p>	<ol style="list-style-type: none"> Describe a time when you stepped up to a challenging issue. How recent was this? What did you do? What were the results? Talk about a time when you managed multiple major initiatives simultaneously. What happened? 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? 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? 	<ol style="list-style-type: none"> 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? 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? 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? 	<ol style="list-style-type: none"> 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? 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? How did it align to the larger organizational mission, vision or strategic plan? Give an example. 	<ol style="list-style-type: none"> 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? 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? 	

Managing and Championing Change

Self-Directed Learning Resources and Activities

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

- Bennis, W. G. and Nanus, B. (2007). Leaders: Strategies for taking charge (2ndEd.). New York, NY: Harper Business.
- Bossidy, L. A. (2001). The job no CEO should delegate. Harvard Business Review, 79(3), 46-9.
- Bridges, W. (2009). Managing transitions: Making the most of change. Cambridge, MA: DaCapo Press.
- Brown, T. (2009). Change by design: How design thinking transforms organizations and inspires innovation. New York, NY: Harper Business.
- 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.
- Geoarge, B. (2007). True north: Discover your authentic leadership. San Francisco, CA: Jossey-Bass.
- Klein, M. and Napier, R. (2003). The courage to act: 5 factors of courage to transform business. Mountain View, CA: Davies-Black Publishing.
- Kotter, J. (2012). Leading change. Boston, MA: Harvard Business Review Press.
- Kouzes, J. M. and Posner, B. Z. (2007). The leadership challenge (4th ed.). San Francisco, CA: Jossey-Bass.
- Lee, G. and Elliott-Lee, D. (2006). Courage: The backbone of leadership. San Francisco, CA: Jossey-Bass.
- Linskey, M. and Heifetz, R. A. (2002). Leadership on the line: Staying alive through the dangers of leading. Boston, MA: Harvard Business School Press.
- Reardon, K. K. (2007). Courage as a skill. Harvard Business Review, 85(1), 58-64.

Professional Development Courses

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

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.			
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	<ul style="list-style-type: none"> • Avoids saying and doing things that cause political problems; • Accepts politics as a reality of organizational life; • Is patient with political process and ensures processes or procedures are followed; • Is able to be direct, while considering the impact on others; • Is able to effectively project out consequences of their actions; • Is willing to communicate what they know to be true, regardless of what others might be expecting to hear; • Does not overstate what they know; • Possesses required interpersonal skills to get things done across boundaries; • Understands and know who and where to go to solve issues; • Focuses time and energy working on issues that are important. 	<ul style="list-style-type: none"> • Knows how to get things done both through formal channels and the informal network; • Views corporate politics as a necessary part of organizational life and work to adjust to that reality; • Is able to deal persuasively with upper management; • Is able to get things done in organizations beyond their area. 	<ul style="list-style-type: none"> • Can maneuver through complex political situations effectively and quietly; • Understands the origin and reasoning behind key policies, practices, and procedures; • Accepts the complexity of organizations; • Shows openness and patience in learning about people, issues, or organizational dynamics; • Anticipates where the land mines are and plans approach accordingly; • Understands and manages political impacts and risks of actions. 	<ul style="list-style-type: none"> • Is sensitive to how people and organizations function; • Is confident and deliberate in maneuvering through organizations; • Understands the cultures and dynamics of the organization; • Is knowledgeable about how peer organizations work; • Can identify opportunities for organizational change and manage transformations. 	
Behavior Descriptive Interview Questions	<ol style="list-style-type: none"> 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 go to get resources you need to complete your tasks? 	<ol style="list-style-type: none"> 1. Describe a time when you have used an informal channel versus a formal one to get a task done. What happened? 2. Tell us about a time that you dealt persuasively with upper management and were successful in getting their support. What steps did you take? What was the outcome? 3. Talk about a time when you were able to get things done in a totally different area from yours. What role did you play? How recent was this? What results did you achieve? 	<ol style="list-style-type: none"> 1. Tell us about a time when you maneuvered through several units that operated in silos to achieve a common goal. 2. Describe what steps you take to learn about people, issues, and organizational dynamics in an organization. Talk about the most recent time you did this. 3. Describe a time when you identified certain organizational "land mines" in a particular area. What did you do? What were the results? 	<ol style="list-style-type: none"> 1. Tell us about a time when you have used the "informal" organization to obtain information or accomplish something when the formal organization can't meet the need, without creating problems with the formal organization. 2. Talk about a time when you were able to assess external or internal demands/expectations and take appropriate action involving upper management and staff. What did this involve? 3. Describe a time when you were able to obtain buy-in from internal and external sources with regards to shifting priorities and requirements. How did you achieve this? 	

