

ACTIVE LISTENING

competency



Difficulty



Active Listening

Effective performers offer their full attention when others speak. They listen actively, giving verbal and nonverbal cues of their interest. When the speaker has finished, they paraphrase what was said to ensure understanding.

Level	Performance Indicators and Behavioral Examples
4 Strategic	<ul style="list-style-type: none">• A listening champion; is instrumental in establishing sustainable organization-wide communication initiatives in which active listening is valued and recognized.• Holds organization accountable for maintaining effective listening skills.• Establishes formal and informal reward systems for effective listening.• Sets up customer “listening” programs.
3 Advanced	<ul style="list-style-type: none">• Frequently mentors others in active listening skills.• Sought for roles requiring advanced listening skills; (i.e., problem solving groups, ombudsperson, etc.).• Exceptionally adept at interpreting and reinforcing genuine dialogue; personable and approachable.
2 Applied	<ul style="list-style-type: none">• Encourages speaker with appropriate responses; reinforces the speaker with an occasional nod or “yes” to indicate attentiveness.• Actively sets aside distracters (e.g., closes door, turns off phone, etc.) to ensure full attention.• Summarizes or clarifies comments to ensure understanding.
1 Elementary	<ul style="list-style-type: none">• Uses and interprets non-verbal behaviors to enhance understanding; maintains eye contact; uses appropriate facial expressions, gestures, postures, to demonstrate attentiveness.• Shows full attention; does not interrupt.• Asks basic questions to clarify.
0 Inadequate	<ul style="list-style-type: none">• Fails to listen; interrupts.• Spends time planning rebuttal rather than listening to message.• Sends the impression that the speaker is not welcome, the message not wanted. No eye contact. No verbal or non-verbal affirmations.• Does not control environment to ensure open dialogue and prevent distractions (e.g., doesn’t forward phone calls, leaves office door open, sets up a distant, too formal, seating arrangement, etc.).

Significance

Mother Nature gave us a big hint on the importance of listening when she gave us TWO ears and ONE mouth. Truly active listening is essential for problem solving, relationship building, adapting to new challenges and maintaining open communications. For those in supervisory roles, Active Listening is always in the top ten competencies that followers consider necessary for effective leadership.

Best Ways To Develop

Diagnose your current perceived listening skills, realizing that listening isn't about not talking, but being fully present and attentive. Practice active listening and solicit feedback on your effectiveness.

Improving Your Capacity

You must choose to listen. Prepare your mind and body – focus completely on the message. Become conscious of the messages your behavior is relaying back to the speaker.

Clarify the message—paraphrase the message back to the speaker to make sure you understand. Ask open-ended questions to gather more information.

Don't interrupt – no matter how urgent your contribution or observation may be.

Read: *The Business of Listening: A Practical Guide to Effective Listening (Fifty-Minute Series)*
by Diane Bonet.

Read: *You Just Don't Understand: Women and Men in Conversation* by Deborah Tannen.

Activity: Videotape a conversation to observe yourself listening. Debrief with a coach.

Listen: *Listening: The Forgotten Skill* by Madelyn Burley-Allen.

Start Today

Go out and initiate an informal conversation. Start by asking “open” questions. Then concentrate on paying 100% attention to the answer you get.

For the next 24 hours, keep a log of conversations you engage in (including telephone, e-mail, etc.) Identify personal barriers to listening (i.e., interrupting, distractions, concentrating on own reply.) Look for patterns.

Ask a trusted friend for feedback on your listening skills.

Tips

- It's not enough to listen, you should also communicate to the speaker that you're listening—show interest, give verbal and non-verbal cues that you're interested.
- Eliminate distractions (e.g., phone, computer) and create a good listening environment when possible.

Remember, the key to improving competency is not just learning about the skill but choosing a takeaway and developing an action plan to put new behaviors into practice until it becomes a natural response.

Development Action Planning Form

Step 1: Choose a competency area to develop.

Target Competency: _____

Step 2: Describe a positive outcome in the target area of competence; include your vision of a preferred future state.

Goal Statement: _____

Vision Statement: _____

Step 3: List the benefits of achieving your desired end state.

Benefits: _____

Step 4: Brainstorm the actions you might take to achieve your goal. For each, anticipate obstacles and options for overcoming them.

Action Steps	Obstacles	Options
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Step 5: Finalize your action steps based on your brainstorming in Step 4. Now, list each action you must take to achieve your goal, including time frames and resources you will need.

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ASSERTIVENESS

competency



Difficulty



Assertiveness

Effective performers readily offer opinions and take action even when their position may be unpopular. They are willing to challenge others appropriately when required. They are self-confident – they trust their own judgment and are not overly dependent upon the approval of others.

Level	Performance Indicators and Behavioral Examples
<div>4</div> <div>Strategic</div>	<ul style="list-style-type: none">• Models the executive self-assurance needed to project a positive organizational image in external forums.• Communicates a clear, confident and solid vision and purpose for the direction of the organization.• Listens to others, gathers information, but then can decisively follow own judgment.• Shows an appropriate conviction in the accuracy of own strategies and business decisions.• Exudes utmost confidence in own vision and strategies; believes completely in personal ability to achieve goals.
<div>3</div> <div>Advanced</div>	<ul style="list-style-type: none">• Has confidence and conviction based on experience and expertise.• Confidently champions opinions and programs.• Is comfortable when challenged in executive forums.• Isn't afraid to take an unpopular stand or to appropriately question group consensus.• Readily takes appropriate measured risks.
<div>2</div> <div>Applied</div>	<ul style="list-style-type: none">• Demonstrates the confidence to direct others; readily assumes team leadership responsibility.• Maintains own convictions in actions and decisions.• Is willing to take an unpopular stand or question group consensus when necessary.• Maintains own convictions in actions and decisions, yet indicates willingness to alter behavior based on valid suggestions of others.• When necessary, can express forceful opinions without alienating others.• Encourages team members to appropriately express their opinions and ideas.• Helps build confidence among team members.
<div>1</div> <div>Elementary</div>	<ul style="list-style-type: none">• Is a self-assured self starter; can take appropriate action without being overly dependent on the approval of others.• Is willing to express opinions or assert ideas when required. Is willing to assert self to get own ideas heard.• Has self-assurance in areas of core responsibility.• Approaches new tasks with confidence.• Accepts other opinions when appropriate.
<div>0</div> <div>Inadequate</div>	<ul style="list-style-type: none">• Fails to listen; interrupts.• Spends time planning rebuttal rather than listening to message.• Sends the impression that the speaker is not welcome, the message not wanted. No eye contact. No verbal or nonverbal affirmations.• Does not control environment to ensure open dialogue and prevent distractions (e.g., doesn't forward phone calls, leaves office door open, sets up a distant, too formal, seating arrangement, etc.).

Significance

Your ability to assert your point of view effectively is key to your ultimate success. At the root of Assertiveness is confidence—a fundamental trait that impacts all facets of your life. In organizational contexts, it is a disservice if you cannot confidently represent your expertise and your opinion.

Best Ways To Develop

Continuous development to enhance strengths and remedy any liabilities is essential to maintaining self-esteem. Expertise, integrity and communications, three components of personal power, create confidence, which allows you to be assertive. Build your confidence through these power sources.

Improving Your Capacity

Inventory your assets. You do have a lot to contribute, and knowing what that is can be a first step.

Be aware of the importance of nonverbal communication when you express yourself. Up to 70 percent of what you communicate is nonverbal. Passive, weak body language can undermine what you are trying to say.

Read: *When I Say No I Feel Guilty, Volumes I and II (for managers and executives)* by Manuel J. Smith.

Attend: Many workshops are readily available on the topic. Most people find them very helpful.

Start Today

Monitor your conversations for the next 24 hours. Note how many times you used “hedging” phrases: perhaps, possibly, if you don’t mind, etc. Avoid them in the future.

Pick a topic about which you are knowledgeable and passionate. Find an opportunity today to express yourself.

Consider times where you were assertive. What conditions enabled that behavior? How can you recreate those conditions?

Tips

- Know the difference between being right and being righteous.
- Watch for blind spots.
- Balance objectivity with sensitivity.
- Be willing to confront but remember to preserve the relationship.

