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Introduction

This document is based on the *Nortel Performance Dimensions Dictionary*, which outlines a common language of competencies, or “performance dimensions” for Nortel globally. The competencies in the *Dictionary* are a set of measurable performance criteria that help Nortel employees understand the professional, “on the job” behaviors that they can display to improve their performance and therefore their chances of success in the company. Hence, they are called “performance dimensions.”

The *Dictionary* was created by merging a dozen existing competency models already in use by specific functions, countries and businesses in Nortel/BNR, interviews with executives to establish what abilities are needed for us to achieve business goals in the future, and research done by an international consulting organization with over 20 years of experience in identifying behaviors which improve performance.

Each dimension is described at four levels, where level one is the most basic, and level four is the highest level of complexity. The levels are cumulative, which means that a person who is operating at level four can also operate at levels one, two and three. Level one does not mean “poor”; rather it is a valid level at which to operate in certain positions.

The *Performance Dimensions Development Map* defines the 22 performance dimensions identified in the *Dictionary*. For each dimension, you will find the following information:

- The dimension’s title which describes the cluster of behaviors
- A short description of what the dimension is in Nortel
- Exemplar behaviors which provide a further understanding of what each level means
- Descriptions of the four mastery levels, explaining how the competency is displayed at varying levels of complexity and skill
- Three suggested development activities for each level. These activities enhance/develop your ability to fully demonstrate competency at that level.
- Consequences of over-reliance on the dimension. This is a reminder that use of the skill or demonstration of the behavior should be balanced. Overuse of a skill or behavior can also limit effectiveness and success.
- Suggested readings you can use as additional learning resources
- Suggested training programs from the Nortel Learning Institute that assist in the development of skills and behaviors related to the Performance Dimension. This is not meant to be a comprehensive list of related training programs. Consult with your manager or coach for information on other valuable internal or external programs related to that Performance Dimension.

The first step in using the *Development Map* is to determine which dimensions are most critical to your current role or to your career development goals. Remember, the 22 performance dimensions represent the key behavioral competencies in Nortel. However, not all 22 dimensions are necessarily used for each position, nor do they need to be understood at once. You should choose the ones that are important to you and your role in the organization.

Please turn to the next pages for instructions on how to get the most from this development tool.

How to Use the Performance Dimensions Development Map

This *Development Map* is targeted on performance dimensions. These have been identified as critical to driving Nortel's success in the coming years.

To get the most out of this guide you should:

- Assess yourself, and ask others to assess you against the performance dimensions. You can then identify which dimensions are critical to your position or development needs and what your targeted level of performance should be for each critical dimension
- Use the suggested development activities keyed to each level to produce an action plan designed to facilitate your personal development
- Work with your manager/coach to implement the action plan
- Monitor and evaluate your progress against the definition of your targeted level of performance

With diligent application, the result will be:

- Raised levels on each performance dimension
- Enhanced job performance
- Improved personal job satisfaction

Nortel Learning Institute Puts Career Development Map on Intranet

The *Performance Dimensions Development Map*, is now available on the Intranet in an interactive format at <http://47.132.128.238/NTLI/>

The interactive web version allows you to quickly and easily create a personalized development plan. The user interface walks you through each step as you select the dimensions pertinent to your job, identify your current and desired performance levels, and select appropriate development activities. The results of your assessment are stored in your web browser to ensure anonymity and confidentiality, yet allow you to revisit your personal development plan over time.

The Interactive *Performance Dimensions Development Map* will continue to evolve with increased functionality and tools that support the use of the performance dimensions.

Identifying the Essential Performance Dimensions for You

The *Performance Dimensions Map* contains 22 performance dimensions which represent a broad range of professional behaviors. By identifying those which are essential to your current position, you can focus on the ones which you are most important for you to demonstrate and develop.

1. Turn to the **Performance Dimensions Assessment Checklist** on page 4 and read the statements carefully. Then select the five Performance Dimensions which you regard as the most important for success in your current role. Mark them with a tick in the left hand column.
2. Turn to the **Performance Dimensions Descriptions and Development Activities** (beginning on page 9) and read the mastery levels for the five competencies you have selected. Use the level definitions to better understand the dimensions and confirm that the five you chose were under the most applicable. If necessary select different performance dimensions for your “essential five.”
3. Once you have confirmed your essential dimensions, assess your current level of performance. To do this, read the descriptions of the four mastery levels for each of your identified dimensions and select the level (1-4) at which you feel you currently perform. Select the level that fully describes your performance - don't just select the level number which “looks right” or is where you feel you should be. Mark this number (1-4) in column A for each of your five selected dimensions. You may want to get input from and discuss your self-rating with your manager/coach, peers or staff.
4. Now determine the mastery level your position requires for each of the five dimensions. You may find it helpful to discuss this with your manager/coach and jointly determine the required mastery level. Mark this number (1-4) in column B for each of your five selected dimensions.
5. You are now able to assess your “performance gaps” between your self-assessment and your position requirements. Development is of little value when your assessed performance level equals the required performance level. Additional development is also not beneficial where your level of performance exceeds the job requirement. However, you may want to utilize your expertise by acting as a coach or trainer to others. **The primary areas for development for your current position are those where your self-assessed level of performance is lower than the required level of performance for the position.**
6. To see this more clearly, map your results onto the grid on page 6. From there, move to the relevant **Performance Dimensions Descriptions and Development Activities** pages to identify development activities.
7. If you find that none of the five competencies you selected need development, then select others which are applicable to your position/role and repeat the process.

Performance Dimensions Assessment Checklist

Essential	Self-Assessment	Required Level
	A - B	
(check)	(score 1-4)	
<input type="checkbox"/> Analysis (p. 10) The ability to gather relevant information, notice relationships between different pieces of information, reason from cause to effect and generate effective solutions to practical problems.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Applied Creativity (p. 13) The ability to create or introduce new ideas, methods or processes to the workplace to improve performance.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Building Trust (p. 16) The ability to stick to principles that both earn and foster trust and respect from others.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Business Acumen (p. 19) Knowledge of general business principals and practices as well as current business priorities and measurements.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Change Management/Adaptability (p. 22) The ability to maintain effectiveness in a changing environment.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Customer Orientation (p. 25) A willingness to help and serve others and meet their needs whether they be internal or external customers.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Decisiveness (p. 28) The willingness to make decisions, once a situation or problem has been analyzed, based upon a judgment of the best solution to a problem or situation.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Developing Others (p. 31) The ability to foster the learning and development of other people with an appropriate level of needs analysis, coaching and other support.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Directing Work through Others (p. 34) The ability to direct, when necessary, the activities of others in the best interests of the organization and its customers.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Influence (p. 37) The ability to persuade or influence other people to accept a point of view, to adopt a specific agenda, or take a course of action.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Initiative (p. 40) A bias for taking action to meet immediate challenges or to think ahead and meet future opportunities and challenges (this excludes formal strategic planning).	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Judgment (p. 43) The ability to be rational, objective and unbiased when taking decisions or actions.	<input type="text"/>	<input type="text"/>

Essential
(ContinuSelf-
AssessmentRequired
Level

A - B

(check)

(score 1-4)


<input type="checkbox"/>	Listening and Responding (p. 46) The ability to accurately listen to others, understand their feelings, needs, and points of view and then respond appropriately.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Organizational Awareness (p. 49) The ability to understand and learn the power relationships in one's own or other organizations, identifying who the decision makers are and who can influence them and predicting how individuals or groups will react to new events or situations.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Organizing Work/Project Management (p. 52) The ability to establish a clearly defined course of action to accomplish goals and to organize work efforts.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Personal Drive (p. 55) The drive to work well and achieve results by competing against a standard of excellence.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Relationship Building (p. 58) The ability to create a network of contacts with people who are or who may be useful in information gathering/sharing and/or the accomplishment or work-related goals.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Self-Confidence (p. 61) A belief in one's own opinions, decisions and capability to accomplish a task and select an effective approach to a task or problem.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Team Leadership (p. 64) The ability to take a role as leader of a team or other group. It involves taking action to increase the motivation of all team members to achieve business goals.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Technical/Professional Expertise (p. 67) The ability and motivation to expand one's own technical/professional knowledge and to share this experience with others.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Visioning (p. 70) The ability to understand and implement, and demonstrate personal commitment to, Nortel goals so as to motivate others.	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Working with Others (p. 73) The ability to work with others as part of a team, as opposed to working separately or competitively.	<input type="text"/>	<input type="text"/>


Determining Areas for Development


This grid will help you understand how you've assessed yourself and your position and determine which performance dimensions are most appropriate for you to develop. To map your results from the *Performance Dimensions Assessment Checklist* on the previous page, simply use the two scores from the Checklist columns A and B and write the name of each of your five performance dimensions in the appropriate box on the grid (the box where the A and B numbers intersect). Understanding where each dimension falls will help you focus your development activities, identify future suitable careers and see how you can contribute to the development of others.

Your Self-Assessment Level
(Column A)

		1	2	3	4
R E Q U I R E D L E V E L	(Column B) 1				POTENTIAL NEW ROLE OR COACH
	2			DEVELOPMENT WILL GIVE LITTLE BENEFIT	
	3				
	4	PRIMARY AREAS FOR DEVELOPMENT			

 Working on performance dimensions written in these boxes will not be beneficial in your current position.

 Working on performance dimensions in these boxes will not be beneficial in your current position either. However, you may consider becoming a coach to others in order to maintain your level of proficiency and expand your role. This knowledge may also help you identify areas where you feel underutilized and guide you in finding your next position/role.

 Indicates a lower skill level than you believe your role/position requires, so performance dimensions written in these boxes are the primary ones you need to work on to be successful in your current position/role. Choose no more than 3 dimensions to develop at one time to keep things manageable.

Correlation of the Global Performance Dimensions to the Core Values

Core Values	Nortel Global Performance Dimensions	Why It's Important
Commitment	Analysis	It is essential to be able to collect and process data in a way that enables people to make judgments and decisions to which commitment can be made.
	Building Trust	Sticking to promises/deliverables and displaying sound ethical resolve and strong personal motives are the underpinnings of meaningful commitment.
	Decisiveness	Commitment requires timeliness and clear delivery - especially in times of change, ambiguity and chaos.
	Directing Work Through Others (1)	The people we work with, and any who work for us (staff, contractors or suppliers), must understand what they need to do. We must ensure that commitments are met in terms of deliverables and standards - and shortfalls are addressed and corrected.
	Judgment	For commitment to be realistic, people must base it on a sound judgment call.
	Organizing Work/Project Management	To make achievable commitments, people must organize themselves, their projects and their teams effectively.
	Personal Drive	Commitments must support the future which will require employees to improve themselves, their teams and their products/services.
Customers	Customer Orientation	Supporting customers into the next century will require more than providing high quality products. It will mean everyone taking personal responsibility for helping customers (internal and external) and giving them more than they expect - including true partnerships which create mutual benefit.
	Technical/Professional Expertise	Customer satisfaction requires that everyone is proficient in his/her job/role. Most importantly, for Nortel to succeed in the high-tech world of network solutions, some employees must become leaders and pioneers in their field - taking Nortel to the forefront of the industry.
Innovation	Applied Creativity	Every business needs people to think differently, to come up with improvements and new ideas. But to really make a difference, employees must generate new ideas which can be applied directly to the business to get competitive advantage.
	Change/Management	In staying ahead, Nortel will experience constant changes to its products, organization and processes. Employees must respond positively to changes; and some must anticipate the changes and generate the new ideas which will be needed for success.
	Initiative	If new ideas are going to become a reality, then people have to step up and make things happen; they must seize opportunities and see things through, even if ideas take a while to catch on.

People	Developing Others	The business needs to invest in its people. It is essential that managers help their people develop - coaching them, giving feedback and planning long-term. It is everyone's responsibility to help each other improve and seek out opportunities to practice new skills where the business needs them most.
	Directing Work Through Others (2)	Everyone must take responsibility for ensuring that people understand what is expected of them and how they are doing, so that objectives are met and the workload is spread effectively.
	Influence	Everyone must use the needs and interests of people to gain common understanding, buy-in and obtain agreement on important issues.
Shareholder Value	Business Acumen	In whatever we do, we need to ensure that we are complementing a process and adding value. At all levels, in whatever job, this contributes to the success of the company and requires employees to understand business processes and principles.
	Organizational Awareness	It is important for employees to use the processes and interact with the people key to their roles, so that they can be as effective and resourceful as possible.
Teamwork	Listening and Responding	To operate effectively as a team, everyone must understand the needs, interests and drivers of their colleagues.
	Relationship Building	Teamwork requires not only working well with your immediate colleagues, but also having working relationships with people in other teams, functions or even other companies.
	Self Confidence	To contribute fully to a team, employees need the confidence to be able to represent their views and knowledge to the group, be able to stand alone when necessary, and stand by the views, services and decisions of the team when under pressure.
	Team Leadership	Each team member needs to be able to take leadership of the project or parts of the project at the appropriate time. For official supervisors and managers, their role in the team requires them to contribute specific leadership skills.
	Visioning	All employees need to see themselves as part of the "Nortel Team." This requires showing commitment to the mission, vision and values of Nortel by aligning behavior with them. For leaders of people and change, it means creating whole new visions to help the team achieve goals - be that a team of immediate colleagues or the business as a whole.
	Working With Others	Sharing information, asking for input, giving credit and settling conflict are critical skills for all members of a team.

Performance Dimensions Descriptions and Development Activities

Analysis

The ability to gather relevant information, notice relationships between different pieces of information, reason from cause to effect and generate solutions to practical problems.

<p>Sees Basic Relationships: Gathers information from immediately available resources, recognizing when a current situation is very similar to a past situation. Makes straightforward causal links (A causes B) and generates possible solutions.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Collates, validates and classifies information • Gathers information from several readily available sources to understand problems • Identifies possible cause-effect relationships 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Recognize that analysis takes time but saves you time later. Develop a habit of asking yourself key questions (What are the problems? Why should we solve this problem? Who has the important information that will help me? How can I gather the information? What are the consequences of a wrong solution?). Plan time for analysis. Develop a habit of breaking down a problem into data analysis/evaluation/decision. 2. Work at counteracting the tendency to dismiss specific details as unimportant or uninteresting. Establish a routine in your approach to planning and problem solving that ensures accurate checking of details and systematic collection of information. This kind of routine will enhance your ability to establish causal links. 3. Keep a record of problems or issues that arise. Analyze these problems to identify interrelated themes and to look for root causes. By keeping records, you will be able to identify similarities between situations more quickly and efficiently, and have a greater ability to identify longer-term solutions to recurring problems.
<p>Sees Multiple Relationships: Goes beyond immediately presented information, probing deeper to get at the root of a problem. Notices trends, patterns or missing parts of a problem or situation and identifies possible solutions.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Prioritizes, links and coordinates information from diverse sources • Notices trends and inconsistencies when investigating problems • Asks for more information to ensure all relevant data is gathered 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. In your discussions and interactions with others, work at identifying and communicating key themes and broad business issues that are relevant to the problem or topic at hand. You can do a similar exercise with your written communications. This will help you build your ability to identify trends or patterns among data. 2. Practice prioritizing. Take some time each week to review your individual and corporate goals. When conflicting demands arise, use your goals as a guide to help prioritize your activities. By prioritizing goals regularly, you will exercise your problem solving skills and ability to identify root problems. 3. Do a problem prevention analysis. Select a current situation that you are concerned about but that is not yet a problem. Talk with employees who are involved to analyze the situation, identify problems that could arise and determine the steps that need to be taken to prevent these problems from occurring. This activity will help you learn to identify multiple relationships among issues and potential solutions.

Analysis

The ability to gather relevant information, notice relationships between different pieces of information, reason from cause to effect and generate solutions to practical problems.

<p>Analyzes Multi-dimensional Problems: Analyzes problems involving multiple interrelated causes. Where necessary, gathers information over an extended period of time and applies complex concepts or methods to generate possible solutions.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> Utilizes a large amount of diverse information obtained over an extended period of time Uses appropriate analytical techniques to solve multi-dimensional problems Identifies key issues in complex data gathered over an extensive period of time 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> Learn and use analytical techniques such as force field analysis, "mind-mapping," fishbone analysis, SWOT analysis. Increase your use of statistical techniques and computer tools that allow you to see relationships between different factors. This will help you more quickly absorb, manage and understand large amounts of data. When approaching a problem solving challenge, try to follow a systematic approach of thinking through how each project or problem relates to the needs and challenges of the company as a whole. Deliberately work at identifying the key linkages among issues and projects and maintain communication with people who are involved in or are impacted by your work. This will help to keep alternative perspectives and conflicting issues in mind when generating solutions. Gather benchmark information. Make a systematic attempt to find out how others within and outside of your organization have dealt with similar situations or problems. Making this effort over time will encourage you to look for innovative solutions and to understand how the same problem can produce different impacts.
<p>Analyzes Ambiguous Problems: Analyzes complex problems involving multiple relationships and interactions where data is incomplete, missing or ambiguous. Where necessary, goes to unusual lengths (such as using third parties) to gather needed information. Pulls diverse data together into an integrated picture that provides possible solutions.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> Identifies from highly complex information underlying trends, opportunities and threats to the achievement of strategic goals Creates sophisticated models or processes to conduct systematic comparisons of alternative scenarios Assimilates complex or incomplete data into a concise picture 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> Review the status of each of your key projects. Identify current problems, missing or incomplete information and potential obstacles that may arise. For each of these areas, outline and begin to implement an action plan to address the issue. This will help you get used to recognizing problem areas and develop a more integrated picture of how various issues impact your projects. Take the initiative to participate in strategic business planning discussions and processes. Establish a leading role in writing and contributing to a strategic business plan for the company that utilizes more advanced business and industry concepts. Take on the task of conceptually integrating the plans of separate functional areas in the written plan. This kind of participation will expose you to more complex and conceptual problems and develop your ability to integrate data. Learn to identify familiar, understandable and practical examples in order to better explain complex ideas to others, and use these examples when making oral presentations. This exercise will develop your ability to communicate complex ideas clearly to others.

Analysis

The ability to gather relevant information, notice relationships between different pieces of information, reason from cause to effect and generate solutions to practical problems.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Analysis: By over-relying on your ability to solve problems through analysis, you are likely to develop too great a focus on gathering and evaluating data at the expense of understanding how the information and problem solving process may impact others.

SUGGESTED READING

OVERVIEWS:

LeBoeuf, Michael. *Imagineering: how to think and act creatively*. New York: McGraw-Hill, 1980.

Miller, Paul C. and Gorman, Tom. *Big league business thinking: the heavy hitter's guide to top managerial performance*. Englewood Cliffs, NJ: Prentice-Hall, 1994.

THEORY:

Nadler, Gerald and Hibino, Shozo. *Breakthrough thinking: why we must change the way we solve problems, and the seven principles to achieve this*. Rocklin, CA: Prima Publishing and Communication, 1990.