Navigating Organizations

Self-Directed Learning
Resources and Activities

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

- Anklam, P. (2007). A practical guide to creating and sustaining networks at work and in the world. Burlington, MA: Butterworth-Heinemann.
- Ashkenas, R. N., Ulrich, D., Jick, T. and Kerr, S. (2002). The boundaryless organization: Breaking the chains of organization structure (Rev. ed.). San Francisco, CA: Jossey-Bass.
- Brandon, R. and Seldman, M. (2004). Survival of the savvy: High-integrity political tactics for career and company success. New York, NY: Free Press.
- Brown, T. (2009). Change by design: How design thinking transforms organizations and inspires innovation. New York, NY: Harper Business.
- Cross, R. L., Parker, A. and Cross, R. (2004). The hidden power of social networks: Understanding how work really gets done in organizations. Boston, MA: Harvard Business School Press.
- Ferris, G. R. and Davidson, S. L. and Perrewe, P. L. (2005). Political skill at work: Impact on work effectiveness. Mountain View, CA: Davies-Black Publishing.
- Honold, L. and Silverman, R. J. (2002). Organizational DNA. Palo Alto, CA: Davies-Black Publishing.
- Linsky, M. and Heifetz, R. A. (2002). Leadership on the line: Staying alive through the dangers of leading. Boston, MA: Harvard Business School Press.
- Ranker, G., Gautrey, C. and Phipps, M. (2008). Political dilemmas at work: How to maintain your integrity and further your career. Hoboken, NJ: John Wiley and Sons.

Professional
Development Courses

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	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	<ul style="list-style-type: none"> • Provides information on a consistent basis; • Communicates with members of the team verbally and in writing using appropriate tone; • Practices attentive and active listening; • Can accurately restate the opinions of others even when disagreeing; • Can appropriately bring issues and concerns to supervisors for discussion 	<ul style="list-style-type: none"> • 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; • Is thoughtful about sharing information widely so all stakeholders can be informed or consulted; • Provides individuals information so that they can make accurate decisions; • Is effective in a variety of formal presentation settings: one-on-one, small, and large groups, with peers, direct reports, and bosses; • Is a good listener and does not interrupt staff who are speaking; • Can command attention and manage group process during a presentation. 	<ul style="list-style-type: none"> • Is effective both inside and outside the organization; • Can present prepared material and answer questions dynamically on both cool data and hot and controversial topics; • Seeks out or listens to the opinions and concerns of others. 	<ul style="list-style-type: none"> • Demonstrates listening to all groups/people without showing favorites; • Can explain strategic vision and decisions in terms that are clear to all; • Can sense when the organization's communications are not working, re-direct attention to improve communication. 	
Behavior Descriptive Interview Questions	<ol style="list-style-type: none"> 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? 	<ol style="list-style-type: none"> 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? 	<ol style="list-style-type: none"> 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? 	<ol style="list-style-type: none"> 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

Self-Directed Learning Resources and Activities

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

Books

- Bates, S. (2005). *Speak like a CEO: Secrets for commanding attention and getting results*. New York, NY: McGraw-Hill.
- Carnegie, D. (1962). *The quick and easy way to effective speaking*. New York, NY: Association Press.
- Flannes, S. and Levin, G. (2005). *Essential people skills for project managers*. Vienne, VA: Management Concepts.
- Gallo, C. (2003). *10 Simple secrets of the world's greatest business communicators*. Naperville, IL: Sourcebooks, Inc.
- Hirsh, S. K. (1996). *Work it out: Clues for solving people problems at work*. Thousand Oaks, CA: Davies-Black Publishing.
- Holtz, S. (2004). *Corporate conversations: A guide to crafting effective and appropriate internal communications*. New York, NY: AMACON.
- Hoppe, M. H. (2007). *Active listening: Improve your ability to listen and lead*. Greensboro, NC: Center for Creative Leadership.
- Humes, J. C. (2002). *Speak like Churchill, stand like Lincoln: 21 Powerful secrets of history's greatest speakers*. New York, NY: Prima Publishing.
- Langford-Wood, N. and Salter, B. (2002). *Critical corporate communications: A best practice blueprint*. West Sussex, England: John Wiley and Sons, Ltd.
- Leeds, D. (2000). *Smart questions: The essential strategy for successful managers*. New York, NY: Berkley Trade
- Matha, B., Boehm, M. and Silverman, M. (2008). *Beyond the babble: Leadership communication that drives results*. San Francisco, CA: Jossey-Bass.
- Nichols, M. P. (2009). *The lost art of listening (2nd ed.)*. New York, NY: The Guilford Press.
- Patterson, K., Grenny, J., McMillan, R., Switzler, A. and Covery, S. R. (2002). *Crucial conversations: Tools for talking when stakes are high*. New York, NY: McGraw-Hill/Contemporary Books.
- Su, A. J. and Wilkins, M. M. (2013). *Own the room: Discover your signature voice to master your leadership presence*. Boston, MA: Harvard Business Review Press.