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CHANGE AGILITY

competency



Difficulty



Change Agility

Effective performers are adaptable. They embrace needed change and modify their behavior when appropriate to achieve organizational objectives. They are effective in the face of ambiguity. They understand and use change management techniques to help ensure smooth transitions.

Level	Performance Indicators and Behavioral Examples
4 Strategic	<ul style="list-style-type: none">• Initiates, or authorizes, needed major organizational change; is an expert at change management (e.g., motivates organization toward needed change by constantly communicating vision of the preferred future that the change promises).• Is sought out to lead major change initiatives; successfully drives major change initiatives through the organization.• Understands the importance of managing transitions; establishes transition teams to successfully realize needed change.
3 Advanced	<ul style="list-style-type: none">• Is considered a valuable resource during organizational transitions; often serves on transition teams.• Consistently tests the temperature of organization/team/individual during transitions to ensure immediate action can take place; identifies those needing additional guidance and counsels them on how to effectively implement change.• Recognizes that change is often a positive opportunity for those involved, uses change as a growth opportunity through coaching staff, and even generates recommendations for change to help with organization and team growth.• Proactively presents opportunities for change; seeks innovative ways to operate, enjoys challenges.• Likes to reshuffle the deck toward more positive results.
2 Applied	<ul style="list-style-type: none">• Is seen by team as a “change agent” and leader when change occurs; influences others to see the benefits of change and possible positive outcomes.• Understands the leadership responsibility in publicly supporting needed change.• Skillfully manages the human side of functional change (e.g., involves others, frequently communicates preferred future, develops transition plans, celebrates milestones, etc.).• Employs basic change techniques (e.g., involves others, introduces change at right pace, honors past contributions, etc.).
1 Elementary	<ul style="list-style-type: none">• Adaptable; recognizes that change is necessary; has the ability to “roll with it.”• Handles organizational change smoothly; visibly supports organizational change initiatives; saves any criticism for behind closed doors with higher authority.• Personally models required change; does not take change personally; remains calm, supportive and productive during change.• Is positive and optimistic about change; has a “glass half full” philosophy that allows persistent enthusiasm during change.
0 Inadequate	<ul style="list-style-type: none">• Is unskilled at change management; doesn’t understand basic change management techniques, introduces change too quickly, doesn’t manage transition well, or makes change for the sake of change alone.• Lacks emotional control during change; is uncomfortable with ambiguity; displays apprehension about suggested change.• Resists or is unable to adjust to change; inflexible, too rigid, reinforces the status quo, wants things the way they used to be, “this isn’t how we used to do it.”• Undermines change efforts; ignores, avoids, blocks, complains, etc.; speaks negatively or gossips about change but does not speak to those in authority.

Significance

One reality, continuous CHANGE! There are actually several reasons why being flexible is important. One is your openness to potentially important new ideas. Another is your mental health (the world IS changing and resistance is stressful.) Finally, if you are in a leadership role, it is important that you model adaptive behavior. It is also important for leaders to proactively manage any change to ensure a successful transition.

Best Ways To Develop

Mindset is extremely important. Do you see change as a threat or an opportunity? Change your mindset and then explore new approaches to establish your new attitude. There is also an abundance of literature on managing organizational change, which leaders should read and understand.

Improving Your Capacity

It is essential that you first acknowledge that rigidity is detrimental.

This competency will require a support community to reinforce progress. Seek regular feedback from your support group.

Develop and maintain a sense of humor.

Don't attach too strongly to your ideas or your first idea. As you become more engaged in a project, you will come up with better ideas.

Live in the present. Fret less about the future. Don't let undigested memories burden you.

Read: *Leading Change* by John P. Kotter.

Read: *Transitions: Making Sense of Life's Changes* by William Bridges.

Activity: Take a Personality Inventory (e.g., Myers-Briggs) to learn about how your personality deals with change.

Start Today

Begin with manageable changes – one thing at a time, one day at a time.

Consider one decision you will make today. Stay flexible with it. Suspend immediate judgment. Remember, the longer you withhold judgment, the better your judgment will be.

Tips

- Become familiar with the body of knowledge on change management.
- Tolerate ambiguity, but don't neglect the need for structure (e.g., clear roles and responsibilities).
- Don't be so flexible that you are perceived as not having an opinion.

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COMMUNICATIVENESS

competency



Difficulty



Communicativeness

Effective performers recognize the essential value of continuous information exchange and the competitive advantage it brings. They actively seek information from a variety of sources and disseminate it in a variety of ways. They use modern technologies to access and circulate information, even across great distances. They take responsibility for ensuring that their people have the current and accurate information needed for success.

Level	Performance Indicators and Behavioral Examples
<div>4</div> <div>Strategic</div>	<ul style="list-style-type: none">• Holds organization accountable for maintaining effective communications. Champions a work environment where informal communications are welcome.• Establishes formal (e.g., town hall meetings) and informal (e.g., brown bag lunch get-togethers) structures that support informal information-sharing.• Creates corporate-wide systems that promote formal and informal communication.• Is instrumental in establishing sustainable organization-wide communication initiatives (e.g., best practice sharing, company forums, etc.).• Advocates information flow as a competitive advantage.
<div>3</div> <div>Advanced</div>	<ul style="list-style-type: none">• Consistently and effectively communicates with a wide spectrum of people at all levels.• Implements sustainable communication procedures for their area of responsibility (e.g., regular meetings, newsletters, etc.).• Finds innovative ways to share knowledge (e.g., websites, chat rooms, net meetings, etc.).• Holds department or functional unit accountable for aggressive knowledge-sharing.• Proactively shares best practices with others to enable them to perform at higher levels.• Establishes communication vehicles and procedures to enhance team effectiveness.• Easily accessible, approachable and open; personal style encourages free flow of information.
<div>2</div> <div>Applied</div>	<ul style="list-style-type: none">• Creates formal and informal venues for the team to share information. Consistently encourages and expects information sharing within team and direct reports.• Regularly solicits information from peers and external sources. Is easily accessible, approachable and open; personal style supports free flow of information.• Actively includes others in projects and decisions.• Uses a variety of forums for sharing information (e.g., e-mail, discussion groups, forums, other technology vehicles, etc.).• Schedules regular team meetings to ensure frequent and timely communications. Flags new information to teammates to ensure that everyone is on the same page.
<div>1</div> <div>Elementary</div>	<ul style="list-style-type: none">• Is proactive in sharing important information; shares needed information in a timely manner.• Is easily accessible, approachable and open.• Supports free flow of information; responds to communications promptly and effectively.• Escalates needed information promptly up the chain of command.
<div>0</div> <div>Inadequate</div>	<ul style="list-style-type: none">• Is isolated and uncommunicative; actively or passively withholds important information; does not input or forward information.• Does not differentiate when communicating (e.g., creates or forwards an overabundance of e-mails).• Spends more time communicating than working; gossips, shares information inappropriately.• Does not take advantage of available tools (e.g., e-mail) to communicate with others.• Fails to document work or make that documentation available to be accessed by others if needed.

Significance

Today's business climate is changing rapidly, and the pace is increasing daily. This dynamic context mandates active communications across all organizations to ensure the right information is in the right hands at the right time. Active communications are especially important in transnational organizations where cross-cultural barriers can sometimes hinder information transfer.

Best Ways To Develop

Learn to leverage communications and information technologies. It is essential that you learn to value the need to communicate and to communicate proactively! To improve your performance in this competency, you must become proficient across all the various communication competencies: informal, listening, writing and presentation.

Improving Your Capacity

Read: *The Business of Listening: A Practical Guide to Effective Listening* by Diane Bonet

Read: *Listening: The Forgotten Skill* by Madelyn Burley-Allen

Read: *Good Leaders Ask Great Questions* by John Maxwell

Read: *People Skills for Business* by Melissa Converas

Read: *Can't Get Through: 8 Barriers to Communication* by Kevin Hogan

Read: *Just Listen: Discover the Secret to Getting Through to Absolutely Anyone* by Mark Goulston

Activity: Concentrate on initiating communication. Ask classmates and professors what information they would like to receive from you. Think about what you tend to avoid.