APPLICATION/BENCHMARKING:

Cox, Geoff. *50 Activities on creativity and problem solving*. Amherst, MA: HRD Press, 1992.

de Bono, Edward. *Practical thinking: 4 ways to be right, 5 ways to be wrong, 5 ways to understand*. New York: Penguin Books, 1991.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Basic Quality & Management Planning Tools: An Introduction

Basic Quality & Management Planning Tools: Train the Trainer

Benchmarking for Business Improvements

Business Management Assessment Team Workshop PM: *Contracting for Project Managers*

Business Process Management PM: *Project Management for Team Members*

Competitive Analysis Techniques/Consulting Skills PM: *Project Planning, Analysis and Control*

Finance Fundamentals of Nortel PM: *Strategic Project Management*

Human Dynamics, Part 1/Human Dynamics, Part 2 *Root Cause Analysis*

Interviewing *Stress Hardy*

Management Assessment Program

Problem Solving & Decision Making

Applied Creativity

The ability to create or introduce new ideas, methods or processes to the workplace to improve performance.

<p>Thinks Outside The Box: Creates or introduces ideas, methods or processes that are new to the job or work unit. Applies ideas and models from outside own frame of reference.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Generates new ideas/ approaches • Builds on ideas of others by adding value and/or finding ways to apply those ideas to the job • Applies ideas and models from outside own discipline in a novel way within own area to improve performance 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Subscribe to journals in your field and industry that discuss new developments. Use your reading to generate ideas about potential new, cutting-edge projects. Explore these possibilities with others in order to initiate a positive impact on the work unit. 2. Practice using different techniques to encourage creative thinking such as reframing the problem or situation, asking someone in another field what they think or drawing out problems on a flip chart instead of just talking about them. Try anything that breaks you out of the standard and enables you to look at the situation differently. 3. Suggest brainstorming sessions with your team or others whenever possible in order to hear and help generate numerous ideas or solutions. Do not evaluate or critique any of the ideas until you have exhausted all ideas. The purpose of this exercise is to stimulate creative ideas and break out of traditional ways of thinking.
<p>Breaks the Mold: Constructively contributes to continuous improvement by understanding and promoting techniques and lateral thinking which avoid premature critical analysis. Is not overly influenced by current thinking or methodologies.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Creates new models or strategies for Nortel's or customer's success • Develops fundamental changes/ improvements to current processes, products or services • Goes beyond current thinking when generating ideas 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Write a list of some of the work processes or systems that you are dissatisfied with. Then spend time talking to various people and gaining different perspectives around the issues. Try to be as creative as possible in looking for ways to improve these systems. 2. Begin training yourself not to read restrictions into directions or to make assumptions about what is and is not allowed before you begin to generate ideas. Without worrying about the practicalities, try to visualize what the ideal solution would look like. Then think about how to get there. 3. Examine currently accepted company practices and identify ways of improving the efficiency of these processes. Look beyond traditional methods and try to identify some new, creative solutions.

Applied Creativity

The ability to create or introduce new ideas, methods or processes to the workplace to improve performance.

<p>Fosters Creativity in Others: Recognizes and rewards creativity in others. Allows others to experiment, try out new things and learn. Fosters the introduction of new ideas, methods or processes.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Actively provides and seeks feedback around own or others' creativity • Fosters the belief that setbacks are a normal and essential part of self-development and success • Encourages controlled experimentation 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Encourage creative brainstorming by setting up quality improvement circles. Reward the group for generating ideas that lead to even small quality improvements. This will reinforce and stimulate the group to generate other ideas that may lead to more substantial benefits. 2. Champion the creation of a new idea or process. Hold an internal contest to find the most creative solution to an ongoing problem. Provide the resources and support to develop the winning idea, reward the participants and provide an opportunity for the plan to be presented to the whole team to act as an example. 3. Invite people external to either your unit or organization who have a reputation for being creative or innovative to come and speak with employees in your work unit. Facilitate this as an interactive session, and try to draw out the common patterns or threads that led to the creation of new ideas. Emphasize to the group that not all new ideas work and that experimentation is acceptable.
<p>Creates An Environment That Fosters Innovation: Recognizes and rewards others for operating at Level 3 (i.e., fostering a creative environment and a learning culture). Ensures that any unfruitful paths are analyzed for key learnings and shared openly with others.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Encourages individuals and groups to discuss and learn from their ideas, failures and successes • Uses results to identify key lessons that can be used in future strategies and approaches • Establishes creation of new ideas as a measurable objective on MFA • Establishes forums/think tanks to encourage people to generate and discuss new ideas 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Work at setting the expectation in your organization that creative ideas and innovative solutions are highly valued. This would involve making creativity and innovation a specific, explicit part of your organizational mission, goals and standards. 2. Communicate your support for creativity consistently to your employees. Ask them to describe the actions that they have taken to foster creativity in others. Include this as a measure when evaluating their performance and assigning rewards. 3. Take any innovative idea that has been recently implemented unsuccessfully by your team, and identify what were the key factors that caused the lack of success. Now work with your team to identify the key learnings from this experience and to understand how they could be applied to push the organization forward in the future. Throughout, send positive signals regarding the acceptability of trying out new ideas that do not always work.

Applied Creativity

The ability to create or introduce new ideas, methods or processes to the workplace to improve performance.

CONSEQUENCE OF OVER-RELIANCE

Consequences of Over-Reliance on Applied Creativity: Creative ideas are useful only if the benefits of adopting them outweigh their costs. By relying too much on creative thinking without thought to impact and outcome, individuals could lose focus of the overall objectives and vision of the firm.

SUGGESTED READING

OVERVIEWS:

de Bono, Edward. *De Bono's thinking course*. New York: Facts on File, 1985.

de Bono, Edward. *Mind power*. New York: Dorling Kindersley, 1995.

LeBeouf, Michael. *Imagineering: how to think and act creatively*. New York: McGraw-Hill, 1980.

Miller, William C. *The creative edge*. Reading, MA: Addison-Wesley, 1990.

VanGundy, Arthur B. *Brain boosters for business advantage*. San Diego: Pfeiffer & Company, 1995.

THEORY:

Adams, James L. *Conceptual blockbusting*. Redding, MA: Addison-Wesley, 1986.

APPLICATION/BENCHMARKING:

Logsdon, Tom. *Breaking through*. New York: Addison-Wesley Publishing, 1993.

Miller, William. *Quantum quality: quality improvement through innovation, learning and creativity*. New York: AMACOM, 1993.

Raudsepp, Eugene. *How to create new ideas for corporate profit and personal success*. New York: Prentice-Hall, 1982.

Schumann, Paul A., et. al. *Innovate: straight path to quality, customer satisfaction and competitive advantage*. New York: McGraw-Hill, 1994.

Von Oech, Roger. *A whack on the side of the head*. New York: Warner Books, 1993.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Achieving Results Through Empowerment

PM: Quality for Project Managers

Basic Quality & Management Planning Tools: Train-the-Trainer

PM: Strategic Project Management

NT Way To Sell

ValuBase Selling

PM: Leadership in Project Management Environment

Building Trust

The ability to stick with principles that both earn and foster trust and respect from others.

<p>Meets Commitments: Meets commitments and adheres to company standards, policies and goals in relation to own work activities. Promises only what can be delivered.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none">• Fully meets commitments• Consistently delivers what he/she promises• Adheres both to Nortel's standards and its ethical guidelines• Follows through on commitments or assignments in a timely manner	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none">1. Write down your main responsibilities as you perceive them. Schedule an appointment with your manager to review them and make sure that you clearly understand any changes or additions by asking questions. This will make sure that you clearly understand what is expected of you in order to fulfill those expectations.2. Seek feedback from others on your ability to meet commitments. Ask them for specific examples of incidents in which you were both successful and unsuccessful in meeting a commitment. This will help you to recognize the behaviors and situations that lead to certain outcomes so that you can work at adapting your style.3. Read the NT Code of Business Conduct. Post some of the most important or intrinsic values in a visible area near your desk. You will be able to use this to remind yourself how best to make decisions and complete work with these guidelines available.
<p>Demonstrates Consistency: Walks the talk. Behaves in accordance with own expressed beliefs. Treats others with respect and fairness, sharing credit, visibility and respecting diversity.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none">• Shows consistency between words and actions• Recognizes the value and potential of people's differences (equity) instead of assuming fairness by enforcing equality• Values diversity in people and uses it to team and business advantage	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none">1. Make a point of mentioning others' involvement in projects or processes, regardless of degree, whenever possible. This effort will help others feel as though their contributions have been appreciated.2. Say thank you regularly. Try to thank your peers, subordinates, support staff and any external agencies for help that they give you on a consistent basis. This can be done speaking face-to-face, using the telephone, writing a note or memo or in any other creative manner. The gesture will be appreciated because it will help to communicate your respect for others' work.3. Encourage an open and honest work environment. With the help of your staff, develop some guidelines around open and honest communication and consistently play by the rules. Give and receive feedback and information in an honest and forthright manner in order to truly "walk the talk."

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<p>Demonstrates Ethical Resolve In Adverse Circumstances: Communicates information upwards accurately even when the information is bad news. Remains visible during times of crisis. Rejects unethical shortcuts even when they may appear advantageous.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Demonstrates consistent commitment to company values with confidence in adverse circumstances • Delivers bad news when necessary • Openly declines short-term or personal gains which are unethical or bad for the business 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Create a possible crisis scenario for your organization. Document the steps that you think would be most appropriate for you to take. Think through as many consequences or outcomes as you can and rationalize why certain actions would likely be the best. This exercise will help you to think through more slowly an ideal action plan for a crisis situation and may help you determine alternatives when a real situation occurs. 2. Share your imaginary scenario with your team or staff and ask them for their input around the best course of action. Ask what they would expect to see you do and how a person in your position should act. Challenge any proposals with obvious ethical or consistency considerations. Compare and contrast your initial solutions with those of the group to better understand how perceptions can color outcomes in crisis situations. 3. Deal with giving bad news by planning how you will handle it. This will help you both act more quickly when the situation arises and act more effectively.
<p>Fosters Ethical Behavior in Others: Deliberately acts as an ethical role model for others. Puts service to customers, welfare of employees and success of the organization before own interests. Seeks systematic solutions to problems rather than assigning blame to individuals.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Models the core values of the corporation; leads by example • Encourages and recognizes others who behave ethically • Focuses on solving a problem, not assigning blame 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Become a mentor to one or more individuals in your office. Discuss issues of ethics and professional values with them regularly and take a role in influencing their development and fostering ethical behavior. 2. Acknowledge and reward ethical behavior and choices even when they may have compromised short-term business results. Communicate the situation and the decision that was made, and encourage others to take similar ethical actions when necessary. 3. When mistakes are made, focus on the solution and don't place blame. Conversely, hold yourself to a higher standard. When you make a mistake or might be responsible for a misunderstanding, acknowledge it and make a public apology. This will help to foster an atmosphere of trust and provide others with a behavioral role model.

Building Trust

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CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Building Trust: If you attempt to influence your own and others' ethical choices to too great a degree, you may easily become overly frustrated and angry when the world does not perceive and act on things in the most ethically "appropriate" way. While it is beneficial to guide others in making decisions, ultimately it will be each individual who will make and live with a particular choice.

SUGGESTED READING

OVERVIEWS:

Alessandra, Tony and O'Conner, Michael J. *People smarts*. San Diego: Pfeiffer & Company, 1994.

Block, Peter. *Stewardship: choosing service over self interest*. San Francisco: Berrett-Koehler Publishers, 1993.

Gentile, Mary C. *Differences still work*. New York: McGraw-Hill, 1994.

Horton, Thomas R. *Beyond the trust gap: forging a new partnership between managers and their employees*. Homewood, IL: Business One-Irwin, 1990.

THEORY:

Blanchard, Kenneth and Peale, Norman Vincent. *The power of ethical management*. New York: Fawcett Crest, 1988.

Kouzes, James M. and Posner, Barry Z. *Credibility: how leaders gain and lose it, why people demand it*. San Francisco: Jossey-Bass, 1993.

APPLICATION/BENCHMARKING:

Covey, Stephen R. *Principled centered leadership*. New York: Simon and Schuster, 1992.

Hodgson, Kent. *A rock and a hard place: how to make ethical business decisions when the choices are tough*. New York: AMACOM, 1992.

O'Toole, James. *Leading change*. San Francisco: Jossey-Bass, 1995.

Seelye, Ned H. and Seelye-James, Alan. *Culture clash*. Lincolnwood, IL: NTC Business Books, 1995.

Trompenaars, Fons. *Riding the waves of culture*. Burr Ridge, IL: Irwin Professional Pub., 1994.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Assertive Communication / Conflict Resolution / Diversity Classes / Facilitation: Team Process Skills

Influencing / Interpersonal Effectiveness and Listening / Management Leadership Forum 2

Negotiating / NT Way To Sell / Seven Habits Advanced Applications

Seven Habits of Highly Effective People / ValuBase Selling

Business Acumen

Knowledge of and insight into general business principles and practices as well as current business priorities and measurements.

<p>Limited Appreciation: Demonstrates a limited understanding of general business principles. Has little or no directly relevant business experience.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Uses basic knowledge of business principles to achieve objectives • Demonstrates an understanding of basic business concepts and vocabulary • Uses standard business practices effectively 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Ask your colleagues and your manager questions about the business and the organization. You will increase your knowledge of operations and general business issues. 2. Read the business section of your daily paper regularly. This will help you become more familiar with ongoing business issues. 3. When reading memos or internal documents, underline or highlight business terms that are unfamiliar to you. Take the time to look these terms up in a dictionary or ask someone to explain them to you. You will soon become more knowledgeable about general business principles.
<p>Fair Appreciation: Demonstrates a fair understanding of general business principles. Has some business experience or training. Demonstrates moderate levels of market awareness. Acts with understanding of how own role impacts the team.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Explains the implications of publicly known market/business events • Ensures that own actions and plans complement the business processes of colleagues and team • Applies principles and theories learned from previous experience or formal business training • Puts together a viable business case 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Read publications such as <i>Business Week</i>, <i>The Financial Post</i>, <i>Fortune</i>, <i>The Wall Street Journal</i>, etc. These kinds of newspapers and journals will expose you to the business issues of the day. 2. Read the company's annual report. Ask questions of your manager or volunteer to present a summary at a meeting. You will become more familiar with the company, its performance and its goals for the future. 3. Conduct a review of the department's expenditures against budget to date. Determine the expenditure that enhanced the cost-effectiveness of the department and expenditure that gave no tangible benefit. This activity will help you better use business principles and tools at the departmental level.

Business Acumen

Knowledge of and insight into general business principles and practices as well as current business priorities and measurements.

<p>Good Appreciation: Demonstrates a good understanding of general business principles. Has general business experience or training. Understands how to control costs and produce profit. Demonstrates market and competitor awareness. Acts with understanding of how team impacts company's bottom line.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none">• Uses a balanced variety of measures (e.g., results, customers, process and external benchmarks) to improve business performance• Drives team efforts to remain within budget• Takes account of market forces when setting objectives, planning, resourcing, etc.	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none">1. For a project you are managing, analyze the cost structure of the project and what it is costing the organization. By identifying the cost drivers you will be more able to control or influence these factors and thereby increase profits.2. Volunteer to explain and field questions at an interfunctional meeting on how your department's goals support those of the organization. This will test your understanding of the topic and increase your knowledge.3. Identify your top five competitors and conduct research to learn more about their operations. Think about what differentiates your company and how your performance could support that. Share your findings with others to obtain feedback and assist others to improve.
<p>Excellent Appreciation: Demonstrates excellent understanding of general business principles. Has high level of business experience or training. Is sales conscious and seeks efficiency in maximizing gains and profitability. Has an excellent understanding of the market and a detailed knowledge of the competition.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none">• Identifies or describes the potential risks and opportunities presented by geopolitical changes• Contributes to plans/projects by providing in-depth insights on target markets and/or competitors involved• Describes the implications/opportunities of market events, where the information is not public knowledge	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none">1. Search out a troubled project, research its history and objectives and make a determination about how to turn it around most profitably and effectively. Share your recommendations with the appropriate parties.2. Create a case study for yourself by identifying a region or country in which your company has enjoyed limited success. Learn as much as you can about the circumstances, and analyze how you would deal with the situation. This will help expose you to situations in which the competition and environment are different from what you are used to.3. Ask for the opportunity to manage a profit center. This experience will provide you with a business challenge and help to hone your business abilities in an actual setting.

Business Acumen

Knowledge of and insight into general business principles and practices as well as current business priorities and measurements.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Business Acumen: A thorough knowledge of the business and the market is essential for success. However, if this knowledge is gained at the expense of other skills such as people management, you will have difficulty implementing any of your ideas and will become pigeon-holed as a business technician.

SUGGESTED READING

OVERVIEWS:

Hamel, Gary and Prahalad, C.K. *Competing for the future*. Boston: Harvard Business School Press, 1994.

Mitroff, Ian. *Business not as usual: rethinking our individual corporate and industrial strategies for global competition*. San Francisco: Jossey-Bass, 1987.

O'Hara-Devereaux, Mary and Johansen, Robert. *Globalwork*. San Francisco: Jossey-Bass, 1994.

THEORY:

Adizes, Ichak. *Corporate life cycles: how and why corporations grow and die and what to do about it*. Englewood Cliffs, NJ: Prentice-Hall, 1988.

APPLICATION/BENCHMARKING:

Cooke, Robert A. *The McGraw-Hill 36-hour course in finance for nonfinancial managers*. New York: McGraw-Hill, 1992.

Celente, Gerald. *Trend tracking*. New York: Warner Books, 1991.

The following journals regularly feature articles in this area:
The Wall Street Journal, The Financial Times, Fortune Magazine, Business Week, The Economist.

SUGGESTED LEARNING INSTITUTE PROGRAMS

<i>Achieving Business Excellence Programs</i>	<i>Excellence! Through Continuous Improvement</i>
<i>Benchmarking for Business Improvements</i>	<i>Finance Fundamentals of Nortel</i>
<i>Business Management Assessment Leadership Workshop</i>	<i>GLF Series: Achieving Shareholder Value</i>
<i>Business Management Assessment Team Workshop</i>	<i>Nortel Products Overview</i>
<i>Business of Telecommunications</i>	<i>PM: Project Planning, Analysis and Control</i>
<i>Competitive Analysis Techniques</i>	<i>Shareholder Value</i>
<i>Competitive Products and Markets</i>	<i>Wireless Industry Overview</i>

Change Management/Adaptability

The ability to maintain effectiveness in a changing environment.

<p>Adapts Own Approach: Reacts positively to change, cooperating readily with revised methods and priorities.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none">• Remains positive and upbeat when change happens• Continues to deliver results when priorities and resources change• Readily adopts new processes when they are implemented/introduced	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none">1. Review recent situations where you have not adapted well or where you found change difficult. Identify what made this so difficult, and try to work out ways of dealing with these types of situations in the future. This will challenge you to adapt quickly.2. Work at being more relaxed and less reactive about obstacles that may block your progress or changes that occur in the company. As you develop your plans for pursuing goals, try to anticipate contingencies and possible changes that may complicate goal achievement. Develop an expectation that some of these are likely to occur and think through a flexible, effective response in order to approach the change in a more positive light.3. When dealing with a changing situation where the solution you would typically use no longer works, brainstorm with a group of people to develop as many alternatives as you can. This will help you recognize how a change in a process or approach can lead to beneficial results.
<p>Adapts Teams Approach: Ensures team understands need for change. Redirects team's efforts and adapts team's approach in the face of new opportunities.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none">• Changes plans as needed and communicates change to those impacted• When required, ensures team gets appropriate training, tools or education to operate under new conditions• Takes personal responsibility for communicating the details and reasons for change	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none">1. Champion a change in the organization. Identify one or two changes that you feel will benefit your team or the larger organization. Put together a plan for implementing these changes. Communicate your plan to your team and ask for their input and assistance in implementing the changes in order to gain their buy-in to the change.2. Show the need for change. Illustrate the problems with the current direction or approach. Point out the costs or negative effects of continuing along the same track. Discuss the impact on both financial and human resources. Give the group the same information that convinced you the change was necessary in order to ensure their understanding.3. Communicate your vision of the change. Describe the positive effects that will come about and point out how things will be different and how they will solve some existing problems, so that people can more easily understand and buy into the change. Discuss the changes in roles and responsibilities within the team that will be necessary to achieve the vision.