Professional Development Courses

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

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

<h2>Promoting Diversity and Inclusion</h2>		<p>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.</p>		
<p>Position</p>	<p>First-Line Supervisor (work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors)</p>	<p>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)</p>	<p>Senior Managers and Functional Leader (those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors)</p>	<p>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)</p>
<p>Behaviors</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Has candid discussions; • Regularly communicates the importance of diversity; • Can be seen leveraging the strengths of people from all backgrounds. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Behavior Descriptive Interview Questions</p>	<ol style="list-style-type: none"> 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? 	<ol style="list-style-type: none"> 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? 	<ol style="list-style-type: none"> 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 when you developed goals and plans for recruiting, selecting, developing, and retaining a diverse, high quality work force . What happened? 	<ol style="list-style-type: none"> 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?

Promoting Diversity and Inclusion

Self-Directed Learning Resources and Activities

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

- Bates-Ballard, P. and Smith, G. (2008). Navigating diversity: An advocate's guide through the maze of race, gender, religion and more. Charleston, SC: BookSurge.
- Deresky, H. (2002). Global management: Strategic and interpersonal. Upper Saddle River, NJ: Prentice Hall.
- Harvard Business School Press. (2002). Harvard Business Review on managing diversity. Boston, MA: Harvard Business School Press.
- Harvey, C. P. and Allard, M. J. (2008). Understanding and managing diversity: Readings, cases and exercises (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Hubbard, E. E. (2003). The diversity scorecard: evaluating the impact of diversity on organizational performance. Boston, MA: Butterworth-Heinemann.
- Jacob, N. (2003). Intercultural management. Philadelphia, PA: Kogan Page.
- Lancaster, L. C., Stillman, D. and MacKay, H. (2002). When generations collide: Who they are. Why they clash. How to solve the generational puzzle at work. New York, NY: HarperCollins.
- Miller, F. A. and Katz, J. H. (2002). The inclusion breakthrough. San Francisco, CA: Berrett-Koehler Publishers.
- Sonnenschein, W. (1999). The diversity toolkit: How you can build and benefit from a diverse workforce. Columbus, OH: McGraw-Hill.
- Thiederman, S. (2008). Making diversity work: Seven tips for defeating bias in the workplace. New York, NY: Kaplan Business.
- Wilson, T. (2013). The human equity advantage: Beyond diversity to talent optimization. San Francisco, CA: Jossey-Bass.

Professional Development Courses

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 Stereo Type Hurts!

JHM

- Generations
- Four Generations at Work – Managing through GEN-Flexing
- Four Generations – the Greatest Potential
- Diversity Awareness for Managers
- Ouch! That Stereotype Hurts!