Activity: Regularly exercise all channels. Be the first to initiate communication with others.

Activity: Continually ask questions about both content and process.

Start Today

Create a casual situation for exchanging thoughts with those around you.

Identify an area of knowledge that you should be sharing with others; set up a method of communicating it regularly.

Prepare an information file for collecting and disseminating information.

Tips

- Prioritize information to avoid data dumping.
- Share your knowledge; don't hoard it.
- Maximize the use of technology to facilitate information exchange.
- Use technology to expand your world, not replace it.

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COMPOSURE

competency



Difficulty



Composure

Effective performers maintain emotional control, even under ambiguous or stressful circumstances. They are able to demonstrate emotions appropriate to the situation and continue performing steadily and effectively.

Level	Performance Indicators and Behavioral Examples
<div>4</div> <div>Strategic</div>	<ul style="list-style-type: none">• Sets an overall positive emotional tone for the organization (e.g., professional, composed, optimistic, etc.).• Continues to perform effectively under extremely challenging circumstances.• Can be counted on to exhibit the calm, controlled demeanor required of executive leadership role.• Leads the organization through changing or ambiguous situations with appropriate emotions.
<div>3</div> <div>Advanced</div>	<ul style="list-style-type: none">• Sets appropriate emotional tone within area of responsibility; helps others regain emotional control.• Uses emotional detachment to transmit appropriate emotional tone to the group or function.• Retains emotional control even under the most stressful circumstances.
<div>2</div> <div>Applied</div>	<ul style="list-style-type: none">• Understands the need to demonstrate appropriate emotions in positions of responsibility.• Is reliably calm, cool and collected.• Demonstrates ability and comfort in adapting to changing situations.• Is comfortable; does not appear distressed when challenged.
<div>1</div> <div>Elementary</div>	<ul style="list-style-type: none">• Able to remain composed during the normal stress and ambiguity present in the work environment.• Reacts to change with appropriate emotions.• Does not reinforce inappropriate emotions in others; remains suitably neutral when required.• Remains effective in new and unusual circumstances; overcomes inherent stresses.
<div>0</div> <div>Inadequate</div>	<ul style="list-style-type: none">• Appears uncomfortable in ambiguous or stressful situations.• Has inappropriate emotional outbursts.• Loses emotional control, even in routine work settings.• Gets caught up in emotions of others.• Fails to maintain productivity in stressful circumstances.

Significance

Inappropriate or extreme emotion can reduce your effectiveness—it can cloud your judgment, muddle your message or poison the atmosphere. It is especially important that leaders constructively demonstrate emotions for appropriate emphasis and control less constructive emotions when necessary.

Best Ways To Develop

Learn to monitor your emotional state and practice controlling expression of your feelings. This is a difficult competency to master, making it a good idea to garner a support community.

Improving Your Capacity

Exercise is extremely important for managing stress and staying composed. Diet and sleep are also key ingredients.

Humor and comedy can lighten your mood and spirit.

Balance your life. Have hobbies and outside interests.

Develop friendships—it is important to have social support.

Compartmentalize different parts of your life and live this part in this moment.

Identify any potentially distracting emotion, freeze-frame it, and refocus yourself on the task at hand.

Read: *Emotional Intelligence: 10th Annual Edition; Why It Can Matter More than IQ*
by Daniel Goleman.

Read: *The 7 Habits of Highly Effective People* by Stephen Covey.

Start Today

Take a walk! It's good exercise and stress relief.

Identify negative emotions you experience today and vent them in a letter you will never send.

Share a joke or funny story; make light of a stressful situation.

Tips

- Be aware that your emotions as the leader directly influence your team's emotions and stability.
- Keep providing the spark and passion; it is vital to organizational energy.
- Don't strive for constant calmness or you may appear dispassionate, insensitive.
- Identify your personal stressors and stress relievers; cultivate techniques to relieve stress.

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CONFLICT MANAGEMENT

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Conflict Management

Effective performers recognize that conflict can be a valuable part of the decision-making process. They are comfortable with healthy conflict and support and manage differences of opinion. They thwart destructive competition or friction, and use consensus and collaboration to debate and resolve issues.

Level	Performance Indicators and Behavioral Examples
<div>4</div> <div>Strategic</div>	<ul style="list-style-type: none">• Uses executive position to personally model a win-win standard of conflict resolution.• Creates an organizational environment in which constructive conflict is encouraged and managed to the benefit of the organization.• Establishes structures that support healthy debate and discussion over conflicting positions.• Establishes rewards and recognition for healthy conflict behaviors.
<div>3</div> <div>Advanced</div>	<ul style="list-style-type: none">• Successfully mediates conflict between groups.• Encourages debate and discussion across functional lines.• Models open debate over conflicting opinions.• Establishes formal opportunities to air differing opinions and conflicting ideas.• Is skilled at turning aggressive conflict into healthy debate of issues.
<div>2</div> <div>Applied</div>	<ul style="list-style-type: none">• Exhibits a collaborative approach; models and supports a collaborative conflict style within the team.• Offers opposing ideas in a negotiable manner.• Listens to both sides before intervening.• Is comfortable working with others with conflicting opinions.• Successfully mediates conflict between group members.• Promotes healthy conflict to create meaningful discussions.• Provides opportunities for differing opinions on the team to be heard and debated.
<div>1</div> <div>Elementary</div>	<ul style="list-style-type: none">• Offers opposing opinions appropriately.• Seeks win-win solutions.• Enters into debate without personal animosity; avoids personalizing conflict.• Recognizes the value of differing opinions to the benefit of the organization.
<div>0</div> <div>Inadequate</div>	<ul style="list-style-type: none">• Takes a “win-lose” attitude with others.• Gives in to others’ views to avoid conflict; consistently defers to others.• Avoids taking sides or always sides with the majority.• Creates unnecessary conflict in the group.• Reacts to conflict inappropriately; overreacts to or personalizes conflicting opinions.

Significance

Conflict is inherent in virtually all environments, and is actually a useful tool when managed constructively. Left unmanaged, though, conflict can destroy an entire organization. Healthy debate comes from good conflict management, and is a valued skill in all walks of life.

Best Ways To Develop

The first requirement in learning to manage conflict is self-awareness. Use a professional instrument (self-test) to assess your approach to conflict, and seek feedback from others. Learn to monitor your emotional involvement in a potential conflict; expression of emotion can reveal how important a situation is to you. This is critical information, but be aware you might be less willing to collaborate if you are feeling strongly about an issue.

Improving Your Capacity

Prepare yourself before managing difficult situations; choose the appropriate time and place, ask a neutral third party to help mediate if needed, etc. Find common ground, focus on areas you both want.

Increase your competency in Active Listening to enhance your ability to manage conflict. Listen, paraphrase, even when you disagree.

Read: *Difficult Conversations: How to Discuss what Matters Most* by Douglas Stone, Bruce Patton, Sheila Heen, and Roger Fisher.

Read: *Fierce Conversations: Achieving Success at Work & in Life, One Conversation at a Time* by Susan Scott.

Read: *Work it Out: Clues for Solving People Problems at Work* by Sandra Krebs Hirsch.

View: *The Art of Resolving Conflicts in the Workplace: Six Strategies for Resolving Office Conflicts* produced by Kantola Productions.

Start Today

Investigate and attend a Conflict Management course; ensure that it contains role-playing to practice the competence.

Arrange to be tested with a Myers-Briggs, Thomas Kilmann or other such psychological instrument to evaluate your conflict style.

For the next 24 hours, keep a log of all conflicts you encounter. Look for patterns in people, content, timing, mindset, environment, etc. Begin to analyze your personal role with conflict: Do you avoid? Instigate? Aggravate?

Tips

- Encourage debate and discussion, but keep it focused on the business, not the person.
- When conflict erupts, step in to manage it before it becomes unproductive.
- Don't let fear of conflict keep you from debating important issues.
- Avoid rigid positions; be flexible.

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DRIVE/ENERGY

competency



Difficulty



Drive/Energy

Effective performers have a high level of energy and the motivation to sustain it over time. They are ambitious and passionate about their role in the organization. They have the stamina and endurance to handle the substantial workload present in today's organizations. They are motivated to maintain a fast pace and continue to produce even in exhausting circumstances.