Change Management/Adaptability

The ability to maintain effectiveness in a changing environment.

<p>Address Conflictual Change: Smooths the path of change, especially in the face of conflict. Successfully translates new goals into practical processes.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Diffuses conflict and fear when change happens by sharing information openly and explaining rationale • Gets concerns out into the open and addresses those concerns in the change process • Involves team members in the planning stages of the change to build support and identify potential issues in advance 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Develop an action plan for your team to improve internal and external processes. Review this with your team, asking for input. Be as concrete as possible about how the change translates into daily work, and periodically review the progress of the team in adapting to the changes. 2. Work with champions of change, and encourage others in your group to do the same. Identify change champions in your own organization and in customer organizations, and learn from them about how they implemented change in their own organizations in order to best create an environment supportive of change. 3. Before you implement a program of change, take time to try and conceptualize the change from others' perspectives. While your goal may not be to modify your plan based on others' points of view, understanding other people's thinking may enhance your ideas and make your approaches more flexible.
<p>Anticipates and Exploits Change: Anticipates and prepares for change. Introduces timely policies to exploit the best advantages of change. Makes significant organizational changes.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Anticipates the need for change through "what if" scenarios, analysis of market information, etc. • Acts as a catalyst to change and stimulates others to change • Makes significant organizational or process changes to exploit opportunities • Anticipates change by soliciting and making use of feedback from across the organization 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Circulate ideas for change in advance of implementation. Convene public forums in which employees can challenge the plans, provide new ideas or ask clarifying questions. Communicate openly and honestly in order to anticipate and understand the impact that these changes are likely to have. 2. Select one process that you would most like to see changed or adapted. Convene a representative group of those people, including customers, whose work is most likely to be impacted by change, and have them spend a few days mapping out the current processes, discussing ways to improve and proposing a new work process. Commit to that process, or to an alternate process at that meeting, and honor your commitment. 3. Think about how you go about your routine tasks and how you could personally change in order to be more effective. Make an effort to change your behaviors publicly, in the most challenging ways possible. By showing others that you are willing to change, they will be far more willing to accept change in their own positions.

Change Management/Adaptability

The ability to maintain effectiveness in a changing environment.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Change Management/Adaptability: Although you may over time become comfortable with rapid and ongoing change, it is important to realize that others may not be able to adapt as quickly. Changing too many processes in too short a time period may create more problems than it may solve. You may also be in danger of initiating changes for the sake of change only rather than fully thinking through the needs and benefits of the change.

SUGGESTED READING

OVERVIEWS:

Hammer, Michael and Champy, James. *Reengineering the corporation: a manifesto for business revolution*. New York: HarperBusiness, 1993.

Managing change in organizations (videotape). Haverford, PA: Videolearning. (available from Videolearning, 354 West Lancaster Avenue, Suite 105, Haverford, PA, 19041)

Pritchett, Price and Pound, Ron. *High-velocity culture change: a handbook for managers*. Dallas, TX: Pritchett Publishing Company, 1993.

Schiller, Sherry. *Dispelling the megatrends myth: a leader's guide to managing change*. Alexandria, VA: Schiller Center, 1994.

THEORY:

Beckhand, Richard and Harris, Reubin. *Organizational transitions: managing complex change*. 2nd ed. Redding MA: Addison-Wesley, 1987.

Peters, Tom. *Thriving on chaos: handbook for a management revolution*. New York: Knopf, 1987.

Tobin, Daniel R. *Re-educating the corporation: foundations for the learning organization*. Essex Junction, VT: Oliver Wight Publications, 1993.

APPLICATION/BENCHMARKING:

Gorman, Carol Kinsey. *Adapting to change: making it work for you*. Menlo Park, CA: Crisp Publications, 1992.

Managing change: the human dimension (videotape). Cambridge, MA: Goodmeasure, Inc. (available from Goodmeasure, Inc., Media/Publications Department, P.O. Box 3004, Cambridge, MA, 02139).

Scott, Cynthia D. and Jaffe, Dennis T. *Managing organizational change: a practical guide for managers*. Menlo Park, CA: Crisp Publications, 1989.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Achieving Business Excellence Programs / Business Management Assessment Leadership Workshop / Business Management Assessment Team Workshop / Business Process Management

Dealing Effectively with Change / Excellence! Through Continuous Improvement / Is Management for Me? / Management Assessment Program / PM: Leadership in Project Management Environment

Stress Hardy / WorkPower Plus: Career Coaching / WorkPower: Career Planning

Customer Orientation

A willingness to help and serve others and meet their needs whether they be internal or external customers.

<p>Takes Personal Responsibility: Personally follows through on customer inquiries and requests. Takes personal responsibility for correcting customer service problems. Corrects problems promptly and undefensively. Demonstrates responsiveness.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Deals promptly with customer queries and requests, promising only what can be delivered • Ensures customers know how to get help whenever they need it • Takes responsibility for meeting customer needs within the agreed timeframe 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Don't wait for your customers to tell you they are unhappy. Conduct a regular survey of customers to determine their level of satisfaction. By gathering information in a proactive fashion you can prevent many mistakes and enhance customer satisfaction. 2. Act quickly when the customer expresses dissatisfaction. Follow up with a personal call to discuss the problem and let the customer know what is being done to correct or improve the situation. Responsiveness and personal attention make the customer feel valued by your organization. 3. Set yourself a series of guidelines for handling customer requests (e.g., return customer calls and quickmails within 24 hours, ask at the end of a request if you can do anything else, etc.), and then strive to meet them in every customer interaction.
<p>Addresses Underlying Needs: Understands the customers' business and seeks information about the real, underlying needs of the customer, beyond those expressed initially. Matches these to appropriate products and services.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Ensures that solutions match the customers' true needs (no shortcuts or cost cutting) • Determines what internal or external customers really need before providing a solution • Satisfies the customers' needs by supplying the most appropriate solution • Uses customer feedback to identify and match their needs to products and services 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Follow-up after delivery to your customers to ascertain that their requirements have been met and to determine how you might meet them more effectively next time. Put this information into a list of what you plan to do differently next time. This list will allow you to react more rapidly and responsively in the future. 2. Visit your team's customers in other departments and seek to understand their requirements and how they will use your input. Utilize this information when providing service. This will enable you to gather important information, and it will convey to your customer that you are interested in what they have to say. 3. Examine your customers' industry. Identify the competitive pressures they face. Use this information to tailor your service so that you are more successful at meeting their needs.

Customer Orientation

A willingness to help and serve others and meet their needs whether they be internal or external customers.

<p>Acts to Add Value: Makes concrete attempts to add value to the customer. Acts to make things better for the customer in some way. Works with a long-term perspective in addressing customers' issues.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Identifies to customers the short and long-term implications of strategies and decisions • Takes opportunities to exceed customer expectations by providing unsolicited service • Continually seeks opportunities to help the customer by offering improved products, services or advice 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Give your customers the benefit of your knowledge and experience with a broad range of customers. By offering more than just your products and services you are making yourself more valuable to the customer. 2. Talk to the customers about their businesses, particularly their long-term goals. Use this information to develop a customer service action plan that will address the customers' emerging needs. By utilizing this information you will be prepared to face the customers' future needs. 3. Work to increase your knowledge of the terms/words that are unique to your customers' industries. Do this through reading industry periodicals, seeking information from clients, etc. By developing and demonstrating this knowledge you will be conveying your interest in the customer's business.
<p>Partners With The Customer: Becomes intimately involved in the customer's decision-making process. Influences own organization to act in customer's best interest. Cooperates with the customer, acting as a trusted professional, partner and advisor.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Acts as an advocate for his/her customers by influencing Nortel on their behalf • Acts as a partner and trusted advisor to customer top management • Creates and leads cross-organizational teams with Nortel staff, customers and suppliers to look at new business opportunities • Involves customer in product/service development 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Research your customers' business needs and goals and, in a nondirective fashion, offer suggestions to achieve these goals. Develop an informed opinion about what will make your customers successful. 2. Identify a list of your customers' strategic business needs, and prepare a plan for meeting them. Convey this information to your co-workers and superiors so that your entire organization can begin acting with greater customer orientation. By educating yourself and then your organization you will be advocating an entirely new corporate approach toward customer service. 3. When providing a service to your customer, make sure you address the long-term goals as well as the short-term ones. What other services or products could help this customer be more productive? Take into account the future expectations and business needs for that customer.

Customer Orientation

A willingness to help and serve others and meet their needs whether they be internal or external customers.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Customer Orientation: If you tend to become too focused on the customer, you may begin to allow customer requests to subsume your own business processes, creating a negative impact on the bottom line.

SUGGESTED READING

OVERVIEWS:

Gale, Bradley T. *Managing customer value: creating quality and service that customers can see*. New York: The Free Press, 1994.

Tschohl, John and Franzmeier, Steve. *Achieving excellence through customer service*. Englewood Cliffs, NJ: Prentice-Hall, 1991.

THEORY:

Cannie, Joan and Caplin, Donald. *Keeping customers for life*. New York: AMACOM, 1992.

APPLICATIONS/BENCHMARKING:

Albrecht, Karl. *The only thing that matters: bringing the power of the customer into the center of your business*. New York: Harper Business, 1992.

Albrecht, Karl. *Service within: solving the middle-management leadership crisis*. Homewood, IL: Dow Jones-Irwin, 1990.

Rodgers, Martha and Peppers, Don. *The one to one future*. New York: Doubleday, 1993.

Zemke, Ron. *The service edge: 101 companies that profit from customer care*. New York: Penguin Books, 1990.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Benchmarking for Business Improvements

Negotiating

Building Loyal Customer Relationships

NT Way To Sell

Business Management Assessment Leadership Workshop

Business Management Assessment Team Workshop

PM: Project management for Team Members

Business Process Management

PM: Strategic Project Management

Business of Telecommunications

PM: Quality for Project Managers

Consulting Skills

Team Performance Appraisal

Effective Presentations

ValuBase Selling

Excellence! Through Continuous Improvement

Writing Excellence

Management Assessment Program

Decisiveness

The willingness to make decisions, once a situation or problem has been analyzed, based upon a judgment of the best solution to a problem or situation.

<p>Delivers Routine Decisions: Delivers required routine decisions when all the necessary information is available, having judged a range of standard options.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Makes routine decisions in a timely manner • Delivers a decision only after judgment has been exercised • Communicates decisions clearly and concisely • Makes recommendations 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Establish an individual time frame (i.e., 24 hours) within which you will make decisions and stick to it. Ask your employees and colleagues to remind you when you have exceeded your targeted time. By setting and adhering to specific time frames you will be developing your ability to act in a timely and decisive fashion. 2. After listening to others or gathering information, communicate how you feel about an issue or interaction simply and clearly, without being indirect or backing off. Assertiveness is an important component of being decisive. It is important that you practice taking a direct approach when expressing yourself. 3. Make a list of all the decisions that you have put off over the last few months. Set yourself a schedule to make decisions on all the issues and keep to it. It is important that you don't let problems or issues linger. By establishing this schedule you will be more likely to act on unresolved issues.
<p>Delivers Decisions in the Face of Competing Alternatives: Makes timely decisions without delay, having judged a number of differing options.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Delivers decisions when different options are available • Delivers decisions where options have competing ownership • Makes decisions between competing alternatives when time is critical 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Use flow diagrams to trace potential origins of problems, and alternate solutions. Evaluate the cost/benefit of the alternatives, taking time into account and commit to a course of action within a given time frame. This diagram should help you visualize problems, solutions, and alternatives and as a result, assist you in the decision making process. 2. Participate in games and activities that require quick decision making. By practicing decisive behavior you will become more comfortable with making decisions rapidly. 3. Discuss the implications of delayed decision making with your manager/other stakeholders. You will be more apt to act in a decisive manner if you are familiar with the opportunities that may be lost by delayed decisions.

Decisiveness

The willingness to make decisions, once a situation or problem has been analyzed, based upon a judgment of the best solution to a problem or situation.

<p>Makes Risky Decisions: Makes timely decisions when the consequences of the decision involve some risk to business results, self or the team. Balances the potential gains against the risks and makes the decision without hesitation.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Delivers timely decisions having considered cost-benefit and other implications • Delivers decisions when information is lacking • Makes decisions to try out new ideas or explore uncharted territory 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Develop a strategy for reducing risks. For example, some risks can be reduced by good planning. Identify the “go/no go” decision points so that you know when the risk becomes too great. Using this technique will help you make risky decisions more quickly and increase your comfort with making risky decisions. 2. Analyze past decisions to determine how collecting less information or taking less time would have changed the decision. Identify what would have changed the decision. Identify what you could have done differently to speed up the decision process. Analyzing past decisions is an excellent way to help you identify your decision making strengths and weaknesses. You can then use this information for personal development. 3. Solicit input from people you consider to be “experts” at making risky, yet generally successful decisions. Learn how they go about it, and develop a system that you could use. Utilizing expert advice is an excellent way to learn successful techniques quickly.
<p>Makes Far Reaching Decisions: Makes decisions in complex, ambiguous or highly risky situations, without undue hesitation, where the consequences of the decision have broad and/or long-term implications for the success of the business.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Delivers major decisions in the face of confusion and uncertainty • Makes decisions which have an impact on Nortel globally • Makes decisions that have potentially serious consequences for the business 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Keep up to date with corporate and industry issues and trends. Record and research some of the decisions that individuals in other corporations have made. Compare and contrast their decisions to the decision that you would have made. It is important to continually evaluate your own success by choosing relevant sources of comparison. 2. Identify a customer issue on which immediate action is necessary or the opportunity will be lost. Utilize your network of resources to gather some important information. However where information is incomplete focus on the essential variables and utilize what you know about them to make a rapid rational decision. In the face of incomplete information it is important that you practice focusing on the most essential pieces of information when making a decision. 3. Read business case studies and practice making decisions on the case situations quickly. Discuss your decisions with others, and ask for their feedback. By practicing your decision making skills and getting feedback on your success you will be improving your ability to act in real situations.

Decisiveness

The willingness to make decisions, once a situation or problem has been analyzed, based upon a judgment of the best solution to a problem or situation.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Decisiveness: Those who try to make decisions too quickly, or without thorough analysis, run the risk of making decisions that are not in the best interests of Nortel. People like this tend to be perceived as “loose cannons” and often are not trusted.

SUGGESTED READING

OVERVIEWS:

Dawson, Roger. *The confident decision maker*. New York: William Morrow & Company, 1992.

Janis, Irving L. *Crucial decisions: leadership in policy-making and crisis management*. New York, The Free Press, 1989.

Kepner, Charles H. and Tregoe, Benjamin B. *The new rational manager*. Princeton, NJ: Kepner-Tregoe, Inc. 1981.

THEORY:

Payne, John W. *The adaptive decision maker*. New York: Cambridge University Press, 1993.

APPLICATIONS/BENCHMARKING:

A guide to personal risk-taking (audio cassette). New York: American Management Association.

Fox, William. *Effective group problem solving: how to broaden participation, improve decision making and increase commitment to action*. San Francisco: Jossey-Bass, 1987.

Moody, Paul. *Decision making: proven methods for better decisions*. New York: McGraw-Hill, 1988.

Rye, David E. *Corporate game: a computer adventure for developing business decision-making skills*. New York: McGraw-Hill, 1993.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Dealing Effectively With Change

Management Assessment Program

PM: Project Planning, Analysis and Control

PM: Strategic Project Management

Developing Others

The ability to foster the learning and development of other people with an appropriate level of needs analysis, coaching and other support.

<p>Provides Direct Instruction: Gives detailed instructions, advice and on-the-job demonstrations. Verifies that others have understood explanations and directions. Provides necessary tools and resources to support development.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • When developing people on the job, verifies they have understood instructions • Provides alternative resources or individuals who can give the development support required • When developing people on the job, personally demonstrates how the task should be done 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Spend more time with your employees in order to demonstrate how to do important tasks. Observe your employees doing the tasks, and give assistance and guidance to support their performance. Making a specific effort to do this will help you to learn how best to coach individuals with differing levels of ability and experience. 2. Use the Performance Dimensions Assessment Checklist in the front of this book to determine critical skills/behaviors for employees in your department and their current level of expertise. This will help you and your employees understand their strengths and developmental needs. 3. Help employees think through approaches. Ask an employee to present the advantages and disadvantages of several alternative approaches to a critical situation, and recommend a specific plan of action before you voice your own opinion. Try to coach employees by asking questions such as "What if you did it this way?" rather than directing their actions.
<p>Provides Ongoing Coaching: Identifies team members' strengths and development needs. Provides ongoing feedback and reinforcement. Reassures and encourages others after a setback.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Provides constructive feedback with specific examples • Coaches and reinforces as needed • Builds peoples' self-confidence as they gain new skills, knowledge and abilities by providing feedback and encouragement 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Practice giving feedback. Role play giving positive and developmental feedback with a peer who has good coaching skills or with a member of management whose opinion you respect. 2. Ask for feedback about your own skill at providing feedback. While working with your employees, request feedback from them about what you can do to be a better coach. 3. Identify the unique issues, concerns, motivators, strengths and developmental needs of each of your employees. Write this information down and share it with them. Update this information through regular communication with your employees.

Developing Others

The ability to foster the learning and development of other people with an appropriate level of needs analysis, coaching and other support.

<p>Creates Development Opportunities: Arranges and develops on-the-job experiences, appropriate assignments, formal training or other experiences to foster an individual's learning and development. This extends beyond meeting minimum corporate training requirements.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Encourages others to do more than the mandated or obvious training required • Encourages others to resolve problems on their own without prescribing a solution • Creates opportunities for others to obtain and practice new behaviors, knowledge and skills • Develops others by delegating appropriate and challenging work to them 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Identify long-term career goals of your employees. Meet with each of your employees to discuss their career goals and their long-term interests and aspirations. Make reference to these goals during your employees' year-end performance reviews. By understanding their career goals, you will be more able to provide developmental opportunities on the job. 2. For new employees or those struggling with self-confidence issues, make a point of assigning them tasks that will boost their confidence. This can be accomplished by assigning either smaller tasks or tasks that have clear and achievable goals. 3. Seek opportunities for your staff that will stretch their knowledge and skills. Identify general learning needs for people in your department and organize a series of learning sessions ("lunch and learns," information exchange meetings with other departments) to meet these needs.
<p>Champions a Learning Organization: Identifies broadly-based training and development needs to meet future demands. Creates a continuous learning environment for team members, colleagues and customers.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Creates and implements development initiatives to build a work force better skilled for the future • Implements a process where the learnings of all individuals are shared so that they and the organization as a whole benefit • Provides assignments that develop skills in employees who demonstrate leadership potential • Holds lower level managers accountable for developing their people 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Looking at the future business strategy, examine the broader future development needs of your team. Working with the team, try to identify the main areas required for development across the group and then put appropriate development plans into action. 2. Regularly review the progress of each of your employees and determine whether any adjustments are necessary or appropriate. Encourage them to stay focused on their development goals and to work continuously toward accomplishing them. 3. Encourage employees to enroll in training programs (both internal and external to the organization) that will help them to acquire and enhance skills and knowledge. Provide assistance to employees in enrolling them in these programs.