Holding Self and Others Accountable		Sets clear performance expectations and objectives for self and others; evaluates work performance and provides feedback to others; recommends proper training and coaching when appropriate; ensures recognition for positive results and takes corrective actions to resolve performance problems as appropriate.			
Position	<p>First-Line Supervisor (work unit leaders who lead work groups, clinics or project teams, e.g., clinic supervisors, team leads and administrative supervisors)</p>	<p>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)</p>	<p>Senior Managers and Functional Leader (those in charge of a large department or function e.g., sr. directors, administrators, department chairs, clinical directors)</p>	<p>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)</p>	
Behaviors	<ul style="list-style-type: none"> • Deals with problem direct reports firmly and in a timely manner; • Doesn't allow problems to fester; • Regularly reviews performance and holds timely discussions; • Can make negative decisions when all other efforts fail; • Deals effectively with troublemakers; • Spends own time and the time of others on what's important; • Can quickly sense what will help or hinder accomplishing a goal; • Steps up to conflicts, seeing them as opportunities; • Reads situations quickly; • Can be counted on to exceed goals successfully; • Creates focus on the things that are most important to get the job done; • Is good at establishing clear directions; • Distributes the workload appropriately; • Is a clear communicator. 	<ul style="list-style-type: none"> • Can hammer out tough agreements and settle disputes equitably; • Can find common ground and get cooperation with minimum noise; • Is constantly and consistently among the top performers; • Is bottom-line oriented; • Steadfastly pushes self and others for results; • Eliminates roadblocks; • Sets stretching objectives; • Lays out work in a well-planned and organized manner; • Maintains two-way dialogue with others on work and results; • Clearly assigns responsibility for tasks and decisions; • Supports and backs up accountability efforts by management staff at all levels. 	<ul style="list-style-type: none"> • Brings out the best in people; • Can design practices, processes, and procedures which allow management from a distance; • Is comfortable letting things manage themselves without intervening; • Can make things work through others without being there; • Designs feedback loops into work; • Supports and backs up accountability efforts by management staff at all levels. 	<ul style="list-style-type: none"> • Sets clear objectives and measures; • Monitors process, progress, and results; • Can impact people and results remotely; • Supports and backs up accountability efforts by management staff at all levels. 	
Behavior Descriptive Interview Questions	<ol style="list-style-type: none"> 1. Tell us about the process you used to set goals and objectives for your staff. What was the process? How did you ensure these goals and objectives were aligned with the organization's vision and mission? 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? 3. Describe the approach you have used to distribute workload. 	<ol style="list-style-type: none"> 1. Describe the steps that you have taken to define and communicate performance expectations to your employees. What were the steps? What was the outcome? 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? 	<ol style="list-style-type: none"> 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? 	<ol style="list-style-type: none"> 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? 	

Holding Self and Others Accountable

Self-Directed Learning Resources and Activities

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

- Bacal, R. (2007). How to manage performance. New York, NY: McGraw-Hill.
- Baldoni, J. (2006). How great leaders get great results. New York, NY: McGraw-Hill.
- Bossidy, L. and Charan, R. (2002). Execution: The discipline of getting things done. New York, NY: Crown Business.
- Buron, R. J. and McDonald-Mann, D. (2003). Giving feedback to subordinates (Rev. ed.). Greensboro, NC: Center for Creative Leadership.
- Collins, J. C. (2000). Turning goals into results: The power of catalytic mechanisms. Harvard Business Review, 77(4), 70-82.
- Crawley, J. and Graham, K. (2002). Mediation for managers: Getting beyond conflict to performance. Yarmouth, ME: Nicholas Brealey Publishing.
- Drucker, P. F. (1993). Managing for results. New York, NY: HarperCollins.
- Duarte, D. L. and Snyder, N. T. (2006). Mastering virtual teams: Strategies, tools and techniques that succeed (3rd ed.). San Francisco, CA: Jossey-Bass.
- Grote, D. (2006). Discipline without punishment (2nd ed.). New York, NY: AMACOM.
- Lebow, R. and Spitzer, R. (2002). Accountability: Freedom and responsibility without control. Hershey, PA: Idea Group Publishing.
- Luecke, R. and Hall, B. J. (2006). Performance management: Measure and improve the effectiveness of your employees. Boston, MA: Harvard Business School Press.
- Manzoni, J. (2002). A better way to deliver bad news. Harvard Business Review, 80(9), 114-119.
- McKenna, P. J. and Maister, D. H. (2002). First among equals: How to manage a group of professionals. New York, NY: Free Press.
- Moss, S. E. and Sanchez, J. I. (2004). Are your employees avoiding you? Managerial strategies for closing the feedback gap. Academy of Management Executive, 18(1), 32-44.
- Napier, R. and McDaniel, R. (2006). Measure what matters: Simplified tools for aligning teams and their stakeholders. Thousand Oaks, CA: Davies-Black Publishing.
- Patterson, K., Grenny, J., McMillan, R., Switzler, A. and Covery, S. R. (2002). Crucial conversations: Tools for talking when stakes are high. New York, NY: McGraw-Hill/Contemporary Books.
- Patterson, K., Grenny, J., McMillan, R., Switzler, A. (2005). Crucial confrontations: Tools for talking about broken promises, violated expectations, and bad behavior. New York, NY: McGraw-Hill.
- Niven, P. R. (2002). Balanced scorecard step-by-step: Maximizing performance and maintaining results (2nd ed.). Hoboken, NJ: John Wiley and Sons.