Level	Performance Indicators and Behavioral Examples
<div>4</div> <div>Strategic</div>	<ul style="list-style-type: none">• Demonstrates a continuously high level of pride and enthusiasm about the organization's brand and company.• Leverages opportunities to publicly recognize the organization's achievements and contributions (e.g., town hall meetings with associates, press releases, all-hands communications, etc.).• Demonstrates authentic passion toward the organization through words and deeds; understands the executive's role in creating contagious enthusiasm throughout the organization.• Establishes strategic goals and metrics to energize motivation for needed results for the organization.
<div>3</div> <div>Advanced</div>	<ul style="list-style-type: none">• Sets the pace for the functional work ethic and standards.• Conducts business at a fast pace and high energy level, even in trying or exhausting circumstances.• Leverages functional meetings and communications to energize associates toward company mission and vision.• Works enthusiastically and productively, even in strenuous circumstances.• Establishes structures and processes that recognize and reward enthusiastic drive toward results.
<div>2</div> <div>Applied</div>	<ul style="list-style-type: none">• Demonstrates an understanding of the importance of continuously modeling motivation; displays optimism and positive attitude (verbally and non-verbally) to team; speaks confidently about the organization; recognizes and reinforces enthusiasm in other team members.• Initiates important programs with passion and enthusiasm; communicates energy and passion in daily activities.• Maintains a high level of energy for sustained periods.• Looks for high energy and enthusiasm when hiring.• Maintains a team environment that rewards high energy and enthusiasm; finds ways to instill passion in team members and a sense of urgency to get the job done.
<div>1</div> <div>Elementary</div>	<ul style="list-style-type: none">• Is a hard worker – a go-getter; willingly puts in overtime when needed.• Consistently shows up on time, pays attention and strives to do his/her best.• Displays a visibly positive attitude about working for the organization.• Drives enthusiastically toward needed results.
<div>0</div> <div>Inadequate</div>	<ul style="list-style-type: none">• Has a poor attendance record; is unreliable; is frequently late to work or meetings.• Fails to maintain an effective work pace over time; falls behind.• Appears uninterested in the organization or the job.• Criticizes and complains at work.

Significance

Energy equates to capacity. All the talent in the world matters little if you run out of gas short of the finish line! Your drive and motivation are the engines for your success.

Best Ways To Develop

Your energy and stamina are a function of your health, conditioning and stress levels. Improving your diet, exercise, sleep patterns and emotional health (e.g., developing strong support networks) all will contribute to higher and more consistent energy levels. Examine those situations in which you have been highly motivated; what were the factors involved? Learn to leverage those factors in the future.

Improving Your Capacity

Engage regularly in a physically active avocation like hiking or biking (in addition to reading and computers).

Vary your routine when you are in the middle of a long or difficult project. Changing the predictable can raise your energy levels and inspire new ideas.

Determine what time of the day you normally peak and schedule the most important things then.

Display visual measures of progress. Seeing physical evidence of your headway is motivational.

Read: *You Don't Have to Go Home From Work Exhausted!: A Program to Bring Joy, Energy and Balance to Your Life* by Ann McGee-Cooper.

Read: *The Energy Bus: 10 Rules to Fuel Your Life, Work and Team with Positive Energy* by Jon Gordon and Ken Blanchard

Read: *Drive: The Surprising Truth About What Motivates Us* by Daniel Pink

Read: *Why We Do What We Do: Understanding Self-Motivation* by Edward L. Deci

Activity: Explore personality inventories (e.g., Meyers-Briggs Personality Inventory) or career interest measurements (e.g., Strong Interest Inventory) to isolate the situations or jobs that give you energy.

Start Today

Identify one or more people in your environment who “bring you up.” Arrange to spend some time with them.

Go for a walk outside (possibly to a coffeehouse!). Raise your heart rate and change your venue.

Ask a friend when they have seen you the most motivated. What did it involve, and can the situation be replicated?

Tips

- Pace yourself. Most tasks are more like marathons than sprints.
- Develop a hobby or avocation; you need balance and recreation for renewed energy.
- Don't underestimate the importance of nutrition, rest and exercise.
- Ask yourself what drives you. Explore your passions.

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INFLUENCE

competency



Difficulty



Influence

Effective performers are skilled at directing, persuading and motivating others. They are able to flex their style to direct, collaborate or empower, as the situation requires. They have established a personal power base built on mutual trust, fairness and honesty.

Level	Performance Indicators and Behavioral Examples
4 Strategic	<ul style="list-style-type: none">• Develops and implements appropriate and creative recognition, rewards and incentives to move the organization to action.• Influences across all levels of the organization, and with external organizational stakeholders, through strong communications skills (primarily verbal), impactful messages and personal appeal (charisma).• Motivates others by creating and communicating a positive agenda (e.g., the vision for organizational growth, compelling stories, etc.).• As a leader, remains persistently optimistic, especially during challenging periods (e.g., economic slow-down, loss of customer, etc.).• Has a commanding presence; has impact.
3 Advanced	<ul style="list-style-type: none">• Communicates a legitimate, consistent agenda across multiple functions to provide clear direction.• Understands the dynamics of power and the responsibilities of leadership; is politically astute but avoids abuses of power.• Clearly articulates advantages to situations and validates areas of potential concern; uses credible examples to support thinking; is able to tie perspective to a desired outcome.
2 Applied	<ul style="list-style-type: none">• Is a visible, steady and reliable team leader; is able to identify and communicate compelling motivators (i.e., provides variety in task assignment, autonomy in decision making, assigns complete tasks (not just parts), provides feedback and explains meaning).• Presents a positive presence; projects contagious enthusiasm (smiles, shows non-verbal energy).• Is respected (influential) for technical expertise; influences others through ready dissemination of needed technical know-how.• Communicates decisions and supporting rationale in a way that is respectful of others and their opinions.• Effectively adjusts influence style to fit the needs of the team member: directs others (e.g., with a “rookie”) or involves others (e.g., with an expert).• Offers timely and specific verbal recognition and encouragement to pull team members toward goals.
1 Elementary	<ul style="list-style-type: none">• Is capable of being persuasive and able to motivate others within scope of responsibilities.• Communicates clearly and effectively in informal settings.• Gains respect (i.e., influence through open, honest and fair treatment of others).• Is responsive, gains admiration (i.e., influence through acknowledging requests quickly, listening attentively, fulfilling assignments completely).• Practices what he/she preaches; walks the talk; keeps promises; is respectful.• Does his/her homework; is well prepared when attempting to influence.
0 Inadequate	<ul style="list-style-type: none">• Lacks one or more of the qualities needed for personal power: consistency, fairness, equity, ability to self-disclose or solicit feedback, ability to articulate a compelling message, experience/expertise that garners professional respect, etc.• Unable to call upon more than one style to influence (e.g., directive, participative, etc.).• Relies primarily upon positional power (e.g., fear of punishment, promise of tangible reward, etc.) to prompt others to act.• Imposes own beliefs/decisions without consideration of others.• Is not assertive (e.g., does not voice an opinion one way or the other, cannot constructively confront others when necessary).• Does not offer rationale or supporting data.• Does not proactively identify questions or concerns of others.• Avoids or circumvents dissenting opinions.• Manipulates the situation for personal purposes rather than what’s best for the team or the business.

Significance

Your ultimate impact, the footprints you leave in the sands of time, are a result of how influential you have been. The skillful use of influence, not to manipulate, but to persuade others of your legitimate agenda, is essential to realizing your positive contributions. A vision is merely a dream unless you have the ability to rally others to your cause. Remember your leadership energy is important. Enthusiasm is contagious, but so is melancholy. Optimism is an essential trait of leadership because expectations color outcomes.

Best Ways To Develop

First, inventory your current sources of influence. Do you have a clear message? Have you clarified your value system—your moral compass (what is right or wrong?) Are you a good communicator? Do people respect you? All of these build power. Leverage your strengths and seek to remedy any power gaps. For example, become a better presenter, refine your message, increase your expertise, study and emulate effective leaders you know, etc.

Improving Your Capacity

When directing others, specific objectives will influence people more than general statements.