Developing Others

The ability to foster the learning and development of other people with an appropriate level of needs analysis, coaching and other support.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Developing Others: By concentrating too much on developing employees without regard to the business realities and requirements of your organization, you risk creating a group that has skills and capabilities that do not match the work requirements.

SUGGESTED READING

OVERVIEWS:

Deegan II, Arthur X. *Coaching: a management skill for improving individual performance.* Redding MA: Addison-Wesley, 1979.

Miller, James B. and Brown, Paul. *The corporate coach.* New York: St. Martin's Press, 1993.

Mumford, Alan, ed. *Handbook of management development.* Brookfield, Vt.: Gower, 1986.

THEORY:

Mink, Oscar, G. *Developing high-performance people: the art of coaching.* Redding, MA: Addison-Wesley, 1993.

Senge, Peter M. *The fifth discipline: the art and practice of the learning organization.* New York: Doubleday/Currency, 1990.

Wick, Calhoun W. and Leon, Lu Stanton. *The learning edge: how smart managers and smart companies stay ahead.* New York: McGraw-Hill, 1993.

APPLICATION/BENCHMARKING:

Berry, Donna L. *50 activities for coaching/mentoring.* Amherst, MA: HRD Press, 1993.

Daniels, Aubrey C. *Bringing out the best in people.* New York: McGraw-Hill, 1993.

Fletcher, Jerry L. *Patterns of high performance: discovering the ways people work best.* San Francisco: Berrett-Koehler Publishers, 1993.

Mager, Robert F. *What every manager should know about training.* Belmont, CA: Lake Publishing Company, 1992.

Stewart, Jim. *Speed training: systems for learning in times of rapid change.* London: Kogan Page, 1993.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Facilitation: Team Process Skills

Human Dynamics, Part 2

Management Assessment Program/Managing for Performance

Performance Leadership/Situational Leadership

WorkPower Plus: Career Coaching

Directing Work Through Others

The ability to direct, when necessary, the activities of others in the best interests of the organization and its customers.

<p>Gives Directions: Gives adequate direction. Makes needs and requirements clear.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none">• Gives directions with very specific details• Explains the rationale behind objectives• Provides clear goals and parameters when making requests• Checks that people know what is expected of them	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none">1. Write SMART objectives (Specific, Measurable, Attainable, Results-Oriented, Timely). Identify and discuss the end results of key job requirements ("to have increased/developed") and success indicators (time, quantity, quality, behavior). Discuss how and why these are important.2. Ensure clarity about performance goals and expectations by meeting with employees to set goals. Ask your employees to summarize, in writing, your agreements about performance expectations and to give you a copy. Discuss anything you disagree with or think needs to be added in order to increase clarity.3. When giving directions and making requests regularly summarize and test understanding (ask them to paraphrase back to you their understanding). Make sure that you discuss the approach, available resources and any likely risks to the delivery.
<p>Delegates Effectively: Explicitly delegates details of routine tasks in order to free self for more valuable or longer-range considerations. Is assertive in delegation and acceptance of tasks from others (e.g., says "No" to unreasonable requests).</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none">• Delegates tasks or responsibilities in order to free self for other work• Gives others the freedom to get routine tasks done without interference• Says "no" to additional assignments to avoid overloading self or the work group• Gives sufficient authority when delegating	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none">1. Find opportunities to delegate some of your work to your employees in order to free up your time to think about broader issues faced by the unit and/or the organization. Monitor their progress and provide direction and oversight, but allow them as much latitude as is reasonable given the task at hand.2. Keep an accessible list of the skills in your department with notes about level of ability and readiness to take on new tasks. Delegate tasks which explicitly link to an individual's development plan and the skills of the person. Then delegate tasks and follow-up with employees to make sure that tasks are being completed correctly.3. Try saying "No," with a little explanation, to requests you have sometimes given in to in the past. You will find that setting boundaries for others in this way, when done fairly and reasonably, helps to create a greater sense of clarity and direction in your team members.

Directing Work Through Others

The ability to direct, when necessary, the activities of others in the best interests of the organization and its customers.

<p>Establishes Visible Standards of Performance: Monitors performance against clear standards. Sets common standards and consistently compares performance against those standards.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Sets measurable standards of excellence for others to meet • Checks and gives feedback about progress against agreed milestones and standards • Consistently communicates own expectations about providing high quality performance, products and services 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Provide clear, timely feedback to employees. Let them know what they are doing well and what they are not doing to meet your expectations. In either case, be specific about what behavior should or should not continue, and why. By doing this on a regular, ongoing basis, employees will begin to recognize your standards and expectations more quickly and accurately. 2. Place greater emphasis on setting and communicating key functional priorities, delegating major accountabilities and expecting results from your immediate employees. Establishing these standards will emphasize the importance of accountability and results. 3. Develop a model or system by which to judge all employees work. Use this model to increase consistency in work assessments and to enable employees to self-assess themselves and improve their own performance.
<p>Takes Effective Action Against Performance Problems: Holds people accountable for performance. Confronts others openly and directly about performance problems. Addresses problems in a timely way.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Holds self and others accountable for high standards of performance • Takes action to improve performance problems by communicating consequences of failure and/or the benefits of achieving expectations • Takes clear action or a firm stand, when necessary, to correct performance problems or ensure project deliverables are made • Effectively applies disciplinary procedures at the appropriate time 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Keep a log of specific interactions or performance problems you have had with employees. On a regular basis review the log and hold review meetings with those employees you might have concerns about. Be direct with employee and discuss your concerns behaviorally as opposed to personally. 2. At meetings with employees with performance problems, ask them to assist you in setting objectives and targets for performance going forward. Clearly state and document the consequences of succeeding or failing in the work and provide the employee with a copy of the agreed upon document. Follow up so that if the performance problem continues you can act quickly. 3. Take time to sit down to talk with and examine the work of each employee with the purpose of summarizing strengths and weaknesses. Talk to others to find opportunities to develop needed performance characteristics or to provide any helpful insight in improving individual performance. 4. Familiarize yourself with the company policies on performance improvement and disciplinary procedure. Use your HR person as a sounding board to discuss the best strategy for dealing with performance problems.

Directing Work Through Others

The ability to direct, when necessary, the activities of others in the best interests of the organization and its customers.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Directing Work Through Others: While it is necessary to have the ability to be directive and firm in a management position, too much reliance on this competency to the exclusion of others will lead to a dictatorial, authoritative atmosphere in which teamwork is lacking and empowerment is minimal.

SUGGESTED READING

OVERVIEWS:

Burley-Allen, Madelyn. *Managing assertively: how to improve your people skills*. New York: Wiley, 1995

Drucker, Peter F. *Managing for the future: the 1990s and beyond*. New York: Tuman Talley Books/Dutton, 1992.

Fazzi, Robert. *Management plus: managing productivity through motivation, performance, and commitment*. Burr Ridge, IL: Irwin Professional Publishing, 1994.

Neusch, Donna R. and Siebenaler, Alan F. *The high performance enterprise: reinventing the people side of your business*. Essex Junction, VT: Oliver Wight Publications, 1993.

THEORY:

Glasser, William. *The control theory manager*. New York: Harper Business, 1994.

Hershey, Paul. *The situational leader*. Escondido, CA: Center for Leadership Studies, 1984.

Lefton, Robert E., Buzzotta, V.R. and Sherberg, Manuel. *Improving productivity through people skills*. Cambridge, MA: Ballinger Publishing, 1980.

APPLICATION/BENCHMARKING:

Armstrong, David. *Managing by storying around*. New York: Doubleday, 1992

Barner, Robert W. *Crossing the minefield: tactics for overcoming today's toughest management challenges*. New York: AMACOM, 1994.

Jenks, James and Kelly, John. *Don't do, delegate!* New York: Ballantine, 1986.

Stewart, Valerie and Stewart, Andrew. *Managing the poor performer*. Aldershot, Hampshire, England, 1988.

Webber, Ross Arkell. *Becoming a courageous manager: overcoming career problems of new managers*. Englewood Cliffs, NJ: Prentice-Hall, 1991.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Managerial Assessment Program

PM: Leadership in Project Management Environment

Negotiating

Situational Leadership

Objective Setting

Influence

The ability to persuade or influence other people to accept a point of view, to adopt a specific agenda or to take a course of action.

<p>Uses Direct Persuasion: Uses direct persuasion in attempts to influence. Presents logical arguments, data, concrete examples. Organizes facts and arguments clearly.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Provides clear explanation of relevant facts; presents well-reasoned and well-prepared case • Persuades using direct appeals such as data on features, areas of agreement, benefits, etc. • Presents compelling arguments to support own positions and asks for commitment 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Prior to presenting an argument, organize the points you would like to make. Create and utilize an outline when making your presentation. By organizing in this fashion you will be assuring that your argument is clear, concise and well thought out. This type of presentation will be more influential. 2. When preparing an argument examine which types of hard evidence, such as facts and figures, can support your assertions. Search out that information and include it in your presentation. Data that support your argument are always valuable when attempting to influence others. 3. In meetings, observe what others are doing to influence. Note the verbal behaviors they use such as giving and seeking information, presenting rationale, clarifying and summarizing, dealing with objections, and building alliances. Then see if you can incorporate some of their techniques in situations when you need to influence.
<p>Adapts Actions or Words: Adapts presentation or discussion to appeal to the interest or perspective of others. Anticipates impact of action or words.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Persuades others by addressing their concerns and highlighting mutual benefits • Anticipates how others will respond and tailors presentation accordingly • Adapts style and words real-time in response to the immediate needs of the audience interests • Adapts case/argument to create a "win-win" solution so the objectives of both parties are met 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Learn as much as possible about the person you are about to meet, and use some of those facts in your first meeting. By your demonstrating interest in the individual's affairs, he/she will be more receptive to you and your ideas. 2. Anticipate how your audience will respond to your argument. Prepare for their possible criticism by having alternative supporting arguments. It is important to devise contingency arguments since not every individual in the audience may have the same motivations. By defending your point with numerous arguments you are increasing the likelihood of influencing your audience. 3. Familiarize yourself with the concerns of your audience. Identify what sources of data would be most influential when attempting to persuade these individuals. Gather this information and use it when presenting your argument. It is important to know what motivates others, and it is extremely important to appeal to these motives when attempting to enlist their support.

Influence

The ability to persuade or influence other people to accept a point of view, to adopt a specific agenda or to take a course of action.

<p>Takes Multiple Customized Influence Strategies: Takes several different actions to influence, with each action tailored to the target audience.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Uses novel presentation vehicles, especially chosen to appeal to the audience • Develops a strategy using several alternative delivery vehicles, each tailored to the interests of the different parties involved • Tailors a presentation to incorporate the “hot buttons” of each of the key players in the audience, and ties it to other key events or strategies to support the case 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Spend time preparing alternative arguments to use in your persuasive effort with someone. In doing so, prioritize these in terms of which ones are likely to be most appealing or influential to your audience. 2. When devising a plan to address a critical issue in your organization, pay close attention to the important stakeholders. Identify their interests/motivations and individuals who exert influence over them. Utilize all these sources when developing your arguments. Devise your arguments to address their needs, but also enlist the support of those who influence them to assure success. Using numerous sources of persuasion will allow you to exert more influence. 3. Understand your co-workers and customers. Identify the unique issues, concerns and motivations of each of your coworkers/customers. Write this information down, and apply it when making decisions that will directly or indirectly effect them.
<p>Uses Complex Indirect Influence: Influences through third parties or uses experts to influence. Assembles coalitions and builds behind-the-scenes support for ideas. Structures situations to influence others’ behavior.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Lobbies key people to identify and deal with their concerns and uses these individuals to support own case with the other groups • Gives people a stake in the outcome by ensuring they participate in the process • Orchestrates events to indirectly influence others (e.g. plans timing, “piggy backs” key events, previews proposals to key allies, leverages testimonials) 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Practice less direct approaches when influencing others informally. This might include giving individuals a preview of a proposal and working behind the scenes to get support from key people. By enlisting allies and support you are lending credibility to your position. 2. Build relationships with influential individuals both within and outside your organization. You can use their leverage and reputation to support your position. 3. Develop a deeper understanding of the informal organizational network by observing the alliances and/or rivalries that exist between key individuals or groups. Frequently engage colleagues about how things work beneath the surface in an organization.

Influence

The ability to persuade or influence other people to accept a point of view, to adopt a specific agenda or to take a course of action.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Influence: Individuals who are over-reliant on influence may fail to research or prepare a topic sufficiently since they feel that they can convince others simply by using charisma. Sustained efforts of coalition building and behind-the-scenes influencing can also lead to a negative backlash.

SUGGESTED READING

OVERVIEWS:

Bellman, Geoffrey M. *Getting things done when you are not in charge*. San Francisco: Berrett-Koehler, 1992.

Cohen, Allan R. and Bradford, David F. *Influence without authority*. New York: John Wiley & Sons, 1991.

McClelland, David. *Power: the inner experience*. New York: Irvington Publishers, 1975.

Perloff, Richard M. *The dynamics of persuasion*. Hillsdale, NJ: L. Erlbaum, 1993.

THEORY:

Bennis, Warren and Nanus, Burt. *Leaders: the strategies for taking charge*. New York: Harper & Row, 1985.

Cialdini, R. *Influence: how and why people agree to things*. New York: Morrow Quill, 1984.

APPLICATION/BENCHMARKING:

Decker, Bert. *You've got to be believed to be heard*. New York: St. Martin's Press, 1993.

Fisher, Roger and Ury, William.; Patton, Bruce, ed. *Getting to yes: negotiating agreement without giving in*. Boston: Houghton Mifflin, 1991.

Getting the job done through influence (videotape). Haverford, PA: Videolearning. (available from Videolearning, 354 West Lancaster Avenue, Suite 105, Haverford, PA, 19041).

Kouzes, James M. and Posner, Barry Z. *The leadership challenge: how to get extraordinary things done in organizations*. San Francisco: Jossey-Bass, 1991.

Woodall, Marian K. *How to think on your feet*. New York: Warner Books, 1993.

SUGGESTED LEARNING INSTITUTE PROGRAMS

<i>Building Loyal Customer Relationships</i>	<i>NT Way To Sell</i>
<i>Competitive Analysis Techniques</i>	<i>PM: Contracting for Project Managers</i>
<i>Influencing</i>	<i>PM: Project Planning, Analysis and Control</i>
<i>Management Assessment Program</i>	<i>ValuBase Selling</i>
<i>Management Leadership Forum 2</i>	<i>Writing Excellence</i>

Initiative

A bias for taking action to meet immediate challenges or to think ahead and meet future opportunities and challenges.

<p>Shows Persistence: Persists in the face of obstacles or rejection. Does not give up when things do not go smoothly. Ensures tasks are completed to agreed standards.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Takes repeated actions to achieve goals; does not give up easily when things become difficult • Demonstrates a high degree of perseverance to ensure goals are reached to required standards • Overcomes obstacles when blocked 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Identify and remove obstacles to effective performance. Identify factors that are blocking or impeding your performance and develop a plan to remove or get around these barriers. Implement the plan. By systematically identifying problems you will be able to identify similarities between various situations and derive solutions more rapidly. 2. Do a postmortem on a failed project. Determine what went wrong and what could have been done to make it successful. By analyzing the mistakes you are less likely to succumb to similar pitfalls in the future. 3. Work with a person who demonstrates a high level of initiative. Discuss how he/she identifies events in which initiative can be taken. Others' input can broaden your options by identifying ideas you had not previously considered.
<p>Actively Addresses Current Opportunities or Problems: Acts without the need for prompting. Recognizes and acts upon present opportunities, or addresses present problems quickly and decisively.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Acts before being forced to by events • Actively seeks solutions to problems before being asked or directed • Acts quickly to address current problems 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Look at the current problem that you are avoiding. Write down what you find difficult, then ask someone to help you brainstorm possible solutions. Use these ideas to create a step-by-step plan to address the problem and then implement this plan in the next couple of days. 2. At the next team meeting ask members for current problems that could be addressed in a relatively short timeframe. Enlist support and devise and enact a solution. 3. Identify current business opportunities that can be seized immediately. Develop a systematic plan of action which includes a time table for taking advantage of these possibilities, and then enact this plan.

Initiative

A bias for taking action to meet immediate challenges or to think ahead and meet future opportunities and challenges.

<p>Initiates Action In Others: Encourages individuals and groups to take action. Facilitates commitment to continuous improvement. Takes action to create opportunities or avoid problems that are not obvious to others.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Builds people's confidence to take initiative by effective use of recognition, support and reassignment of tasks • Helps an individual identify a need for action that wasn't obvious to him/her • Motivates individuals and groups to take action without waiting for directions 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Establish goals for yourself and your team to help the department and company achieve strategic objectives which will make a mark on the organization. These goals can guide you and your team towards solutions that have substantial impact. 2. Seek feedback from others on how you convey a sense of urgency for projects and tasks. For example, do you give the impression that everything must be addressed immediately? Solicit specific information about when you have displayed appropriate urgency, when you have shown inappropriate urgency and any patterns they have observed. Conveying a sense of importance that's consistent with the priority of the task/project increases the likelihood that others will take immediate action when needed. 3. Create a team in your functional area and have team members brainstorm opportunities for enhancing the functions performance. Encourage the group to develop and implement an action plan to seize these opportunities.
<p>Initiates Long Term Actions: Looking ahead more than one year, takes action to influence events and create opportunities. Establishes clear long-term objectives and develops a pervasive action-based attitude in the team.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Creates strategies to position Nortel 2-5 years in the future by anticipating and acting on trends affecting internal/external customers and key markets • Encourages and rewards others who create solutions which will yield long-term benefits • Defines and implements activities for today as the basis for achieving long-term strategies 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Set aside a significant amount of time to think about the company's future needs and how they can be addressed through your functional accountabilities. This will force you to anticipate future company needs and identify how you can help satisfy them. 2. Examine where Nortel is going in the next five years and determine what obstacles under your control may impede this progress. Clearly identify and enact a year by year plan to avoid such pitfalls. 3. Identify some primary organizational needs that should arise in a couple of years. Evaluate whether you will have the skills to meet these needs and then identify areas where you need development. Implement a systematic plan to achieve your development goals.

Initiative

A bias for taking action to meet immediate challenges or to think ahead and meet future opportunities and challenges.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Initiative: Over relying on initiative could cause someone to take action without having carefully thought through the consequences, thereby leading to suboptimization of outcomes or even failure.

SUGGESTED READING

OVERVIEWS:

Manz, Charles. *The art of self-leadership: strategies for personal effectiveness in your life and work*. Englewood Cliffs, NJ: Prentice-Hall, 1983.

THEORY:

Fink, Stephen. *High commitment workplaces*. Westport, CT: Quorum Books, 1992.

Joiner, Brian. *Fourth generation management: the new business consciousness*. New York: McGraw-Hill, 1994.

APPLICATION/BENCHMARKING:

Covey, Stephen, et. al. *First things first*. New York: Simon and Schuster, 1994.