Professional Development Courses

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;			
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	<ul style="list-style-type: none"> Looks for and recommends opportunities to change methods and practices; Effectively copes with change; Creates regular time for direct reports to think creatively together about innovation in their work area; Encourages team members to look for innovation in their everyday work; Understands, articulates and answers questions regarding the rationale for innovations; Learns from experts outside of current area of expertise. 	<ul style="list-style-type: none"> Facilitates conversations that allow others to challenge existing assumptions; Makes recommendations that challenge the status quo; Learns about current thinking and innovation in area of expertise or industry; Creates processes that require groups to think regularly about innovation; 	<ul style="list-style-type: none"> Provides time and resources so the change does not overwhelm those who are affected; Ensures all innovations align to the strategic plan of the organization or department; Translates adversity into opportunities for improvement; Consistently looks at opportunities to study, analyze and understand new situations and new business problems; Creates and communicates the business case and rationale for why an innovation is necessary. 	<ul style="list-style-type: none"> Pushes for creativity and innovation in strategic planning and goal setting processes; Establishes incentives for innovation and creativity; Decides on the appropriate case for change to facilitate buy-in to innovations; Establishes direction, alignment and commitment across organizational boundaries to facilitate innovation. 	
Behavior Descriptive Interview Questions	<ol style="list-style-type: none"> Describe a specific initiative that required creativity and how did you facilitate the creativity of others to come up with an effective solution? Tell us about a time when you had to communicate the rationale and achieve buy-in from staff for a new unpopular initiative? What actions did you take? What were the results? 	<ol style="list-style-type: none"> 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? 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? 	<ol style="list-style-type: none"> 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. 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? 	<ol style="list-style-type: none"> Tell us about a time when you served as a champion for innovation and effectively drove out the fear of failure or reprisal. 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? 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? 	

Enabling Innovation Through Creativity

Self-Directed Learning
Resources and Activities

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

- Adner, R. (2013). The wide lens: What successful innovators see that others miss. New York, NY: Portfolio Trade.
- Amabile, T. M., and Khaire, M. (2008). Creativity and the role of the leader. Harvard Business Review, 86(10), 100-109.
- Brown, T. (2009). Change by design: How design thinking transforms organizations and inspires innovation. New York, NY: Harper Business.
- Christensen, C. M. (2003). The innovator's dilemma: The revolutionary book that will change the way you do business. New York, NY: Collins.
- Drucker, P. F. (2006). Innovation and entrepreneurship. New York, NY: Harper Business.
- Foster, J. (1996). How to get ideas. San Francisco, CA: Berrett-Koehler.
- Hamel, G. (2002). Leading the revolution. New York, NY: Plume.
- Kelley, T. & Littman, J. (2001). The art of innovation: Lessons in creativity from IDEO, america's leading design firm. New York, NY: Crown Business.
- Kelley, T. & Littman, J. (2005). The ten faces of innovation: IDEO's strategies for defeating the devil's advocate and driving creativity throughout your organization. New York: Currency/Doubleday.
- Kumar, V. (2012). 101 design methods: A structured approach for driving innovation in your organization. Hoboken, NJ: Wiley.
- Lee, G. and Elliott-Lee, D. (2006). Courage: The backbone of leadership. San Francisco, CA: Jossey-Bass.
- Michalko, M. (2006). Thinkertoys: A handbook of creative-thinking techniques (2nd Edition). Berkeley, Ca: Ten Speed Press.
- Mootee, I. (2013). Design thinking for strategic innovation: What they can't teach you at business or design school. Hoboken, NJ: Wiley.
- Sawyer, K. (2008). Group genius: The creative power of collaboration. New York, NY: Basic Books.
- Sloane, P. (2007). The innovative leader: How to inspire your team and drive creativity. London, UK: Kogan Page.
- Wilkinson, D. (2006). The ambiguity advantage: What great leaders are great at. Hampshire, England: Palgrave Macmillan.

Professional
Development Courses

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