Use incentives and rewards creatively, frequently, and appropriately.

- Read:** *Helping: How to Offer, Give, and Receive Help* by Edgar H. Schein
- Read:** *How to Win Friends and Influence People* by Dale Carnegie
- Read:** *Humble Inquiry* by Edgar H. Schein
- Read:** *Influencing With Integrity* by Geine Z. Laborde.
- Read:** *The Leadership Challenge, Third Edition* by James Kouzes and Barry Posner.
- Read:** *Leaders: The Strategies for Taking Charge* by Warren G. Bennis and Burt Nanus.
- Read:** *Lincoln on Leadership* by Donald T. Phillips
- Activity:** Take a self-test on your power preferences, (e.g., Power Source Indicator offered by Organization Systems International.)
- Activity:** Interpersonal Influence Inventory III offered by HRDQ.com.
- Activity:** Sign up for a leadership workshop.

Start Today

Be there. Be physically available often and able to be reached almost always.

Write a personal mission and values statement; clarify what you believe in.

Seek immediate feedback on your ability to convey your enthusiasm and passion for what you believe in; realize that up to 70% of your message is nonverbal.

Tips

- Be aware that not all influence is intentional: as a leader you are always on stage.
- Influence is built on the personal power sources of expertise, integrity and compelling communications.
- To get positive performance, approach challenges with a positive attitude—expectations color outcomes.

Influence Style Indicator by Discovery Learning Inc.

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INITIATIVE

competency



Difficulty



Initiative

Effective performers are proactive and take action without being prompted. They don't wait to be told what to do or when to do it. They see a need, take responsibility and act on it. They make things happen.

Level	Performance Indicators and Behavioral Examples
<div>4</div> <div>Strategic</div>	<ul style="list-style-type: none">• Proactively creates and implements organization-wide or extra organizational initiatives.• Establishes enterprise-wide sustainable structures and processes to recognize and reward initiative.• Sets the tone for the organization to promote initiative as a needed and valued trait.• Consistently looks for opportunities to improve the organization; creates new and innovative systems to gain competitive advantage.
<div>3</div> <div>Advanced</div>	<ul style="list-style-type: none">• Takes the initiative even under challenging, new or unusual circumstances.• Consistently looks for opportunities to implement new initiatives.• Acts with a high degree of independence; does not wait for others to take action.• Initiates important programs without being prompted.
<div>2</div> <div>Applied</div>	<ul style="list-style-type: none">• Seeks challenges beyond job description (e.g., volunteers for cross functional teams or organization-wide initiatives).• Encourages initiative in others; formally recognizes new ideas.• Acts without prompting; if something needs to be done, does it; does not wait for direction or the approval of others.• Initiates action, while also willingly taking responsibility to manage to completion.• Rewards initiative in others; encourages others to be proactive.
<div>1</div> <div>Elementary</div>	<ul style="list-style-type: none">• Consistently initiates ideas and actions (e.g., usually one of the first to speak out in meetings).• Offers opinions without prompting; provides valuable unsolicited input or assistance.• Takes the initiative when appropriate for role; takes required action without being prompted.• Asks needed questions to stay on top of the current situation.
<div>0</div> <div>Inadequate</div>	<ul style="list-style-type: none">• Waits to be invited, or told to act; waits for opportunities to come to him/her.• Fails to act when needed; requires reminders and follow-up from others.• Is passive in meetings.• Discourages initiative in others.• Accepts the status quo.• Does only what's expected.

Significance

There has never been a high performer identified who isn't proactive. Being a self-starter is an absolutely essential competence if you want to excel.

Best Ways To Develop

Begin with self-reflection. Clarify what you value. Identify your purpose; this gives you confidence. Match your personal sense of purpose to your potential employer's goals and values. Seek opportunities to act on shared purpose and goals. Don't be afraid to take on a project or act on an idea. Remember good judgment comes from experience and experience comes from bad judgment!

Improving Your Capacity

Set goals and establish timelines. Go public with your initiatives—make yourself accountable.

If you procrastinate, diagnose “why.”

Begin focusing on the positive outcomes of your initiative—what could be.

Don't be afraid to make a mistake. Take action—remember you can't steal second base if your foot is still on first base.

Read: *The 7 Habits of Highly Effective People* by Stephen Covey.

Activity: Participate in a natural adventure like Outward Bound; gain transferable confidence in a new situation.

Start Today

Take out a sheet of paper and list the things you tend to put off. Look for patterns.

Try something new today! Drive a different way to work, sleep on the other side of the bed and order something different for lunch.

Break an overwhelming project down to bite-size pieces. In time management this is called the “Swiss cheese” approach. Learn to punch a hole in a big project one at a time.

Tips

- Don't be afraid to make a mistake.
- Don't always wait to be told what to do.
- Encourage initiative in others.

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ORGANIZING & PLANNING

competency



Difficulty



Organizing & Planning

Effective performers have strong organizing and planning skills that allow them to be highly productive and efficient. They manage their time wisely and effectively prioritize multiple competing tasks. They plan, organize and actively manage meetings for maximum productivity.

Level	Performance Indicators and Behavioral Examples
4 Strategic	<ul style="list-style-type: none">• Provides framework for setting priorities across the organization: sets mission, key values and key initiatives that alert others to current important and urgent items.• Effectively handles multiple, often competing company, competitor, customer and stakeholder demands at the highest level.• Establishes efficiency measures for the organization (e.g., metrics within a balanced score card).• Continually communicates changing priorities to the organization at-large to aid others in setting local priorities.
3 Advanced	<ul style="list-style-type: none">• Consistently anticipates problems before they are obvious to others; prevents potential problems from happening.• Is expert at changing priorities as the situation demands.• Designs function and supporting roles to maximize efficiency.• Aligns functional priorities to accommodate organization-wide strategies and objectives.• Manages competing priorities across teams; reassigns and reorganizes to meet needs of multiple teams; anticipates needs and conflicts; overcomes obstacles.
2 Applied	<ul style="list-style-type: none">• Establishes and communicates team priorities based on organization's mission, initiatives and goals.• Trains and develops staff to increase productivity (e.g., teaches time management skills, delegation skills, etc.).• Constantly reassesses the situation to ensure correct priorities; is able to switch gears easily between different issues, changing priorities; continually asks "what is the best use of my time now?"• Maximizes time by creatively using time management tools and techniques; delegates, establishes project plans, holds review meetings, etc.• Holds efficient meetings.• Monitors and prioritizes competing staff assignments to maximize resources.• Communicates changing goals or priorities to the team and helps them reorganize.
1 Elementary	<ul style="list-style-type: none">• Effectively prioritizes, manages and completes multiple tasks.• Meets deadlines based on known, shared priorities.• Completes work assignments on time and at or above expected standards.• Reassesses priorities throughout the day based on needs of the organization.• Makes good use of time management tools (e.g., calendar/planners, task lists, etc.).• Differentiates key issues from distractions for best use of time.
0 Inadequate	<ul style="list-style-type: none">• Is disorganized; does not use time management tools (e.g., no calendar/planner, tracking lists, etc.); can't find things; work area is in disarray; overlooks or forgets commitments; gets lost in details.• Wastes time; uses planning or preparing as a substitute for doing; is often stuck, doesn't know how to begin or move forward; can't figure out "what do I do now?"• Does not produce needed results; misses deadlines; takes far longer than expected to complete assignments; always has a number of unfinished, often old, projects on the to-do list; dumps work to others despite having time to complete it him/herself.• Isn't able to juggle a variety of work requests; can't accomplish a series of tasks; processes tasks sequentially rather than in parallel; takes on too many projects at once.• Prioritizes projects incorrectly (e.g., spends too much time on low priority projects, and fails to address urgent issues).

Significance

Efficiently managing scarce resources (e.g., time, talent, money) equates to profitability. Being productive can create the slack resources needed to move ahead.

Best Ways To Develop

Organizing and planning skills can often be developed through a good time management workshop. A reputable seminar can provide you with the fundamentals of organizing and planning your work.

Improving Your Capacity

Explore available organizing technology. If you aren't leveraging modern tools (e.g., Outlook, Palm Pilots, Blackberries, etc.), you need to!