Covey, Stephen. *The seven habits of highly effective people*. New York: Simon and Schuster, 1989.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Conflict Resolution

Management Assessment Program

Seven Habits Advanced Applications

Seven habits of Highly Effective People

Judgment

The ability to be rational, objective and unbiased when taking decisions or actions.

<p>Makes Straightforward Judgments: Judges straightforward situations rationally, taking into account the necessary facts, information and stated company policies and guidelines. Evaluates the situation objectively.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Relates information from different sources to reach a logical conclusion • Considers pros, cons, risks and impact when considering alternatives • Remains objective 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Brainstorm before making decisions. As you approach problems, try to state problems from different perspectives in order to generate ideas and conclusions. 2. Ask for input from those affected by a particular problem. Ask them for information about the nature of the problem and for suggestions about possible solutions. Identify a number of possible courses of action and check out the feasibility of these alternatives with these same individuals or groups before making a decision. 3. Present solutions, not just problems. Recommend a solution when you next present a problem to your manager or to others. Solicit feedback about your proposed solution and collaborate to determine appropriate next steps. Practicing developing solutions will help you to improve your judgment evaluation skills and identify areas of ambiguity.
<p>Makes Moderately Complex Judgments: Judges moderately complex situations considering several possible alternatives and objectively weighing pros and cons of each. Judges situations involving moderate levels of risk.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Makes a systematic comparison of multiple alternatives before deciding on a course of action • Remains objective when selecting from alternatives where there is risk and complexity • Considers all angles and issues when selecting an option 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Assess the costs and benefits of a plan, and of each of the steps within the plan. Consider both tangible and intangible costs and benefits. Analyze optimistic, conservative and pessimistic versions of the plan. Support each version with appropriate back-up data. 2. Focus on identifying practical details and situational demands when setting work priorities. Work against the tendency to establish and follow up pre-conceived goals, plans and strategies that do not take into account the more mundane, daily details that must be addressed for a successful outcome. This exercise will help you to make realistic and rational decisions while maintaining exposure to alternatives. 3. Work at developing contingency plans that can be implemented if things do not go as planned. Develop plans to accommodate several potential courses of action. This will force you to think through alternative scenarios as well as solutions on a regular basis.

Judgment

The ability to be rational, objective and unbiased when taking decisions or actions.

<p>Makes Complex Judgments: Judges a situation or situations where different parties hold different views. Considers many different alternatives. Checks all assumptions, avoids any personal bias and carefully assesses the risks.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Considers different viewpoints, options and preferences without bias • Considers pros, cons, risks and impact when weighing alternatives • Remains objective under pressure of conflicting interests 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Use a system to detail ideas and information, such as: ordering chronologically, in order of importance, in terms of positive benefits and negative benefits, or in terms of meeting a long-term goal. By developing a system, you will be able to review all of the information more thoroughly and with more clarity before making decisions. 2. Get others internal and external to the unit or organization involved in discussing and identifying obstacles and evaluating consequences of decisions so that important details that may affect the ultimate success of your plans are not overlooked. 3. Make sincere attempts to avoid drawing conclusions too quickly based on the immediately available information or internalized concepts you bring into specific situations. Make sure that you take enough time to gather sufficient detailed information to develop a factual basis for your decisions.
<p>Judges Long-Term Impact: Makes objective judgments that have long-term impact on the organization. Takes into account all possible sources of information, assesses risks and all future implications.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Considers both the short and long-term impact of options and takes into account risks to the organization while drawing conclusions • Considers a large number of data sources and options when selecting the best long-term solution • Covers all the angles when considering a strategically important situation 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Identify the most crucial decisions with long-term impact that you have to make this quarter. Map out the ideal process for making those decisions and any obstacles to pursuing those processes. Share your proposals with others you respect to get their input, and stay as close to the ideal processes as possible when making the decision. 2. Spend more time sitting down with others to mutually clarify and jointly think about business problems you need to address. Force yourself to talk through (on a flip chart) the thinking process that generated the conclusions you have drawn. Ask for others' input and assistance in identifying aspects of the problem you have not fully thought out. 3. Reflect on your decisions before you implement them. Once you make a decision or come up with a solution to a problem, step back and evaluate whether the decision still feels right to you. You may want to put it aside for several days and then come back and re-evaluate it.

Judgment

The ability to be rational, objective and unbiased when taking decisions or actions.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Judgment: If you try to incorporate every piece of information into the equation before making a decision, the time involved may be unrealistic. You may be perceived as being hesitant and indecisive, especially in crisis situations.

SUGGESTED READING

OVERVIEWS:

Rowe, Alan J. and Mason, Richard O. *Managing with style: a guide to understanding, assessing and improving decision making.* San Francisco: Jossey-Bass, 1987.

THEORY:

Bryson, John M. and Crosby, Barbara. *Leadership for the common good: tackling public problems in a shared power world.* San Francisco: Jossey-Bass, 1992.

APPLICATION/BENCHMARKING:

Fox, William M. *Effective group problem solving.* San Francisco: Jossey-Bass, 1987.

Payne, John W. *The adaptive decision maker.* New York: Cambridge University Press, 1993.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Basic Quality & Management Planning Tools: Introduction *Is Management For Me?*

Benchmarking for Business Improvements

Management Assessment Program

Collaborative Meetings

Problem Solving and Decision Making

Consulting Skills

PM: Contracting for Project Managers

Diversity Programs

PM: Project Management For Team Members

First Things First

PM: Quality for Project Managers

Human Dynamics Part 1 & Part 2

PM: Strategic Project Management

Interpersonal Effectiveness and Listening

Stress Hardy

Listening and Responding

The ability to accurately listen to others, understand their feelings, needs and points of view and then respond appropriately.

<p>Listens: Demonstrates receptivity to information by listening in immediate day-to-day relationships with others.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Demonstrates attentiveness through use of non-verbal signals (e.g., eye contact, posture, nods and smiles) • Uses verbal prompts which indicate he/she is listening (e.g., "yes", and "I see") • Remembers and records facts accurately 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. When others are speaking, notice any tendencies you have to drift off or to do anything other than listen. To focus on listening, use appropriate skills such as paraphrasing, asking relevant questions and using non-verbal signals. and This will develop your listening skills by forcing you to concentrate on what others have to say. 2. After conversations or interactions with others, attempt to make a prioritized list of what is important to them. Check this list with the individual to assess your performance. This type of practice will help you develop your listening skills. 3. In meetings limit your comments and focus on what others have to say. By doing this you will be concentrating on others' ideas and opinions rather than on how you will respond.
<p>Listens Actively: Actively seeks out information about others' thoughts and perspectives. Asks questions to test understanding. Invites conversation and interaction.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Summarizes the main points or issues to focus a discussion • Asks questions to check out assumptions • Uses open-ended questions to increase his/her understanding about the situation, feelings, effects, etc. 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Ask others open-ended questions that require more than simple "yes" and "no" responses. Use the answers to probe for individual's interests and goals. By listening and evaluating people in this fashion you will enhance your understanding of others and your listening skills. 2. Focus on both verbal and non-verbal clues conveyed by your audience. Listen to what people say but also focus on how they act. Do they lose eye contact? What about their facial expressions? By utilizing this information you will be able to gain a greater understanding of their opinions. 3. Set up regular meetings where others have an opportunity to express their concerns about work practices or processes. Practice your questioning and probing techniques to gain a full understanding of their perspectives.

Listening and Responding

The ability to accurately listen to others, understand their feelings, needs and points of view and then respond appropriately.

<p>Responds Appropriately: Based on careful active listening, generates responses to others' thoughts and perspectives which invite further interaction and openness, both within and across groups, and which positively impact others' behavior.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Promotes open discussion by inviting and sharing ideas, feelings, opinions, etc. • Responds with empathy to difficult or embarrassing subjects • Acknowledges the opinions and feelings of others • Receives feedback positively; is accepting, remains calm and commits to take action when appropriate 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Practice identifying similarities between your opinion and that of others before pointing out differences of opinion. Point out these similarities to display that you are listening intently and understand the other individual's perspective. This will help you build consensus. 2. Listen to get a clear understanding of another person's perceptions of a situation. Then express to the individual your sense of what they are thinking and feeling. Listening and showing empathy will contribute significantly to success, not only in negotiations and people management, but also where frequent contact with people from other countries and cultures calls for recognition of their values and concerns. 3. To create a more receptive and open environment with others, develop your ability to make small talk. Greet people warmly and take the time to discuss personal concerns with them. Create an environment that encourages openness and trust so that when confronted with a stressful situation, the person feels that he/she can ask for help.
<p>Reacts to Underlying Causes: Accurately assesses the underlying causes of individual, group or company-wide attitudes, behaviors or concerns. After assessing the situation, responds in a way designed to move the situation forward.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • During dialogue, identifies and tailors own style to accommodate different personal styles and concerns • Listens and responds in a way that encourages disclosure of underlying concerns, and uses these insights to improve working relationships • When summarizing or clarifying discussions, incorporates insights on underlying issues which are not obvious to others 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Where there are issues around individual or group attitudes and behaviors, seek input from people who are close to the situation and who understand the history and the background to the situation. Use this input to identify possible solutions to resolve the issue. 2. Identify your own natural leadership and management style and the styles needed by your staff. Identify the unique issues, concerns and motivators of each of your employees. Make a conscious effort to adapt your own behavior to best respond to those motivators and needs. 3. Keep a journal for a week of feedback responses from people with whom you interact. Are there any patterns in the way you come across in conversations with others? Use this analysis to address any particular ongoing interpersonal issues.

Listening and Responding

The ability to accurately listen to others, understand their feelings, needs and points of view and then respond appropriately.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Listening and Responding: Individuals who rely too much on listening and responding may be indecisive since they are familiar with and concerned about everyone's opinion. They may attempt to satisfy too many interests at once, without sufficient concern for deadlines or schedules.

SUGGESTED READING

OVERVIEWS:

Bechler, Curt and Weaver, Richard L. *Listen to win*. New York: Master Media Limited, 1994.

Hoppes, R. and Davis L. *Between you and me: the professional guide to interpersonal communication*. Glenview, IL: Scott, Foresman, 1983.

Munter, Mary. *Guide to managerial communication*. Englewood Cliffs, NJ: Prentice-Hall, 1992.

THEORY:

Costley, Dan L and Todd, Ralph. *Human relations in organizations*. 5th ed. St. Paul West Publishing, 1993.

APPLICATION/BENCHMARKING:

Armstrong, David. *Managing by storying around*. New York: Doubleday, 1992.

Hamlin, Sonya. *How to talk so people listen: the real key to job success*. New York: Harper & Row, 1988.

McCallister, Linda, Ph.D. *I wish I'd said that*. New York: John Wiley & Sons, 1992.

Walton, Douglas N. *Plausible argument in everyday conversation*. Albany: State University of New York Press, 1992.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Assertive Communication

Managing for Performance

Building Loyal Customer Relationships

NT Way To Sell

Collaborative Meetings

Performance Leadership

Diversity Programs

PM: Leadership in Project Management Environment

Facilitation: Team Process Skills

PM: Project Planning, Analysis and Control

Giving and Receiving Feedback

PM: Quality for Project Managers

Human Dynamics, Part 1

PM: Strategic Project Management

Interpersonal Effectiveness and Listening

Stress Hardy

Management Assessment Program

Organizational Awareness

The ability to understand and learn the power relationships in one's own or other organizations, identifying who the decision-makers are and who can influence them and predicting how individuals or groups will react to new events or situations.

<p>Understands Formal Structure: Achieves results by recognizing and using the formal structure of an organization, chain of command, rules and regulations or standard procedures.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Uses knowledge of people's roles/responsibilities within Nortel to get things done • Effectively uses key systems, policies and procedures that enable own unit, product or market group to operate • Uses knowledge of internal or external customers' formal organizational structures to get things done 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Create an organizational chart identifying formal structure and chain of command. This exercise will enable you to better visualize relationships within the organization and allow you to function more effectively within the system. 2. Know what's happening in your organization. Read company literature, and take advantage of informal opportunities to communicate with people throughout the organization. This sort of interaction allows you to get others' perspectives on how things get done within the organization. 3. Prepare a master list of sources. Make a master list of people who can provide assistance or information. By preparing a list of resources you will be raising your awareness of the individuals who are capable of helping you avoid the pitfalls.
<p>Understands Informal Structure: Achieves results by recognizing and using the informal structure of an organization, including understanding who are the key players within the organization and who influences them.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Gets things done through people who have influence and carry weight with the decision makers in own organization • Gets things done through people who have influence and carry weight with the decision makers in other Nortel organizations • Gets things done through people who have influence and carry weight with the decision makers in customers' organizations 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Work on cross-functional projects. Get involved in projects that involve people from other areas of the organization. Through this interaction you should gain a broader perspective of goals and activities outside your function. 2. Seek opportunities to serve on committees that set up and implement new systems and processes. 3. Identify the people whose support you need to implement a new idea, project or plan. Before formally presenting your proposal, find out what each of these people think about your proposal and do what is necessary to ensure the support you need.

Organizational Awareness

The ability to understand and learn the power relationships in one's own or other organizations, identifying who the decision-makers are and who can influence them and predicting how individuals or groups will react to new events or situations.

<p>Understands Climate and Culture: Achieves results by recognizing and using the corporate culture and language of an organization to shape own actions. Understands what can and what cannot be said or done in specific situations.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Incorporates knowledge of different cultural (ethnic, national, geographic, etc.) norms when planning behavior and strategies to maximize effectiveness • Incorporates knowledge of functional (e.g. Engineering, Finance, IS, etc.) norms when planning behavior and strategies to maximize effectiveness • Incorporates knowledge of Line of Business (e.g. Wireless, PCN, etc.) norms when planning behavior and strategies to maximize effectiveness 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Identify an individual who functions particularly well in your work culture. Make a list of what makes him/her successful at functioning in this environment. Use this information as a development tool for allowing yourself to function more successfully in your environment. Critically observing those who are successful in your working environment is a quick way to identify what your corporate culture values. 2. Ask an individual that has just entered your organization to identify the differences he/she sees between your organization and their past employer. This will give you a new (outside) opinion on what is unique about your organizational culture. An "outside" or new perspective often helps you identify issues previously overlooked. 3. Prior to working in other functional areas, attempt to identify a coach in that part of the organization who can describe their cultural nuances. This will give you a more complete understanding of your organization's culture and allow you to function more effectively in other functional areas.
<p>Understands Underlying Organizational Issues: Achieves results by understanding the reasons for an organization's ongoing behavior, and/or the underlying problems/opportunities and/or political forces impacting the organization in relation to the external world.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Incorporates knowledge of underlying cultural and political forces that have substantial influence on long-term decisions when planning behavior and strategies • Uses knowledge of management's unstated agendas, issues and politics when planning behavior and strategies • Uses knowledge of underlying cultural and political forces/events to recognize opportunities which would not otherwise have been identified 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Gather information on the history of your own or your customer's organization to begin to improve your understanding of various underlying or political forces/influences. 2. Find a mentor within the organization who can provide you with information on top management's organizational issues and politics. 3. Analyze a recent decision or program that may have been perceived as illogical or irrational. Determine what some of the thinking or politics behind the decision may have been, and discuss your analysis with your manager or mentor.

Organizational Awareness

The ability to understand and learn the power relationships in one's own or other organizations, identifying who the decision-makers are and who can influence them and predicting how individuals or groups will react to new events or situations.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Organizational Awareness: By over-relying on your ability to uncover and access power relationships you may be perceived as a political animal or manipulator rather than as someone who achieves results through performance excellence. *Organizational Awareness* always needs to be tempered with other performance dimensions for it to be manifested in a positive way.

SUGGESTED READING

OVERVIEWS:

Fernandez, John. *Survival in the corporate fishbowl*. Lexington, MA: Lexington Books, 1987.

Senge, Peter. *Fifth discipline: mastering the practices of the learning organization*. New York: Doubleday, 1990.

THEORY:

Kotter, John. *Power and influence: beyond formal authority*. New York: The Free Press, 1986.

APPLICATION/BENCHMARKING:

DeLuca, Joel. *Political savvy: systematic approaches to leadership behind the scenes*. Horsham, PA: LRP Publications, 1992.

O'Hara-Devereaux, Mary and Johansen, Robert. *Global work: bridging the distance, culture and time*. San Francisco: Jossey-Bass, 1994.

Senge, Peter, et. al. *The fifth discipline fieldbook*. New York: Doubleday, 1994.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Achieving Business Excellence

PM: Project Planning, Analysis and Control

Global Perspectives

PM: Quality for Project Managers

Management Assessment Program

Strategic Business Planning

Management Leadership Forum 1

Stress Hardy

Management Leadership Forum 3

Telecommuting Effectively

New Employee Program

Organizing Work/Project Management

The ability to establish a clearly defined course of action to accomplish goals and to organize work efforts.

<p>Plans and Controls Own Routine: Plans and controls own routine work on a day-to-day basis to achieve objectives. Budgets time well. Uses resources and efforts productively.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none">• Completes routine work efficiently (e.g., reads electronic mail daily, has a “to do” list, prepares for meetings)• Prioritizes the key tasks that need to be achieved each day/ week• Schedules work to maximize use of resources (e.g., time, people, equipment)	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none">1. At the start of each week and/or day make a “to do” list and prioritize the activities on the list. This will help you to plan your days more productively and ensure that essential tasks are completed.2. At the end of each day take five minutes to review your list and review the things that didn't get done. List the other activities that came up unexpectedly and think about how you could improve your work schedule the next day.3. When asked to complete a task for someone else, ask them or someone familiar with the task how long they anticipate it should take to complete. Try to keep to that time frame. If it is impossible, note how long it takes so that you can better plan for the same activity in the future and make the best use of your time.
<p>Manages Short-Term Objectives: Develops and implements plans for self and/or others that anticipate future short-term, week-to-week needs and objectives.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none">• Ensures plans have clear objectives and milestones• Uses processes, tools or systems to manage projects effectively• Devises logical, well-reasoned sequences of activity to accomplish project goals	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none">1. Set one goal for yourself each week that will contribute to your annual objectives. Take time at the end of each week to review how you contributed to attaining that goal. By continually reminding yourself of your long-term goals while setting shorter term targets you will develop the ability to stay focused and productive.2. If managing a project or team, let others know how long you expect them to spend on discrete portions of the project week-by-week and, with the team, set goals and deadlines in advance. Allow some time for unexpected interruptions. By doing this planning together, you will enable all project managers to better manage their own time and increase the likelihood of completing the project in a timely manner.3. Post your calendar for the next week near your desk. Take an inventory of the time you have had to spend doing weekly routine activities or particular kinds of unanticipated work over the last three months. If obvious patterns appear, commit one or two specific days a week to completing routine tasks and a specific amount of time to these unanticipated demands. This will give you a much better sense of how much time you have to commit to new projects.

Organizing Work/Project Management

The ability to establish a clearly defined course of action to accomplish goals and to organize work efforts.