- Read:** *Competing Against Time: How Time-Based Competition Is Reshaping Global Markets* by George Stalk
- Read:** *First Things First: To Live, to Love, to Learn, to Leave a Legacy* by Stephen Covey, Roger A. Merrill and Rebecca Merrill
- Read:** *How To Be Organized in Spite of Yourself: Time and Space Management That Works With Your Personal Style* by Sunny Schlenger and Roberta Roesch
- Activity:** Take an in-basket simulation to test your organizational skills. This exercise is an excellent way to learn your time management strengths and weaknesses as well as learn new techniques (contact Organization Systems International).

Start Today

Separate your daily tasks into "A", "B" and "C" priorities. Estimate the time you will need to complete your tasks. Then fill time slots with the appropriate tasks.

Schedule quiet time today (and every day!) to reflect on your task accomplishments and plan best use of time for tomorrow.

If you face an overwhelming task, break it down into manageable pieces and schedule a piece a day to get it done.

Tips

- Use mission, vision and values to help prioritize.
- Take advantage of time management tools.
- Don't plan in a vacuum—involve those who will be impacted by the plan.

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PRESENTATION SKILLS

competency



Difficulty



Presentation Skills

Effective performers are able to organize and deliver public speeches that effectively inform or persuade audiences. They are adept at using current presentation technologies and media formats. They are able to field audience questions comfortably and confidently.

Level	Performance Indicators and Behavioral Examples
4 Strategic	<ul style="list-style-type: none">• Frequently presents for the organization in high profile or sensitive situations (e.g., shareholder meetings, press conferences, industry conference presentations, etc.).• Gives powerful, cutting-edge presentations using innovative techniques and media.• Has exceptional rapport with audience; connects easily; uses rhetorical questions; invites audience participation.• Is very adept at managing challenging questions from the audience; stays composed, repeats question, looks at questioner, provides credible answers, or admits lack of knowledge.• Is very skilled at managing hostile or volatile audiences; effectively handles high-profile audiences.
3 Advanced	<ul style="list-style-type: none">• Likes the challenge of formal speaking; likes being on stage and does it well.• Uses multiple media creatively; effectively uses electronic tools, handouts, demonstrations and video.• Gives presentations that are very interesting; uses language cleverly, tells stories, provides facts and quotes, etc.• Is skilled at fielding questions from the audience.• Adjusts to audience response by modifying timing and/or content mid-delivery.• Often gives presentations for very large audiences.• Has a powerful impact (learned or innate) when speaking; easily captures the audience; knows how to “turn it on” for the audience.
2 Applied	<ul style="list-style-type: none">• Is good at speaking in front of the team and enjoys it; has developed a style to engage and educate the audience; knows how to hold audience interest.• Engages the audience by eliciting discussion and making the presentation interactive.• Consistently prepares well; knows the content thoroughly; fine-tunes and practices before presenting.• Incorporates audience feedback and questions, yet stays on course and on time; paces the presentation to fit the audience; shows confidence and expertise when answering audience questions.• Takes advantage of internal presentation skills training and looks for opportunities to hone and practice this skill.• Is skillful with current multi-media presentation equipment and methods.
1 Elementary	<ul style="list-style-type: none">• Uses and interprets non-verbal behaviors to enhance understanding; maintains eye contact; uses appropriate facial expressions, gestures and postures to demonstrate attentiveness.• Shows full attention; does not interrupt.• Asks basic questions to clarify.
0 Inadequate	<ul style="list-style-type: none">• Resists speaking in front of groups; avoids giving presentations. Misses opportunities to speak.• Continues to be visibly uncomfortable speaking in front of groups, even after some experience with presenting; stammers, speaks too softly or quickly, avoids eye contact, can't organize thoughts, etc.• Delivery isn't effective; lacks enthusiasm; pace or fluidity is off; delivery is mechanical or monotonous; reads slides verbatim; talks at the audience; language is too technical, too formal/informal, etc.• Talks are poorly organized; audience can't follow train of thought; no documentation provided, etc.• Fails to prepare adequately; does not know the material; can't respond to audience questions; uses poor visuals or can't connect visuals with the topic.

Significance

In addition to adding a medium to communicate your message, mastering the competency often listed as the “most feared” can give you confidence that spills over into other areas. It goes without saying that organizational leaders must be able to communicate to formal groups.

Best Ways To Develop

By attending a reputable workshop that offers several opportunities to be videotaped and receive expert feedback. There is nothing like this “out of body” experience to highlight strengths and identify areas for improvement.

Improving Your Capacity

Take every opportunity to speak in front of people – at meetings, on committees, etc.

Use multiple media. Audiences are twice as likely to remember what they both see and hear.

Remember: you never look as nervous as you feel.

Look at your audience, speak loud enough to be heard and clear enough to be understood.

Use gestures to enhance your message.

Give practice presentations and get immediate feedback

Read: *Bulletproof Presentations* by Michael G. Campbell.

Read: *How to Prepare, Stage, and Deliver Winning Presentations* by Thomas Leech

Activity: Attend workshop, Delivering Successful Presentations by Toastmasters.

Start Today

Make an opportunity to present in front of a group. Start with a small informal group, but prepare a formal presentation.

Learn Microsoft PowerPoint presentation software.

Tips

- Weigh content against image. Are you presenting, or pontificating?
- Do your homework. Organize your materials, know your audience.
- Practice, practice, practice!

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PROBLEM SOLVING AND DECISION MAKING *competency*



Difficulty



Easy
Stroll

Tough
Climb

Problem Solving and Decision Making

Effective performers are able to identify problems, solve them, act decisively and show good judgment. They isolate causes from symptoms, and compile information and alternatives to illuminate problems or issues. They involve others as appropriate and gather information from a variety of sources. They find a balance between studying the problem and solving it. They readily commit to action and make decisions that reflect sound judgment.

Level	Performance Indicators and Behavioral Examples
4 Strategic	<ul style="list-style-type: none">• Is expert at anticipating and creatively solving the organization's strategic problems.• Maintains and taps an external executive network for in-depth analysis of strategic challenges.• Debriefs key strategic decisions (especially faulty ones) with senior team to learn from them.• Demonstrates ability to make decisions and rally necessary resources and stakeholders quickly in company-wide crisis situations.• Continually tracks strategic decisions and monitors impact in order to improve future decision-making.
3 Advanced	<ul style="list-style-type: none">• Is recognized for cross-organization analytical skills; is sought out for high level problem solving sessions.• Mentors, trains, and empowers others to methodically analyze problems and make quality decisions for the organization.• Proactively considers cross-team impacts or integration opportunities when reviewing problem/solution.• Considers short- and long-term outcomes, strategic scenarios and overall impact for clients and for the organization when making decisions.• Facilitates functional and cross-team decision-making sessions; consistently applies creative problem solving techniques (e.g., brainstorming, consensus decision making process, etc.).
2 Applied	<ul style="list-style-type: none">• Analyzes and anticipates unintended consequences when making recommendations or decisions.• Forms informal problem solving teams; regularly forms and leads problem solving groups.• Actively solicits opinions and input from others as part of the decision-making process; solicits ideas from the team; encourages team members to be part of the process when necessary; looks outside of immediate work group for input; takes advantage of experiences of others.• Coaches team in creative problem solving; treats problem solving as a learning opportunity for self and team (team members report multiple opportunities to grow their problem solving skills with valuable coaching from their manager).• Steps back from the issue to see the big picture; considers the broader picture; considers potential impact on stakeholders, customers and the organization when making decisions.• Surfaces and solves problems in a timely manner; clearly decides and then willingly commits to action.
1 Elementary	<ul style="list-style-type: none">• Effectively uses appropriate decision-making techniques (e.g., properly identifies root problem, involves others, gathers data before deciding, generates more than one solution, withholds making decision until underlying issues are clear, etc.)• Escalates problems to appropriate authority as needed.• Is objective; is able to evaluate facts apart from personal bias.• Willingly collaborates to help solve problems.• Willingly provides useful input and feedback to more senior team members to aid in decision making.• Asks questions; is able to isolate problem and generate acceptable alternative solutions.• Identifies key decisions within area of responsibility.
0 Inadequate	<ul style="list-style-type: none">• Fails to recognize and address problems; misses key problems; doesn't engage key problems quickly enough to prevent negative consequences.• Lacks knowledge of problem-solving methodology (e.g., gathering information, generating alternatives, screening criteria, etc.).• Is not open to collaborative discussion to assess problems and generate alternative solutions; does not involve others appropriately.• Has tunnel vision—only considers what's obvious, or one way to do it; fails to see patterns within the problem; does not consider alternatives when making decisions.• Makes decisions without necessary information; does not adequately research problems; jumps to conclusions without adequate analysis.• Is indecisive, unable to make decisions; gets stuck.• Over-analyzes; spends too much time on simple problems.• Gets personally involved, too attached, and loses objectivity.• Decisions reflect poor judgment; lacks the experience in key areas for needed insights.

Significance

The result of competence in Problem Solving & Decision Making is good judgment. The team's success is the result of the accumulated impact of the thousands of judgments made by members on a daily basis. Your ability to render good judgments is paramount.

Best Ways To Develop

First, participate in a reputable workshop that explores the fundamentals of good decision-making (use of a simulation is preferred), and then bring your learning back to school and practice in a coached environment. For example, ask your professor or team leader for feedback during, and after, the decision making process.

Improving Your Capacity

Analyze a real company case, good or poor. Ask what went right, or wrong, in the decision making process.

Keep in mind that every decision involves an element of risk. Balance analysis with timeliness.

Identify the key elements in decision-making and key concepts. For example, know that the longer you withhold judgment the better your judgment will be. Keep an open mind during the discovery phase of decision-making.

Do not make decisions in a vacuum. People, data, facts and models are some of the most important decision-making tools.

Read: *Decisive: How to Make Better Choices in Life and Work* by Chip Heath and Dan Heath

Read: *How to Solve (just about) Any Problem* by Greg Z. Faiberg

Read: *Think Twice: Harnessing the Power of Counterintuition* by Michael J. Mauboussin

Read: *Thinking Fast and Slow* by Daniel Kahneman

Read: *Don't Jump to Solutions: Thirteen Delusions That Undermine Strategic Thinking* by William B. Rouse.

Start Today

Arrange to take an in-basket simulation. This is an excellent tool for analyzing practical decision-making skills (contact Organization Systems International).

Reflect on your best decision. Why was it effective?

Think about a poor decision you have made. What went wrong?

Pick one of the problems you are facing today. Methodically outline the elements to consider, including pros, cons, barriers, opportunities, resources, etc. Review your work with a mentor or supervisor.

Tips

- Look at problems from all angles.
- Look for the problem behind the problem. Keep “peeling the onion” until you get to the root cause.
- Delay making a decision until you have ample information—the longer you withhold judgment, the better your judgment will be.
- Test assumptions! Paradigms are powerful inhibitors of creative problem solving.

Remember, the key to improving competency is not just learning about the skill but choosing a takeaway and developing an action plan to put new behaviors into practice until it becomes a natural response.

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RELATIONSHIP BUILDING

competency



Difficulty



Relationship Building

Effective performers understand that a primary factor in success is about establishing and maintaining productive relationships. They like interacting with people and are good at it. They devote appropriate time and energy to establishing and maintaining networks. They initiate contacts readily and maintain them over time. They are able to utilize relationships to facilitate business transactions.

Level	Performance Indicators and Behavioral Examples
<div>4</div> <div>Strategic</div>	<ul style="list-style-type: none">• Cultivates an environment for the organization in which people and relationships are valued.• Maintains a comprehensive network of internal and external relationships; taps that network frequently to further the interests of the organization.• Spends considerable time and effort cultivating relationships (e.g., regularly contacts them by phone, meets with them over lunch, sends occasional e-mails just to keep communication open, etc.).• Communicates the value to the organization of all individuals maintaining relationship networks.• Establishes organization-wide events or get-togethers that reinforce and reward relationship building (e.g., recreational activities, company sponsored clubs, etc.).
<div>3</div> <div>Advanced</div>	<ul style="list-style-type: none">• Establishes and proactively maintains a broad network of relationships (e.g., colleagues, co-workers, vendors, suppliers, stakeholders, customers, investors, shareholder groups, board members, etc.).• Effectively utilizes network of relationships to the benefit of the organization.• Helps others to improve their relationship building skills; mentors and coaches others in the ways to establish and maintain such networks; teaches others how to tap their contacts to the benefit of the organization.
<div>2</div> <div>Applied</div>	<ul style="list-style-type: none">• Values relationships and works to maintain them; seeks to know others on the team; makes opportunities to spend time with other team members; cultivates outside business friendships; continually keeps old contacts alive while adding new ones.• Works effectively across the organization; maintains positive working relationships with peers and important others within the organization.• Truly values people, and behaves in a way that promotes good relationships; is respectful, honest and open, interested, etc.• Expands network beyond immediate work area to other functions and external contacts.• Recognizes opportunities to tap the network to achieve organizational objectives.
<div>1</div> <div>Elementary</div>	<ul style="list-style-type: none">• Genuinely enjoys people; has a collaborative approach; is responsive to others; likes to work with others; enjoys meeting new people.• Shows an understanding of the importance of good relationships (e.g., is supportive, involves others in actions and decisions, acknowledges requests or ideas of others, etc.).• Makes the time to maintain existing business relationships; proactively initiates contact, even when there is no pressing need; is open to overtures from others to get together “just to keep the lines open.”• Develops good working relationships with others on the team.
<div>0</div> <div>Inadequate</div>	<ul style="list-style-type: none">• Doesn't particularly like being around or working with others; would rather work alone.• Doesn't recognize the value of relationships; doesn't understand the concept of working through people to achieve goals; doesn't believe it's any better to work with others than in isolation.• Treats others in ways that discourages friendship; is disrespectful, non-inclusive, secretive, etc.• Is able to make a lot of contacts, but doesn't know how to use them to facilitate business transactions.• Has a lot of contacts, but fails to maintain them.

Significance

There is a consistent correlation between an individual's effectiveness in the organization and his/her ability to call on a sizeable network of colleagues and friends for help and support. Your ability to build trusting relationships will be important to your success and critical for those in leadership roles. A second motive for having this competence (and the support network that comes from it) is most obvious during times of stress or personal crisis. Both mental and physical health are buoyed by the assistance of others during challenging times.

Best Ways To Develop

First, assess your ability to build and maintain relationships over time. Do you have a strong network? Listen to your family and close friends – they may be able to provide feedback on how effective you are in establishing and maintaining relationships. If you think you have a gap to close, you may need to elevate the value you place on connecting with others.

Improving Your Capacity

- Activity:** Follow up your meetings or contacts with a personal note of appreciation.
- Activity:** Take a reputable EQ (e.g., EQ Map), or personality (e.g., Myers-Briggs Type Indicator) self-test to diagnose your current status.
- Activity:** Join networking groups.
- Activity:** Learn about the Johari Window. It can help you build trusting relationships through honest exchange with others.
- Activity:** Ask other people questions, listen to their answers (consider preparing questions ahead of time).
- Activity:** Regularly read the papers and watch the news, so that you will have something to contribute to conversations.
- Read:** *How to Win Friends & Influence People* by Dale Carnegie
- Read:** *Silent Messages* by Albert Mehrabian
- Read:** *Well Connected: An Unconventional Approach to Building Genuine, Effective Business Relationships* by Gordon S. Curtis
- Read:** *How to Work a Room: The Ultimate Guide to Savvy Socializing in Person and Online* by Susan RoAne.

Start Today

Call a classmate you haven't seen in awhile and plan a lunch. Don't talk about school. In your next conversation, ask open-ended questions.

Tips

- Balance networking with hard-working.
- Make the effort to put a face to each voice: meet people personally.
- To build strong relationships you must trust enough to self-disclose.
- Be sincere!

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RESULTS ORIENTATION

competency



Difficulty



Results Orientation

Effective performers maintain appropriate focus on outcomes and accomplishments. They are motivated by achievement and persist until the goal is reached. They convey a sense of urgency to make things happen. They respect the need to balance short- and long-term goals. They are driven by a need for closure.