<p>Manages Medium-Term Objectives: Develops and implements plans for others (not necessarily direct reports), anticipating future medium-term, month-to-month needs and objectives. Ensures that group tasks are completed.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Translates business strategies into workable operational goals • Ensures interdependencies are identified and taken into account in the planning stage • Conducts effective project reviews • Ensures team members achieve project goals and deliverables 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Establish specific month-to-month control measures for the projects you are managing. Inform others of your specific expectations including <i>what is</i> to be accomplished and by <i>when</i>. 2. On an monthly basis, review the status of the current projects that you are involved in or managing. Propose and encourage others to suggest new and innovative steps that could be undertaken to minimize problems and capture opportunities so that you can proactively maintain control over the project's outcome. 3. At quarterly review, ask whether the practical needs of the team are being met. Solicit feedback about what you can do to enhance team productivity and job satisfaction. Based on this feedback, pursue needed information, personnel or other resources that will help the team meet its objectives.
<p>Engages in Strategic Planning: Develops and implements long-term strategic plans for others (not necessarily direct reports) involving several action plans which impact other parts of the organization. Prepares contingency plans for situations that might disrupt achievement of the strategy.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Creates strategic plans that incorporate multiple projects that cross organizational boundaries • Creates or implements plans that have significant impact to the business • Ensures back-up plans are in place to minimize impact of change 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Ask to be strategically rotated to other assignments in the company in order to gain a broader perspective on the business. 2. Whenever you are involved in a project, map the solution out visually and systematically trace the implications it may have on other people or departments. Share your concerns with individuals in those areas and ask for their feedback. By doing this you will help yourself think outside your current paradigm. 3. Get into the habit of making contingency plans for critical situations. This will help you to think beyond the action plan, and make you more comfortable considering and critiquing alternatives on a regular basis.

Organizing Work/Project Management

The ability to establish a clearly defined course of action to accomplish goals and to organize work efforts.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Organizing Work/Project Management: If you try to spend too much time organizing your own and others' work, the amount of time available to actually get the work done will be sacrificed. It is beneficial to be clear on what needs to be done and when. However, by trying to organize too much and for every contingency, you will end up wasting time and frustrating others.

SUGGESTED READING

OVERVIEWS:

Frame, Davidson J. *The new project management*. San Francisco: Jossey-Bass, 1994.

Sugarman, Michael. *Taking the lead: the management revolution* (audiocassette). Pasadena, CA: INTELECOM. (available from INTELECOM, 150 E. Colorado Blvd., Pasadena, CA, 19905-1937, 818-796-7300).

THEORY:

Vroom, Victor and Jago, Arthur. *The new leadership: managing participation in organizations*. New York: Prentice-Hall, 1988.

APPLICATION/BENCHMARKING:

Frame, J. Davidson. *Managing projects in organizations: how to make the best use of time, techniques and people*. San Francisco: Jossey-Bass, 1987.

Winston, Stephanie. *The organized executive: a program for productivity - new ways to manage time, paper, and people*. New York: W.W. Norton, 1983.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Basic Quality & Management Planning Tools: Introduction

Basic Quality & Management Planning Tools: Train-the-Trainer

Business Process Management

First Things First

Management Assessment Program

Objective Setting

Root Cause Analysis

Strategic Business Planning

Stress Hardy

Telecommuting Effectively

Personal Drive

The drive to work well and achieve results by competing against a standard of excellence.

<p>Works to Meet Others' Standards: Works to meet a standard of excellence set by management.</p> <p>Exemplar Behaviors Demonstrates ALL of the following behaviors:</p> <ul style="list-style-type: none"> • Determines the standards required/expected (from client, manager, peer, customer, etc.) • Regularly checks own progress and makes any changes necessary to ensure expectations are being met • Consistently meets deadlines and achieves agreed objectives 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Identify tasks that have become so routine that they no longer interest you. Ask yourself whether you are performing them with maximum efficiency/effectiveness. Generate ideas for improving the accomplishment of each task, such as eliminating or adding steps that will improve the end product. By doing this you can revitalize and regain your enthusiasm to meet or exceed standards of excellence. 2. Meet with your manager and make a list of his or her expectations. Use this list to guide your future decisions and actions. By clearly identifying management's expectations you can tailor your actions to assure goal congruence. 3. When dealing with a customer ask the customer to clearly enumerate their goals and expectations. When executing your duties use this information to assure that all the customer's needs have been met. It is much easier to satisfy the customer's needs if expectations are clearly understood from the beginning.
<p>Sets Challenging Goals: Sets a standard of excellence that goes beyond that set by management. Works hard to achieve goals which are a significant stretch but not unrealistic or impossible.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Achieves results beyond stated expectations • Takes on objectives which are more complicated or difficult than previously achieved • Regularly identifies opportunities to exceed original plans/quality (e.g., during process checks, gate reviews, MFA, etc.) • Consistently achieves quality results ahead of schedule 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Spend some time clarifying the business challenges that will be a stretch for you but which you believe you can rise to. This can be used in determining which challenges you should undertake. 2. Treat performance measures as baselines against which you can compare your outcomes, not as the target result. 3. Identify how the organization measures efficiency, productivity and quality in ways that are relevant to your area. Review your current projects or accountabilities and set goals based on achieving greater efficiency, productivity and quality. By setting goals you are mapping out a systematic plan to achieve your desired results.

Personal Drive

The drive to work well and achieve results by competing against a standard of excellence.

<p>Drives the Business Forward: Sets goals for self or others that create a clear definition of broad, long-term success and that push the business forward. Takes into account explicit consideration of potential profits or other critical business outcomes.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> Identifies future opportunities for the department or business and turns them into new goals and activities Maximizes profitability by identifying high-margin products/solutions/services and matching them with the needs of new or existing customers Aligns own and department's objectives with those of other functional groups in order to implement a stronger, broader strategy 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> Identify issues critical to your organization's success in the future, determine which you might be able to take on and develop expertise in those areas. This exercise will increase your future orientation and help you prioritize upcoming possibilities. Examine your customers' needs and identify a particularly promising opportunity. Identify the costs and benefits of acting on this opportunity. Use the results of this analysis to identify the best way to move forward. Evaluate the systems you currently use to record and document your project work. Use this analysis to establish project performance data. Use these data to set higher standards for new projects in the future.
<p>Takes Entrepreneurial Risks: In the face of uncertainty, commits significant organizational and personal resources to achieve an unusually difficult goal, while taking action to manage the risks involved.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> Commits organizational resources to difficult goals or significant new business initiatives Takes and manages risks where there are significant positive or negative consequences for the business Champions and places significant personal and/or organizational resources/reputation behind new initiative where there is significant resistance or little support 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> Use tools and information that you have on potential profit, return on assets or competitive pricing when analyzing options. After you have identified your alternatives in the face of uncertainty, make it a habit to think through the criteria upon which you should select the appropriate course of action. Maintain knowledge on emerging ideas and changes in the business. Make a list of the opportunities that will result from these changes. Map out, in detail, the steps you need to take in order to capitalize on these opportunities and after thorough analysis make key business decisions. Identify a particular risk with tremendous upside potential. Evaluate the issue as extensively as possible. Although all the information may not be available, focus on the key variables and seize the opportunity.

Personal Drive

The drive to work well and achieve results by competing against a standard of excellence.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Personal Drive: An individual who is over-reliant on personal drive may begin to take too many risks in order to try and achieve a particular result. Such a person can also become a "lone ranger" as opposed to a good team player.

SUGGESTED READING

OVERVIEWS:

Clemmer, Jim. *Pathways to performance*. Rocklin, CA: Prima Publishers, 1995.

Daniels, Aubrey C. *Bringing out the best in people*. New York: McGraw-Hill, 1993.

Kouzes, James and Posner, Barry. *What followers expect from leaders: how to meet people's expectations and build credibility*. San Francisco: Jossey-Bass, 1988.

Kushel, Gerald. *Reaching the peak performance zone*. New York: AMACOM, 1994.

McCall, Morgan W., et al. *The lessons of experience: how successful executives develop on the job*. Lexington, MA: Lexington Books, 1988.

THEORY:

Crosby, Philip B. *Quality without tears: the art of hassle-free management*. New York: New American Library, 1985.

Egan, Gerald. *Adding value: a systematic approach to business driven management and leadership*. San Francisco: Jossey-Bass, 1993.

APPLICATION/BENCHMARKING:

Barner, Robert W. *Crossing the minefield*. New York, AMACOM, 1994.

Cabrera, James C. and Albrecht, Jr., Charles F. *The lifetime career manager: new strategies for a new era*. Holbrook, MA: Adams Publishing, 1995.

Covey, Stephen R. *The seven habits of highly effective people*. New York: Simon and Schuster, 1989.

Fletcher, Jerry L. *Patterns of high performance*. San Francisco: Berrett-Koehler, 1993.

Herman, Stanley M. *A force of ones: reclaiming individual power in a time of teams, work groups, and other crowds*. San Francisco: Jossey-Bass, 1994.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Is Management For Me?

WorkPower Plus: Career Coaching

WorkPower: Career Planning

Relationship Building

The ability to create a network of contacts with people who are or who may be useful in information gathering/sharing and/or the accomplishment of work-related goals.

<p>Maintains Effective Working Relationships: Maintains effective working relationships with immediate contacts. Participates effectively in informal conversations and interactions with these people.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Initiates or improves relationships with others in the team • Participates in every day conversations and interactions with co-workers • Maintains positive working relationships with others (for instance, shows interest in what others are doing) 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Ask questions that draw out the needs, interests, concerns and objectives of others. By attempting to understand others you will demonstrate your interest in them and also gain insight into how best to interact with them. 2. In discussions with others, pay attention to both the words being said and the emotion behind what is said. Concentrate on the other person, not on how you're going to respond. Through attentive listening you will be able to identify this information to your response you will be better able to establish a good one-on-one rapport. 3. Learn how to interpret nonverbal behavior. During the next week, notice the nonverbal messages being sent by listeners when you are speaking (for example: loss of eye contact, changes in posture, and facial expressions). Use these messages to interpret how your ideas are being received. This should assist you in assessing your effectiveness at interacting with others.
<p>Initiates Relationship Development: Builds formal and informal relationships beyond immediate contacts.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Proactively makes contact with other individuals outside immediate team in order to achieve objectives • Initiates formal or casual contacts outside own team in order to build rapport • Sets up and maintains a database of useful contacts • Maintains relationships with people outside own team 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Make a list of your immediate internal and external contacts. Beside each name identify an individual with whom you might usefully build a relationship through your contact. Pick a small number of these potential key contacts and ask your existing contacts to introduce you. 2. Use social activities to expand your network. Use these events to get to know people, not to transact business. By developing personal relationships outside work you will be enhancing your work relationships. 3. Use meetings to expand your customer contacts. When you have a meeting scheduled, ask the participants to invite their manager and one of their direct reports. Be careful to keep the meeting size manageable. This will allow you to network and become more familiar with individuals at numerous levels in the organization.

Relationship Building

The ability to create a network of contacts with people who are or who may be useful in information gathering/sharing and/or the accomplishment of work-related goals.

<p>Builds Cross-Functional Relationships: Initiates and builds effective relationships with key individuals in other business functions. Fosters and develops effective cross-functional working.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Uses his/her network to integrate own work with what is going on in other parts of the company • Develops and maintains effective relationships with people in other functions/LOBs • Supports joint projects or sharing of resources when appropriate • Seeks out opportunities for cross-functional collaboration 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Develop an in-depth plan to understand the business goals in your function. This might include one-on-one meetings with others in your organization to explore business and financial issues relevant to successful growth and performance. This will demonstrate sincere interest in business goals and increase your network within the organization. 2. Invite co-workers from other business functions to events of interest outside of work. Use the event to get to know your existing contacts better and to expand your network. 3. When working with people in other business functions, even when engaged in task-related discussions, place extra emphasis on listening actively. Demonstrate this attentiveness by seeking points of agreement and make an effort to point out the similarities, not just differences. Indicating areas of consensus will demonstrate that you were listening and share similar ideas.
<p>Builds External Relationships: Initiates and builds effective relationships with influential individuals in other organizations. Develops a wide network of contacts within and across organizational boundaries.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Develops and maintains a network of influential contacts (e.g., academic bodies, government, professional organizations, other companies) • Works with external colleagues to foster transfer of information and process which result in business improvement for both parties • Brings in contacts from outside Nortel who have experience and expertise to solve problems • Shares experience and expertise with contacts in other organizations 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Involve yourself in committees or organizations which address issues outside your function or outside your organization. This may include corporate wide strategic focus teams, or industry and customer organizations. This type of interaction will allow you to develop a vast network which stretches beyond your function and organization. 2. Work with customers as a partner in their business planning process. This type of partnering demonstrates that you are more valuable than simply the products you provide, and as a result, the customer will be more eager to foster your relationship. 3. Meet with your customers in informal settings. Begin to explore on a nondirective basis those ideas that will help you better accomplish their goals. By your demonstrating a sincere interest in their affairs, customers are likely to be more interested and loyal to you and your organization.

Relationship Building

The ability to create a network of contacts with people who are or who may be useful in information gathering/sharing and/or the accomplishment of work-related goals.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Relationship Building: Over-reliance on relationship building may lead one to a focus on satisfying others' personal goals instead of concentrating on business goals. Individuals who are focused on developing and nurturing relationships may put other people before the best interests of the business.

SUGGESTED READING

OVERVIEWS:

Peppers, D. *Developing productive work relationships*. New York: McGraw-Hill, 1980.

THEORY:

Bell, C. *Building relationships that last*. San Francisco, CA: Berrett-Koehler Publishing, 1994.

APPLICATION/BENCHMARKING:

Fisher, Roger and Brown, Scott. *Getting together: building a relationship that gets to yes*. New York: Penguin Books, 1988.

Gardner, A. *Testing new ways to increase your personal and social effectiveness*. New York: McGraw-Hill, 1980.

Kilmann, Ralph H. and Kilmann, Ines. *Making organizations competitive*. San Francisco: Jossey-Bass, 1990.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Building Loyal Customer Relationships

Influencing

Management Leadership Forum 2

New Employee Program

PM: Leadership in Project Management Environment

PM: Project Planning, Analysis and Control

Seven Habits of Highly Effective People

Seven Habits: Advanced Application

Telecommuting Effectively

Working Effectively in a Multi-Site Environment

Self-Confidence

A belief in one's own opinion, decisions and capability to accomplish a task and select an effective approach to a task or problem.

<p>Presents Self Confidently: Appears confident in person. Presents self strongly.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Presents self confidently (for example, uses verbal and non-verbal communication which make a positive impression) • Demonstrates strong belief in own ability to make a difference • Contributes views or opinions firmly and constructively 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Be more persistent when presenting ideas in which you believe. Set a goal to state your opinion or position at least once during a meeting. By practicing this technique you will become more comfortable with presenting ideas. 2. Seek regular feedback. On a regular basis, ask others to give you feedback on your performance. Make a note of the positive feedback you receive and use these notes to build your self-image. 3. Identify the situations where you feel least comfortable. Analyze these situations and write down what makes you feel uncomfortable. Then seek a coach to help you identify specific actions to increase your comfort level.
<p>Acts with Autonomy: Where appropriate, moves beyond the rule book and is willing to act autonomously. May act (within bounds of formal authority) even when others disagree.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Works independently without direct guidance • Breaks with tradition or standard practice where special circumstances dictate • If necessary, when others disagree, acts independently and assumes responsibility for outcome or consequences • Takes independent action when necessary and assumes responsibility and accountability for outcome or consequences 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Float ideas. Ask others to listen to an idea you have developed or that has occurred to you and press them to consider the merits. By continually presenting new ideas you will become more comfortable trying innovative approaches. 2. If you find that you back down when you are unsure, commit yourself to studying the issue. Prepare yourself and gather supporting data. Greater preparation will allow you to support your ideas with more confidence. 3. Visualize a more assertive style. Identify a set of specific behaviors appropriate for yourself that, added together, would constitute a more assertive style. Apply these attributes in situations and evaluate your performance. By practicing these new behaviors you will gain a more complete understanding of your strengths and how to apply them.

Self-Confidence

A belief in one's own opinions, decisions and capability to accomplish a task and select an effective approach to a task or problem.

<p>Faces Challenge: Takes on challenging or risky assignments, is excited by a challenge. Looks for and gets new responsibilities.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none">• Remains positive when given a tough task or assignment or when things go wrong• Seeks out difficult assignments• Deals positively with situations he/she finds difficult	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none">1. Adopt a leadership posture. Choose a company goal and demonstrate greater confidence by communicating your strategic and tactical plans for addressing the issue. This type of participation will give you greater exposure to the leadership role and develop your abilities in this area.2. Look for problem solving situations. Identify problems that affect you but that are not your responsibility and assert yourself by making contributions and coming up with solutions. This will increase your analytic and problem solving capabilities which will, in turn, increase your willingness to take on even more complex assignments.3. Before seeking approval for a decision, ask yourself whether it is necessary. If your reason for checking is lack of self-confidence alone, consider implementing the decision without approval. By stretching the limits of your "comfort zone" you will be continually challenging yourself to strengthen areas of weakness.
<p>Faces Conflict: Willing to challenge management, customers or those in power. States own view clearly and confidently, but politely, even in a conflict.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none">• Constructively challenges decisions, strategies or the way things are done in the interest of improvement• Expresses independent views in the face of opposition on issues he/she considers to be critical• Stays courteous and constructive when criticized or provoked	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none">1. Identify policies that do not serve the best interest of your company or your customers. Analyze these policies and develop a plan to change them. Approach your superiors and customers and present your solutions in a diplomatic fashion. By examining and challenging current policies and procedures you will become more confident functioning in areas outside the status quo.2. When appropriate, question customer complaints. Analyze customer complaints and when you believe that certain complaints are unfounded, explain calmly and clearly that you disagree. This practice should allow you to become comfortable in questioning customer complaints, where appropriate.3. Analyze how other functional areas, suppliers or customers interact with your function. Identify individuals who you believe are not acting to promote your joint interests. Meet with these individuals and in a diplomatic fashion raise your concerns and work to achieve a greater partnership. This action will allow you to gain an opportunity to foster better business relations.

Self-Confidence

A belief in one's own opinions, decisions and capability to accomplish a task and select an effective approach to a task or problem.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Self-Confidence: Individuals who are over-reliant on self-confidence may appear arrogant to their co-workers and superiors. This may alienate these individuals and make it difficult for them to function effectively in their business environment.

SUGGESTED READING

OVERVIEWS

McGinnis, Alan L. *Confidence: how to succeed at being yourself*. Minneapolis, MN: Augsburg Publishing House, 1987.

THEORY

Burns, David. *Feeling good handbook*. New York: William Morrow, 1989.

APPLICATION/BENCHMARKING

Back, Ken, Back, Kate and Bates, Terry. *Assertiveness at work: a practical guide to handling awkward situations*. New York: McGraw-Hill, 1991.

Herman, Stanley M. *A force of ones: reclaiming individual power in a time of teams, work groups, and other crowds*. San Francisco: Jossey-Bass, 1994.

Seligman, Martin. *Learned optimism*. New York: Pocket Books, 1992.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Assertive Communication

Basic Quality & Management Planning Tools: Train-the-Trainer

Effective Presentations

First Things First

Sales Presentations

Team Leadership

The ability to take a role as leader of other people. It involves taking action to increase the motivation of team members to achieve business goals.

<p>Promotes Effective Teams: Acts to promote effective meetings by using key elements for team success, i.e., vision, processes and procedures, role clarity and effective work relationships.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Ensures the team understands how unit objectives relate to business objective • Ensures individual team members are clear about their roles in the team • Keeps the team up-to-date with information or decisions which may impact them (e.g., status of other teams, customer feedback, business developments, staff changes) 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Hold information-sharing meetings. Keep others involved and well informed about organizational issues affecting them by holding frequent meetings to share information and ideas. By providing information and exploring others' ideas about how to improve team and/or department results, you can begin to build a more effective team. 2. Ask for team members' input when developing agendas for meetings to ensure that all important issues can be addressed. Distribute copies of the meeting agenda and any other pertinent information in advance, and quickly review the agenda again with the group at the start of the meeting. This exercise will help to improve overall clarity for the team and keep everyone involved in developing the group process. 3. Hold individual meetings with each of your team members to make sure they understand how their work contributes to accomplishing unit and company objectives. Solicit input from the employees about what they can do to help accomplish these goals. By holding these meetings, others will begin to understand the broader objectives for the group and help you to work toward achieving them.
<p>Focuses the Group Effort: Plans what needs to be done. Obtains needed personnel and resources. Creates new and interdisciplinary teams where necessary.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Provides focus through setting clear team goals linked to business needs • Obtain resources so that the team has the knowledge, skills and experience required to deliver results • Sets up and disbands teams to maximize use of resources (e.g., add value to a process, ensure delivery to deadline, bring in fresh ideas) 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Remove obstacles that impede team performance. Ask your team to identify 2-3 obstacles or problems they want you to work on or eliminate. Work on each of the identified problems or obstacles and communicate your progress toward removing these obstacles regularly to your team members. This will help you to focus the team on dealing with key issues rather than overcoming obstacles. 2. Write a clear set of objectives and measures for the whole team as a single entity (perhaps as team activity). Involve the team in an analysis of what the real objectives are, encouraging a discussion of how they relate to the organization and the customer. Post the objectives and indicators in a public place. Link team activities and priorities into these objectives and review progress regularly with the team. 3. Place greater emphasis on setting key functional priorities, enlisting others when necessary to achieve major goals and expecting results from your immediate team members or other employees. This will set the bar for a results orientation within the team and ensure that things get done.

Team Leadership

The ability to take a role as leader of other people. It involves taking action to increase the motivation of team members to achieve business goals.

<p>Positions Self As the Leader: Ensures that others buy into the corporate mission, goals, agenda, climate, tone, policy. Models desired behavior. Builds strength into the existing team to balance own weakness (involves assessment, role allocation, team changes, etc.).</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Personally exemplifies the behaviors expected within the team • Brings people into the team to complement and balance own skills and weaknesses • Gains commitment to courses of action by providing the team with a clear sense of direction and purpose 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Provide a clear rationale for your decisions and actions. Explain the “whys” to subordinates in a way that clearly links decisions and actions to your strategic vision, priorities and objectives in order to gain commitment and provide clear leadership. 2. Regularly recognize each team member by delivering positive feedback to each person at least once per week. Use a variety of different methods to deliver the feedback (e.g., phone, in person, thank you note, at team meeting) and to set a positive example for others. 3. Ask team members for advice in areas where they have expertise or experience and, when appropriate, to share their expertise at team meetings. This will expand your knowledge and help identify areas of strength and weakness on the team.
<p>Leads Adaptively: Adapts management style to fit the situation. Transfers leadership and responsibility to other team members consistent with stage of team development.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Adapts his/her leadership style to the needs of different people • Delegates responsibility at the appropriate time so that team members develop their skills and experience • Changes leadership style in order to support others when they assume new roles/ responsibilities 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Keep an ongoing resource plan which looks ahead at future skill requirements, and identify the likely forward growth path for each member of the team. Recognize when individuals will need or want to change responsibilities. Keep an informal succession plan and coach team members so that they can step into key roles. This will allow you to transfer leadership for selected responsibilities at the appropriate time. 2. Let team members plan and conduct portions of meetings when appropriate. Give them complete responsibility for selected portions of the agenda, provide assistance as necessary and give them feedback after the meeting to help develop leadership skills in others. 3. Review your current workload and assess which tasks could be delegated to subordinates with the goal of helping them become more comfortable with increased responsibility and authority. Their value to the team will increase as they gain more experience.

Team Leadership

The ability to take a role as leader of other people. It involves taking action to increase the motivation of team members to achieve business goals.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Team Leadership: By focusing too narrowly on one's role as a team leader, individuals often begin to build "kingdoms," which operate in a vacuum. Suggestions from those outside the team are perceived as threatening, and teams begin to focus on internal competition, to the detriment of the firm as a whole.

SUGGESTED READING

OVERVIEWS:

American Management Association. *Building a winning team: high performance through teamwork*. New York: American Management Association, 1993.

Bennis, Warren and Nanus, Burt. *Leaders: the strategies for taking charge*. New York: HarperBusiness, 1997.

Blohowski, Donald W. *Mavericks: how to lead your staff to think like Einstein, create like da Vinci and invent like Edison*. Homewood, IL: Business One, 1992.

Johansen, Robert and Swigart, Rob. *Upsizing the individual in the downsized organization*. New York: Addison-Wesley, 1996.

THEORY:

Kouzes, James and Posner, Barry. *The leadership challenge: how to get extraordinary things done in organizations*. San Francisco: Jossey-Bass, 1987.

APPLICATION/BENCHMARKING:

Hersey, Paul. *The situational leader*. New York: Warner Books, 1985.

Isgar, Thomas. *The ten minute team: 10 steps to building high performance teams*. Boulder, CO: Seleura Press, 1993.

Jaques, David. *Learning in groups*. 2nd ed. Houston, TX: Gulf Publishing Company, 1992.

Pike, Wilbur L., III. *Leading the transition*. New York: Quality Resources, 1995.

Schwarz, Roger M. *The skilled facilitator*. San Francisco: Jossey-Bass, 1994.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Basic Quality & Management Planning Tools: Introduction

Situational Leadership

Collaborative Meetings

Managing Performance

Performance Leadership

PL 12 - Performance Leadership Inventory 2nd Generation

PM: Project Planning, Analysis and Control

Technical/Professional Expertise

The ability and motivation to expand one's own technical/professional knowledge and to share this experience with others.

<p>Demonstrates Depth of Knowledge: Demonstrates a basic knowledge of all important aspects of specialization or profession. Applies this effectively to meet objectives.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Meets immediate objectives by applying current knowledge of specialization • Keeps up with basic developments within specialization • Solves problems and helps others by applying specialized knowledge and expertise 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. List the main technical areas in which you feel you should have expertise to do your job to a high standard. Identify from this list any areas that you feel you need to develop for your job. Meet with your manager to review these lists and find out whether your perception matches that of your manager and whether any other gaps exist. 2. Have internal and external training centers send you information on available courses in your practice area. Note the ones that interest you and discuss attending them with your manager. 3. Identify opportunities to apply areas of your own technical or professional expertise that you have not used recently. This will help you to maintain your skill levels.
<p>Maintains Currency: Maintains "state of the art" knowledge of advances in own field. Applies current knowledge effectively across a range of situations. Shares expertise with others and differentiates own opinions from the company's opinion and ability to deliver.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Keeps self up-to-date with the latest advances in own field; considers their practical application • Uses technical/professional expertise to verify that project commitments are achievable • Uses skills and specialist abilities to contribute to a broad range of projects and situations 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Subscribe to high quality journals in your field and industry in order to keep up-to-date with innovations and advances in your area of expertise. 2. Volunteer to be involved in inter-functional projects or teams in order to use your expertise in a variety of situations. This will expand your knowledge outside your specialty, while allowing you to use your expertise to the fullest capacity. 3. Act as a coach for new employees whenever possible in order to assist them in learning about the work processes and to share your expertise with others.

Technical/Professional Expertise

The ability and motivation to expand one's own technical/professional knowledge and to share this experience with others.

<p>Demonstrates Breadth of Knowledge: Enhances performance by applying knowledge to an area outside own core specialty.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none">• Acts as a resource or “expert” outside team or unit• Improves effectiveness in other areas of Nortel by identifying ways that own area of expertise can contribute to their work/projects• Seeks out and contributes to projects where he/she uses own expertise to improve project outputs	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none">1. Let your manager know that you would be interested in working and applying your expertise outside your specialty area. Take opportunities to work in other areas even when it might be in a lesser role than you would normally expect.2. Attend meetings for other specialty areas and offer any help or relevant suggestions. Listen, ask questions and apply enhanced knowledge when dealing with issues or answering questions in own specialty area.3. Present new developments or innovations across a range of areas of expertise to internal groups on a regular basis. Try to establish a reputation as an expert throughout the company.
<p>Increases External Awareness: Seeks opportunities to influence and raise levels of awareness of new technology outside the company and demonstrates this during interviews/presentations, by writing articles in technical/professional journals, etc.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none">• Acts as an advocate or “missionary” for the latest technology• Takes opportunities to raise awareness outside the company of Nortel technologies or processes• Regularly publishes or presents on leading-edge issues	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none">1. Write an article about your area of expertise for trade journals, newspapers and other publications or speak at a conference on an innovation or methodology with which you have become involved.2. Ask people in the company and review trade publications for opportunities to make presentations in your area of expertise at seminars and other public forums.3. Take opportunities to teach courses at local post-secondary educational institutions or act as a visiting lecturer whenever possible.

Technical/Professional Expertise

The ability and motivation to expand one's own technical/professional knowledge and to share this experience with others.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Technical/Professional Expertise: The consequence of over-relying on technical or professional expertise is that you risk becoming too narrowly focused. It is also not essential that every individual within the company be an acknowledged expert in a specific area. Your ability to make the most of other people's expertise will often be more important.

SUGGESTED READING

OVERVIEWS:

Gardner, Art. *Becoming the best* (audiocassette). Memphis, TN: Art Gardner & Associates, 1990.

Gross, Ronald. *Peak learning: a master course in learning how to learn*. Los Angeles: Jeremy P. Tarcher, 1991.

THEORY:

Knowles, Malcolm. *The adult learner: a neglected species*. 4th ed. Houston, TX: Gulf Publishing Company, 1990.

Lawrence, Gordon. *People, types and tiger stripes: a practical guide to learning styles*. 2nd ed. Florida: Center for the Application of Psychological Types, 1986.

APPLICATION/BENCHMARKING:

Davis, Brian L., et. al. *Successful manager's handbook: development suggestions for today's managers*. Minneapolis, MN: Personnel Decisions, Inc., 1992.

Quinn, Robert E., et. al. *Becoming a master manager: a competency framework*. New York: John Wiley & Sons, 1990.

Willis, Sherry L. and Dubin, Samuel S., eds. *Maintaining professional competence: approaches to career enhancement, vitality, and success throughout a work life*. San Francisco: Jossey-Bass, 1990.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Basic Telecommunications

Business of Telecommunications

Management Leadership Forum 1

Nortel Products Overview

PM: Project Management for Team Members

Sales Presentations

Wireless Industry Overview

Visioning

The ability to understand, implement and demonstrate personal commitment to Nortel goals so as to motivate others.

<p>Follows Company Practices: Understands and personally follows the company code of practice, values and vision as developed by others. Aligns behaviors with company vision and mission.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> Aligns behavior with Nortel's core values Follows the company Code of Conduct Ensures own work activities are consistent with the organization's vision 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> Ask your manager for specific feedback about your performance, specifically how you could better align your own efforts to those of the organization. Write down some suggestions and review them regularly to remind you of ways to improve your performance. Request a copy of the organization's vision and mission. Post this somewhere visible to help you make decisions, prioritize work and adapt your behavior to be consistent with corporate values and goals. After discussing it with your manager, take the initiative in preparing and presenting a case study(ies) of a work situation to your colleagues at a staff meeting. Discuss what happened and what might have been a more appropriate resolution of the situation given the goals of the organization.
<p>Develops Practical Activities: Develops practical activities for the team aligned with Nortel's vision and values to achieve team's objectives.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> Creates activities for the team that reinforce the company's core values Develops the team's goals within the framework of the core values When creating team and individual objectives, ensures that they support the company's vision and mission 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> Solicit input on team goals from your employees. Ask your employees for suggestions and ideas about how the team can best meet its goals and contribute to departmental or organizational goals. This will reinforce to everyone what those goals are and develop practical activities to achieve personal objectives aligned with those goals. Share decision-making. Ask your subordinates to participate in making major decisions with you. Give them whatever information you have about the issues facing the organization and then encourage them to decide how, collectively, you can best respond to those issues. Invite others in the organization, such as senior management or employees external to your department, to speak at your staff meetings about what other areas are doing to improve performance and better align their activities with the objectives of Nortel as a whole.

Visioning

The ability to understand, implement and demonstrate personal commitment to Nortel goals so as to motivate others.

<p>Develops Initiatives: Develops initiatives designed to change behaviors and implements new initiatives in line with Nortel's vision and values.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Develops strategies to adapt behavior in line with the company mission • Develops processes which align behavior with Nortel's vision, mission and values • Uses performance management processes (e.g., MFA) to align employees' behavior with the Core Values • Develops and implements activities that bring about the behavioral changes required by the global diversity initiative 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Set up a special award program that provides individualized awards for activities notable in their commitment to Nortel's vision and values. Distinguish these awards from those around specific objectives in order to reward how the individual resolved a situation rather than the result itself. 2. Schedule a retreat for your team in order to take the time away from the office to address strategic issues for the unit. Use the retreat to develop and get agreement about a practical plan of action. This kind of activity will signal to your employees the importance of Nortel's vision and values and encourage others to think about how they can apply a broader perspective into their daily activities. 3. When possible, quantify organizational goals. Design graphical representations of these goals, your department's ongoing results in these areas and any competitor information you can find. Update, display and review these results with your unit regularly and ask for specific suggestions around continually improving performance.
<p>Develops Vision: Orchestrates a process that engages the organization in crafting and identifying a vision to create a compelling future. Implements the vision to achieve valued results.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Creates and implements a vision for the team or organization to provide purpose and enthusiasm while remaining in line with Nortel's vision, mission and values • Involves the team in creating their own vision of success • Takes a leadership role in influencing the values and attitudes that define the organizational culture 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Make a point of regularly visiting Nortel units. Listen to the employees there to get a feel for the operation. Take every opportunity you can to reinforce your vision for the future and try to help individuals understand how they can help to achieve it. 2. Create a forum within which ideas are solicited from employees regarding how Nortel can best realize its objectives and priorities. Facilitate meetings in which employees can express their ideas, thoughts, feelings and concerns. 3. Identify factors that are blocking or impeding the implementation of Nortel's vision, and work with others to develop an action plan to remove or get around these barriers. Set a schedule for each of these action plans, publicize the details throughout the company and maintain accountability for results in a public forum.

Visioning

The ability to understand, implement and demonstrate personal commitment to Nortel goals so as to motivate others.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Visioning: An over-reliance on visioning can lead to corporate tunnel vision. This may assist the organization in meeting its objectives more quickly, but can also blind the organization to new ideas and opportunities.

SUGGESTED READING

OVERVIEWS:

Block, Peter. *Stewardship: choosing service over self-interest*. San Francisco: Berrett-Koehler Publishers, 1993.

Peters, Tom and Austin, Nancy. *A passion for excellence*. New York: Random House, 1985.

Quigley, Joseph V.. *Vision: how leaders develop it, share it and sustain it*. New York: McGraw-Hill, 1993.

THEORY:

Bennis, Warren and Nanus, Burt. *Leaders: the strategies for taking charge*. New York: Harper & Row, 1985.

Conger, Jay A. *Learning to lead: the art of transforming managers into leaders*. San Francisco: Jossey-Bass, 1992.

Handy, Charles. *Gods of management: the changing work of organizations*. New York: Oxford University Press, 1995.

APPLICATION/BENCHMARKING:

LeBoeuf, Michael. *Imagineering: how to think and act creatively*. New York: McGraw-Hill, 1980.

O'Hara-Devereaux, Mary and Johansen, Robert. *Global work: bridging distance, culture and time*. San Francisco: Jossey-Bass, 1994.

Tichy, Noel M. and Sherman, Stratford. *Control your destiny or someone else will*. New York: HarperBusiness, 1994.

Tregoe, Benjamin B.; Zimmerman, John W.; Smith, Ronald A. and Tobia, Peter M. *Vision in action*. New York: Simon & Schuster, 1990.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Achieving Business Excellence Programs

PM: Project Planning, Analysis and Control

Business Management Assessment Leadership Workshop

PM: Quality for Project Managers

New Employee Program

Objective Alignment and Development Planning

Working With Others

The ability to work with others as part of a team, as opposed to working separately or competitively.

<p>Shares Information: Keeps people informed and up-to-date about the group process. Shares all relevant or useful information.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Freely circulates information which others need and keeps colleagues abreast of own activities • Written communication is accurate and easy for others to read and understand • Contributes to team meetings and discussions (e.g., ideas, suggestions, opinion, proposals) 	<p>LEVEL 1</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Hold regular team meetings to share information and ideas. Include everyone who is going to be directly affected by a decision. This will enhance internal communication. 2. Encourage team members to ask questions. Positively reinforce members of the team who probe for details and ask for more information. People will feel more involved and valued as team members and will be more likely to collaborate as a team. 3. Provide data/information to your team that will help them with their roles. Consider information about products, customers, markets, regulations or the industry. Analyze data available internally and communicate your findings, or disseminate information from external sources.
<p>Solicits Input: Values others' input and expertise. Solicits their input, ideas and expertise using their contributions to make decisions/ plans and/or applies these learnings later. Invites all members of a group to contribute to a process.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Makes a point of ensuring all team members provide input and comments • Ensures that everyone's input is considered and, if not used, explains rationale • Involves colleagues in activities that affect them (e.g., problem solving, planning, decisions, goal setting) 	<p>LEVEL 2</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Make team problem solving part of every team meeting. Identify an important problem or opportunity from the team, and ask each employee to come to the unit meeting with 2-3 ideas for dealing with the issue. This will encourage others to suggest ideas and contribute to the process. 2. At meetings, encourage team members to comment on issues or offer ideas by recording comments on a flip chart. Contribute your own views, but in general, say as little as possible. This will help you learn about others' expertise and build overall team involvement. 3. Seek consensus whenever possible. Avoid taking significant action or making an important decision until everyone has been heard and can agree to support it as the best course of action under the current circumstances. This will show your sincere commitment to the team process.

Working With Others

The ability to work with others as part of a team, as opposed to working separately or competitively.

<p>Encourages and Empowers: Publicly credits others who have contributed or performed well. Encourages and empowers others. Acts to promote good morale and cooperation. Brings conflict within the team into the open.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Provides opportunities for others to present the results of their own accomplishments • Understands what motivates different colleagues and uses that knowledge to select the most effective recognition vehicle for them • Where there is underlying conflict, personally intervenes to help parties involved bring up their issues and get to the heart of the problem 	<p>LEVEL 3</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Encourage team decision making. Allow your team to determine how they will, as a team, achieve one or more of their goals. This will give them the opportunity to develop and instigate an action plan and to learn from each other. 2. After seeing a team member take on extra work to help the team out or make a special effort or produce outstanding results, offer public recognition and congratulation. 3. Celebrate team accomplishments. Plan activities and festivities to celebrate the accomplishment of team goals. Reward every member of the team when this occurs. Include activities that develop or build upon a team identity or team tradition. This will enhance team morale and cohesion.
<p>Resolves Conflicts: Encourages or facilitates a beneficial resolution to conflict within the team.</p> <p>Exemplar Behaviors</p> <ul style="list-style-type: none"> • Counsels one or more of the parties either personally or through a third party • Where necessary, reallocates tasks, responsibilities and reporting lines in order to resolve conflict in the team • Where conflict is caused by a performance problem, gathers all relevant information and takes appropriate training, development or disciplinary action 	<p>LEVEL 4</p> <p>Development Activities</p> <ol style="list-style-type: none"> 1. Identify two members of your team who need to work well together to meet a particular project's objectives, but who appear, for whatever reason, to be in conflict. Sit down with each person informally and ask each individual what is at the root of the problem. In particular, find out what each party would like the other to do differently to enable the team as a whole to achieve its objectives. 2. Meet with those in conflict and explain to the individuals what it is that one needs the other to do, and why, and suggest that by the end of the meeting both parties should try to agree on a set of actions that each individual will take to enable the other to achieve the team's objectives. 3. Create a series of tasks or projects that require the team to work closely together. Design these tasks so that mutual cooperation is necessary for successful completion.