Level	Performance Indicators and Behavioral Examples
<div>4</div> <div>Strategic</div>	<ul style="list-style-type: none">• Regularly celebrates accomplishment of the organization's strategic goals; recognizes major company results.• Establishes organization's strategic goals and reports progress toward them.• Evidences a sense of strategic urgency to accelerate overall organization progress; is appropriately impatient.• Sets challenging but achievable organization goals.
<div>3</div> <div>Advanced</div>	<ul style="list-style-type: none">• Translates organizational growth goals into functional goals.• Communicates growth goals across functions and teams.• Attains goals despite adverse, challenging or changing circumstances.• Delivers results at a higher level than expected (e.g., quicker, better, more, etc.).• Is frequently assigned to high-profile or troublesome projects in order to bring successful closure.• Sponsors growth initiatives to help the organization realize needed expansion.
<div>2</div> <div>Applied</div>	<ul style="list-style-type: none">• Sets an aggressive schedule for delivery of action items.• Applies appropriate sense of urgency and priority to goal achievement.• Tenaciously sticks with the project until the goal is reached; gets involved, ensures all activities are aligned, rallies resources to the key initiative, tasks actionable steps, and knows where to go.• Enjoys healthy competition; likes being measured; ties goals to metrics.• Translates the organization's functional growth goals into team goals.• Provides frequent feedback on team's results; celebrates team accomplishments.• Delegates with appropriate urgency and follow up; holds others accountable for results.• Communicates a sense of urgency to the team; impresses the need to achieve quality results ahead of schedule, with higher quality, and under budget.• Accepts responsibility by volunteering and staying accountable.• Listens, responds, follows through and dependably delivers on commitments.
<div>1</div> <div>Elementary</div>	<ul style="list-style-type: none">• Wants to achieve outcomes and reach goals; is eager for closure on projects or assignments.• Works at an appropriate pace and urgency.• Shows obvious pride in accomplishment.• Recognizes the importance of measurement to track and report results.• Maintains quality, values and integrity while striving for results.
<div>0</div> <div>Inadequate</div>	<ul style="list-style-type: none">• Focuses on activities rather than outcomes.• Blocks the achievement of results; distracts or prevents others from attaining goals.• Focuses excessively on outcomes; pushes for results to the point of alienating the team; sacrifices quality in order to achieve results.• Fails to accomplish goals; rarely produces needed results; misses deadlines; can't be relied upon.• Analyzes excessively; does not bring projects to closure.• Lacks a sense of urgency; is satisfied with a casual pace; feels no pressure to go quickly.

Significance

In organizational contexts, results are expected. Those who can make things happen and get things done are most valued. Those who merely put in the hours won't be tolerated long.

Best Ways To Develop

Assess your drive to achieve. One famous theory (by David McClelland, Harvard Ph.D.) postulates a need for balancing your desire for power, approval and achievement. If you find you are overemphasizing influence or approval at the expense of accomplishment, results will be jeopardized. To re-balance yourself set SMART goals (Specific, Measurable, Achievable, Relevant and Time Phased), and hold yourself accountable to specific deadlines.

Improving Your Capacity

Verbalize your specific expectations for results.

Chart, measure, track and publish.

Monitor your progress. Celebrate along the way. Don't wait until the end to reinforce success.

Read: *Adding Value: A Systematic Guide to Business-Driven Management and Leadership* by Gerard Egan.

Read: *Competing Against Time: How Time-Based Competition Is Reshaping Global Markets* by George Stalk.

Read: *Maximum Achievement: Strategies and Skills That Will Unlock Your Hidden Powers To Succeed* by Brian Tracy.

Read: *The Breakthrough Imperative: How the Best Managers Get Outstanding Results* by Mark Gottfredson and Steve Schaubert.

Activity: Attend a goal-setting workshop.

Listen: *Goals: Setting and Achieving Them on Schedule* by Zig Zigler.

Start Today

Assess your current responsibilities and assign deadlines to any current goals that don't have them.

Write down your most important priorities and post your list in plain view.

Ask about your professors' expected results. How does your role contribute to expected outcomes?

Tips

- Define the objective, the desired outcome. Then set intermediate milestones and measure progress toward them.
- Maintain a sense of urgency to achieve goals. Keep tension on the process until the result is achieved.
- Don't let the end justify the means. Maintain your integrity as you pursue your goals.

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TEAM PLAYER

competency



Difficulty



Team Player

Effective performers are team-oriented. They identify with the larger organizational team and their role within it. They share resources, respond to requests from other parts of the organization, and support larger legitimate organizational agendas as more important than local or personal goals.

Level	Performance Indicators and Behavioral Examples
4 Strategic	<ul style="list-style-type: none">• Always puts the organization first; uses the executive platform to model being an organizational team player.• Fosters an environment in which resources and information are shared openly to the betterment of the organization; rewards and encourages team play; does not tolerate hoarding.• Is sought to participate in the highest and most important organizational teams.
3 Advanced	<ul style="list-style-type: none">• Is a willing and able senior collaborator; is actively sought out for senior teams.• Readily yields individual goals to meet organizational goals that are of higher priority.• Implements initiatives that promote teamwork; establishes cross-functional processes and structures that reinforce team play.
2 Applied	<ul style="list-style-type: none">• Models team player behaviors.• Consistently recognizes and supports team goals over individual goals; is able to articulate team goals and standards; proactively jumps in to meet team goals.• Visibly supports team activities; shows up early to team meetings, participates appropriately in team activities; volunteers for team projects, etc.• Provides enthusiastic, creative energy and ideas to the team.• Recognizes and praises the contributions of fellow team members; gives credit where credit is due.• Readily engages new team members to “show them the ropes;” willingly helps others on team.
1 Elementary	<ul style="list-style-type: none">• Is able to articulate team goals and standards.• Readily collaborates with others; shares information, knowledge and resources.• Is always willing to listen to other team members’ points of view.• Is a committed participant on the team; engages actively in team pursuits; contributes to full extent of capabilities; supports other team members.• Willing to compromise or delay own goals when necessary for the achievement of team goals.
0 Inadequate	<ul style="list-style-type: none">• Does not enjoy or work well with others; avoids or resists teamwork; makes unilateral decisions; is fearful of letting teammates shine; hogs all the credit.• Undermines team effectiveness; makes derogatory comments about team-member in front of team; voices a “me first” attitude; withholds information; looks for opportunities to make other team members look bad.• Does not participate at needed levels; does not adequately contribute to team activities or volunteer to help the team when needed.• Relies excessively on the team to produce work that could or should be accomplished individually.• Disengages if the team goal doesn’t align with own personal goals; follows own hidden agenda, is territorial with personal projects.• Frequently misses important team meetings; fails to listen, interrupts, ignores, talks over.

Significance

There are many divisive forces at play in any organization. Silos arise and may result in destructive competition between departments. The Team Player competence ensures that individuals identify with the good of the entire enterprise. True team players share needed resources to support over-arching organizational priorities and foster collaboration and cooperation.

Best Ways To Develop

Study the overall purpose and goals of the organization where you desire to work. Assess your willingness to be a team player – to sacrifice personal goals and resources for the general good. Identify the rewards for team play, and specify the rewards that particularly appeal to you.

Improving Your Capacity

Join a team that requires collaboration for success.

Maintain personal accountability for your team responsibilities.

Do your part in keeping the team focused.

Read: *The Team Member's Survival Guide* by Jeanne Wilson and Jill George.

Read: *The Team Handbook. A Sam Group Company* by Peter Scholtes, Brian Joiner and Barbara Streibel.

Read: *Team Players and Teamwork, Completely Updated and Revised: New Strategies for Developing Successful Collaboration* by Glenn Parker.

View: *9 Traits of Highly Successful Work Teams* by Career Track.

Start Today

Start to use “we” instead of “I.”

Surprise someone else on your team with an unexpected offer of help or support.

Plan now for your contributions at the next team meeting; be fully prepared and be the best you can be.

Tips

- Share resources toward team goals.
- Truly appreciate the synergy that teamwork can provide: the whole is often greater than the sum of the parts.
- Actively communicate and build relationships with other team members.

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