Working With Others

The ability to work with others as part of a team, as opposed to working separately or competitively.

CONSEQUENCES OF OVER-RELIANCE

Consequences of Over-Reliance on Working With Others: By focusing too strongly on the dynamics of a team, one may begin to overlook individual performance problems. Other business realities, such as costs, deadlines and changing priorities also mean that at times, an effective team member must take over and make decisions without team input.

SUGGESTED READING

OVERVIEWS:

Dygert, Charles B. *Success is a team effort*. Columbus, OH: Motivational Enterprises, 1993.

Janov, Jill. *The inventive organization: hope and daring at work*. San Francisco: Jossey-Bass, 1994.

THEORY:

Parker, Glenn. *Team players and teamwork: the new competitive business strategy*. San Francisco: Jossey-Bass, 1990.

APPLICATION/BENCHMARKING:

Guillory, Bill and Galindo, Linda. *Empowerment for high-performing organizations*. Salt Lake City, UT: Innovations International, Inc., 1994.

Moody, Patricia E. *Breakthrough partnering: creating a collective enterprise advantage*. Essex Junction, VT: Oliver Wight, 1993.

Nelson, Bob. *1001 ways to reward employees*. New York: Workman Publishing, 1993.

Saint, Steven and Lawson, James R. *Rules for reaching consensus*. San Diego: Pfeiffer & Company, 1994.

Tegliere, Daniel A. *How to meet, think, and work to consensus*. San Diego: Pfeiffer & Company, 1994.

Winer, Michael B. *Collaboration handbook: creating, sustaining and enjoying the journey*. St. Paul, MN: Amherst H. Wilder Foundation, 1994.

SUGGESTED LEARNING INSTITUTE PROGRAMS

Achieving Business Excellence Programs / Achieving Results Through Empowerment / Assertive Communication / Collaborative Meetings / Conflict Resolution / Consulting Skills

Diversity Programs / Effective Presentations / Facilitation: Team Process Skills / Giving and Receiving Feedback / Human Dynamics Part 1 & 2 / Influencing / Management Assessment Program

Management Leadership Forum 2 / Negotiating / Objective Alignment and Development Planning / Performance Leadership / PM: Contracting for Project Managers / PM: Leadership in Project Management Environment

PM: Project Planning, Analysis and Control / Team Performance Appraisal / Working Effectively in a Multi-Site Environment / Writing Excellence



Appendix

Summary of the Performance Dimensions

Summary of the Performance Dimensions

Analysis

The ability to gather relevant information, notice relationships between different pieces of information, reason from cause to effect and generate solutions to practical problems. (Note: This is about collecting data and analyzing it - before using *Judgment* to select an option/solution.)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Sees Basic Relationships: Gathers information from immediately available resources, recognizing when a current situation is very similar to a past situation. Makes straight-forward causal links (A causes B) and generates possible solutions.	Sees Multiple Relationships: Goes beyond immediately presented information, probing deeper to get at the root of a problem. Notices trends, patterns or missing pieces. Analyses relationships among several parts of a problem or situation and identifies possible solutions.	Analyzes Multidimensional Problems: Analyzes problems involving multiple interrelated causes. Where necessary, gathers information over an extended period of time and applies complex concepts or methods to generate possible solutions.	Analyzes Ambiguous Problems: Analyzes complex problems involving multiple relationships and interaction where data is incomplete, missing or ambiguous. Where necessary, goes to unusual lengths (such as using third parties) to gather needed information. Pulls diverse data together into an integrated picture that provides possible solutions.

Applied Creativity

The ability to create or introduce new ideas, methods or processes to the workplace to improve performance. (Note: This is about the ability to generate and foster new ideas. Do not confuse it with the dimension of *Initiative* which means taking action.)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Thinks Outside The Box: Creates or introduces ideas, methods or processes that are new to the job or work unit. Applies ideas and models from outside own frame of reference.	Breaks The Mold: Constructively contributes to continuous improvement by understanding and promoting techniques and lateral thinking which avoid premature critical analysis. Is not overly influenced by current thinking or methodologies.	Fosters creativity in others: Recognizes and rewards creativity in others. Allows others to experiment, try out new things and learn. Fosters the introduction of new ideas, methods or processes.	Creates An Environment That Fosters Innovation: Recognizes and rewards others for operating at level 3 (i.e., fostering a creative environment and a learning culture). Ensures that any unfruitful paths are analyzed for key learnings and shared openly with others.

Building Trust

The ability to stick with principles that both earn and foster trust and respect from others.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Meets Commitments: Meets commitments and adheres to company standards, policies and goals in relation to own work activities. Promises only what can be delivered.	Demonstrates Consistency: Walks the talk. Behaves in accordance with own expressed beliefs. Treats others with respect and fairness, sharing credit, visibility and respecting diversity.	Demonstrates Ethical Resolve In Adverse Circumstances: Communicates information upwards accurately even when the information is bad news. Remains visible during times of crisis. Rejects unethical shortcuts even when they may appear advantageous.	Fosters Ethical Behavior In Others: Deliberately acts as an ethical role model for others. Puts service to customers, welfare of employees and success of the organization before own interests. Seeks systematic solutions to problems rather than assigning blame to individuals.

Business Acumen

Knowledge of and insight into general business principles and practices as well as current business priorities and measurements. (Note: This excludes knowledge of products and technology which is covered under the *Technical/Professional Expertise* dimension.)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Limited Appreciation: Demonstrates a limited understanding of general business principles. Has little or no directly relevant business experience.	Fair Appreciation: Demonstrates a fair understanding of general business principles. Has some business experience or training. Demonstrates moderate levels of market awareness. Acts with understanding of how own role impacts the team.	Good Appreciation: Demonstrates a good understanding of general business principles. Has high level of business experience or training. Understands how to control costs and produce profit. Demonstrates market and competitor awareness. Acts with understanding of how team impacts company's bottom line.	Excellent Appreciation: Demonstrates an excellent understanding of general business principles. Has high level of business experience or training. Is sales conscious and seeks efficiency in maximizing gains and profitability. Has an excellent understanding of the market and a detailed knowledge of the competition.

Change Management/Adaptability

The ability to maintain effectiveness in a changing environment.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Adapts Own Approach: Reacts positively to change, cooperating readily with revised methods and priorities.	Adapts Team's Approach: Ensures team understands need for change. Redirects team's efforts and adapts team's approach in the face of new opportunities.	Addresses Conflictual Change: Smooths the path of change, especially in the face of conflict. Successfully translates new goals into practical processes.	Anticipates and Exploits Change: Anticipates and prepares for change. Introduces timely policies to exploit the best advantages of change. Makes significant organizational changes.

Customer Orientation

A willingness to help and serve others and meet their needs whether they be internal or external customers.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Takes Personal Responsibility: Personally follows through on customer inquiries and requests. Takes personal responsibility for correcting customer service problems. Corrects problems promptly and undefensively. Demonstrates responsiveness.	Addresses Underlying Needs: Understands the customers' business and seeks information about the real, underlying needs of the customer, beyond those expressed initially. Matches these to appropriate products and services.	Acts to Add Value: Makes concrete attempts to add value to the customer. Acts to make things better for the customer in some way. Works with a long-term perspective in addressing customers' issues.	Partners With The Customer: Becomes intimately involved in the customer's decision-making process. Influences own organization to act in customer's best interest. Cooperates with the customer, acting as a trusted professional, partner and advisor.

Decisiveness

The willingness to make decisions, once a situation or problem has been analyzed, based upon a judgment of the best solution to a problem or situation. (Note: This is about delivering the decision - after making the *Judgment*.)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Delivers Routine Decisions: Delivers required routine decisions when all the necessary information is available, having judged a range of standard options.	Delivers Decisions in the Face of Competing Alternatives: Makes timely decisions without delay, having judged a number of differing opinions.	Makes Risky Decisions: Makes timely decisions when the consequences of the decisions involve some risk to business results, self or the team. Balances the potential gains against the risks and makes the decision without hesitation.	Makes Far Reaching Decisions: Makes decisions in complex, ambiguous or highly risky situations, without undue hesitation, where the consequences of the decision have broad and/or long-term implications for the success of the business.

Developing Others

The ability to foster the learning and development of other people with an appropriate level of needs analysis, coaching and other support.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Provides Direct Instruction: Gives detailed instructions, advice and on-the-job demonstrations. Verifies that others have understood explanation and directions. Provides necessary tools and resources to support development.	Provides Ongoing Coaching: Identifies team members' strengths and development needs. Provides ongoing feedback and reinforcement. Reassures and encourages others after a setback.	Creates Development Opportunities: Arranges and develops on-the-job experiences, appropriate assignments, formal training or other experiences to foster an individual's learning and development. This extends beyond meeting minimum corporate training requirements.	Champions a Learning Organization: Identifies broadly-based training and development needs to meet future demands. Creates a continuous learning environment for team members, colleagues and customers.

Directing Work Through Others

The ability to direct, when necessary, the activities of others in the best interests of the organization and its customers. (Note: this is the directive aspect of management - other aspects of “leadership” are covered in other dimensions [e.g., *Working With Others*, *Team Leadership* and *Developing Others*].)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Gives Directions: Gives clear direction. Makes needs and requirements clear.	Delegates Effectively: Explicitly delegates details of routine tasks in order to free self for more valuable or longer-range considerations. Is assertive in delegation and acceptance of tasks from others (e.g., says “No” to unreasonable requests).	Establishes Visible Standards of Performance: Monitors performance against clear standards. Sets common standards and consistently compares performance against those standards.	Takes Effective Action Against Performance Problems: Holds people accountable for performance. Confronts others openly and directly about performance problems. Addresses problems in a timely way.

Influence

The ability to persuade or influence other people to accept a point of view, to adopt a specific agenda or to take a course of action.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Uses Direct Persuasion: Uses direct persuasion in attempts to influence. Presents logical arguments, data, concrete examples. Organizes facts and arguments clearly.	Adapts Actions or Words: Adapts presentation or discussion to appeal to the interest or perspective of others. Anticipates impact of action or words.	Takes Multiple Customized Influence Strategies: Takes several different actions to influence, with each action tailored to the target audience.	Uses Complex Indirect Influence: Influences through third parties or uses experts to influence. Assembles coalitions and builds behind-the-scenes support for ideas. Structures situations to influence others' behavior.

Initiative

A bias for taking action to meet immediate challenges or to think ahead and meet future opportunities and challenges (Note: this excludes formal strategic planning and should not be confused with the dimension of *Applied Creativity*).

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Shows Persistence: Persists in the face of obstacles or rejection. Does not give up when things do not go smoothly. Ensures tasks are completed to agreed standards.	Actively Addresses Current Opportunities or Problems: Acts without the need for prompting. Recognizes and acts upon present opportunities, or addresses present problems quickly and decisively.	Initiates Action In Others: Encourages individuals and groups to take action. Facilitates commitment to continuous improvement. Takes action to create opportunities or avoid problems that are not obvious to others.	Initiates Long-Term Action: Looking ahead more than one year, takes action to influence events and create opportunities. Establishes clear long-term objectives and develops a pervasive action-based attitude in the team.

Judgment

The ability to be rational, objective and unbiased when making decisions or actions. (Note: This is about selecting the best solution/option - after completing the analysis, and before delivering the decision.)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Makes Straightforward Judgments: Judges straightforward situations rationally, taking into account the necessary facts, information and stated company policies and guidelines. Evaluates the situation objectively.	Makes Moderately Complex Judgments: Judges situations considering several possible alternatives and objectively weighing the pros and cons for each. Judges situations involving moderate levels of risk.	Makes Complex Judgments: Judges a situation or situations where different parties hold different views. Considers many different alternatives. Checks all assumptions, avoids any personal bias and carefully assesses the risks.	Judges Long-Term Impact: Makes objective judgments that have long-term impact on the organization. Takes into account all possible sources of information, assesses risks and all future implications.

Listening And Responding

The ability to accurately listen to others, understand their feelings, needs and points of view and then respond appropriately.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Listens: Demonstrates receptivity to information by listening in immediate day-to-day relationships with others.	Listens Actively: Actively seeks out information about others' thoughts and perspectives. Asks questions to test understanding. Invites conversation and interaction.	Responds Appropriately: Based on careful active listening, generates responses to others' thoughts and perspectives which invite further interaction and openness, both within and across groups, and which positively impacts others' behavior.	Reacts to Underlying Causes: Accurately assesses the underlying causes of individual, group or company-wide attitudes, behaviors or concerns. After assessing the situation, responds in a way designed to move the organization forward.

Organizational Awareness

The ability to understand and learn the power relationships in one's own or other organizations, identifying who the decision-makers are and who can influence them and predicting how individuals or groups will react to new events or situations.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Understands Formal Structure: Achieves results by recognizing and using the formal structure of an organization, chain of command, rules and regulations or standard procedures.	Understands Informal Structure: Achieves results by recognizing and using the informal structure of an organization, including understanding who are the key players within the organization and who influence them.	Understands Climate and Culture: Achieves results by recognizing and using the corporate culture and language of an organization to shape own actions. Understands what can and what cannot be said or done in specific situations.	Understands Underlying Organizational Issues: Achieves results by understanding the reasons for an organization's ongoing behavior and/or the underlying problems/opportunities and/or political forces impacting the organization in relation to the external world.

Organizing Work/Project Management

The ability to establish a clearly defined course of action to accomplish goals and to organize work efforts.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Plans and Controls Own Routine: Plans and controls own routine work on a day-to-day basis to achieve objectives. Budgets time well. Uses resources and efforts productively.	Manages Short-Term Objectives: Develops and implements plans for self and/or others that anticipate future short-term, week-to-week needs and objectives.	Manages Medium-Term Objectives: Develops and implements plans for others (not necessarily direct reports), anticipating future medium-term, month-to-month needs and objectives. Ensures that group tasks are completed.	Engages in Strategic Planning: Develops and implements long-term strategic plans for others (not necessarily direct reports) involving several action plans which impact other parts of the organization. Recognizes the need for and prepares contingency plans for situations that might disrupt achievement of the strategy.

Personal Drive

The drive to work well and achieve results by competing against a standard of excellence.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Works to Meet Others' Standards: Works to meet a standard of excellence set by management.	Sets Challenging Goals: Sets a standard of excellence that goes beyond that set by management. Works hard to achieve goals which are a significant stretch but not unrealistic or impossible.	Drives The Business Forward: Sets goals for self or others that create a clear definition of broad, long-term success and that push the business forward. Takes into account explicit consideration of potential profits or other critical business outcomes.	Takes Entrepreneurial Risks: In the face of uncertainty, commits significant organizational and personal resources to achieve an unusually difficult goal, while taking action to manage the risks involved.

Relationship Building

The ability to create a network of contacts with people who are or who may be useful in information gathering/sharing and/or the accomplishment of work-related goals.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Maintains Effective Working Relationships: Maintains effective working relationships with immediate contacts. Participates effectively in informal conversations and interactions with these people.	Initiates Relationship Development: Builds formal and informal relationships beyond immediate contacts.	Builds Cross-Functional Relationships: Initiates and builds effective relationships with key individuals in other business functions. Fosters and develops effective cross-functional working.	Builds External Relationships: Initiates and builds effective relationships with influential individuals in other organizations. Develops a wide network of contacts within and across organizational boundaries.

Self-Confidence

A belief in one's own opinions, decisions and capability to accomplish a task and select an effective approach to a task or problem.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Presents Self Confidently: Appears confident in person. Presents self strongly.	Acts With Autonomy: Where appropriate, moves beyond the rule book and is willing to act autonomously. May act (within bounds of formal authority) even when others disagree.	Faces Challenge: Takes on challenging or risky assignments, is excited by a challenge. Looks for and gets new responsibilities.	Faces Conflict: Willing to challenge management, customers or those in power. States own view clearly and confidently, but politely, even in a conflict.

Team Leadership

The ability to take a role as leader of team or other group. It involves taking action to increase the motivation of team members to achieve business goals. (Note: This excludes other leadership skills which are covered in other dimensions such as *Visioning*, *Developing Others* and *Directing Work Through Others*.)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Promotes Effective Teams: Acts to promote effective meetings by using key elements for team success, i.e., vision, processes and procedures, role clarity and effective work relationships.	Focuses the Group Effort: Plans what needs to be done. Obtains needed personnel and resources. Sets up new or interdisciplinary teams where necessary.	Positions Self As The Leader: Ensures that others buy into the corporate mission, goals, agenda, climate, tone, policy. Models desired behavior. Builds strength into existing team to balance own weakness (involves assessment, role allocation, team changes, etc.)	Leads Adaptively: Adapts management style to fit the situation. Transfers leadership and responsibility to other team members consistent with stage of team development.

Technical/Professional Expertise

The ability and motivation to expand one's own technical/professional knowledge and to share this experience with others.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Demonstrates Depth of Knowledge: Demonstrates a basic knowledge of all important aspects of specialization or profession. Applies this effectively to meet objectives.	Maintains Currency: Maintains "state of the art" knowledge of advances in own field. Applies current knowledge effectively across a range of situations. Shares expertise with others and differentiates own opinions from the company's position and ability to deliver.	Demonstrates Breadth of Knowledge: Enhances performance by applying knowledge to an area outside own core specialty.	Increased External Awareness: Seeks opportunities to influence and raise levels of awareness of new technology outside the company and demonstrates this during interviews/presentations, by writing articles in technical/professional journals, etc.

Visioning

The ability to understand, implement and demonstrate personal commitment to Nortel goals so as to motivate others.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Follows Company Practices: Understands and personally follows the company code of practice, values and vision as developed by others. Aligns behaviors with company vision and mission.	Develops Practical Activities: Develops practical activities for the team aligned with Nortel's vision and values to achieve team's objectives.	Develops Initiatives: Develops initiatives designed to change behaviors and implements new initiatives in line with Nortel's vision and values.	Develops Vision: Orchestrates a process that engages the organization in crafting and identifying a vision to create a compelling future. Implements the vision to achieve valued results.

Working With Others

The ability to work with others as part of a team, as opposed to working separately or competitively.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Shares Information: Keeps people informed and up-to-date about the group process. Shares all relevant or useful information.	Solicits Input: Values others' input and expertise. Solicits their input, ideas and expertise using their contributions to make decisions/plans and/or applies these learnings later. Invites all members of a group to contribute to a process.	Encourages and Empowers: Publicly credits others who have contributed or performed well. Encourages and empowers others. Acts to promote good morale and cooperation. Brings conflict within the team into the open.	Resolves Conflicts: Encourages or facilitates a beneficial resolution to conflict within the team.