

Taking Leadership to a New Level

When THDA undertook our Leadership Development Series in 2008 and 2009, the idea was to create a new breed of leaders. Leaders who were more attuned to staff, who focused on coaching and communication rather than “gotcha” mentalities. The training took leadership through numerous modalities to achieve this. Much conversation in the trainings centered around the type of culture we needed to promote, and the way leaders needed to apply what we were learning to support that shift. As the training wound down in 2009, it was clear more was needed if we hoped to move forward and gain staff buy-in. It was at that point that our Executive Director decided to initiate a Leadership Council.

Leadership Council

In 2010, THDA created the first Leadership Council in Tennessee state government. This council consisted of nine members from various levels of management and technical expertise, and was charged with guiding the leadership initiative started through the Leadership Development Series (LDS) toward a more service/servant leadership mentality.

The first step the Council took was to take the “pulse” through interviewing volunteer staff on their thoughts about leadership and how they saw leaders behaving at THDA. These volunteers comprised about 20% of THDA’s employees, and the information was invaluable. From those focus groups, we were able to glean what staff wanted to see in their leaders, and our Guiding Principles were born.

Guiding Principles

We developed 10 Guiding Principles (see attachment A). The Council then took guidance from the newly created state leadership training, LEADS, and assigned core competencies and behaviors to the Guiding Principles. These principles were introduced to all of leadership. Then the principles were introduced to the whole staff through a parody based on *The Wizard of Oz*, *Dorothy Goes to Odd*. All of senior leadership had a role in the play. The principles were acted out with Dorothy, as a newly promoted leader, navigating her way through the land of Odd’s strange and varying leadership styles. By applying the principles to the situations she encountered with the Witch, the Scarecrow, the Lion, the Tin Man and the Wizard, she was able to overcome her own poor behaviors, and help others see the value in adhering to a higher standard of conduct (see attachment B). The play offered an “out of the comfort zone” fun way to get the principles across, and it allowed staff the opportunity to see their leaders in a new light as they took themselves less seriously, yet put forth a serious new set of standards to which they would be held. From the play, we developed motivational posters and used some of the props from the play to create wall hangings as reminders of our new level of expected behavior.

An interactive training program for staff was also put together following the Guiding Principles. This training requires groups to come together and discuss each principle, then create a visual representation of the principle through a short skit, drawing, etc. All of staff took part in the training to help them see the Guiding Principles in a reality based situation. As of 2012, all staff has been trained on the Guiding Principles and has a good understanding of the behaviors and how they relate to their leaders and themselves. The training on the Guiding Principles is now a part of our “core” required training for all new employees.

First Chief Leadership Officer in Tennessee State Government

In 2011, THDA took another bold step toward our leadership initiative with the creation of the first Chief Leadership Office position in state government. The Chief Leadership Officer became the permanent Chair of the Leadership Council, and was commissioned to accomplish the following tasks:

- Insure a uniformed approach to leadership development

Agency: Tennessee Housing Development Agency
2012 Entry: Management Innovation: Human Resources

- Cultivate an action plan that would ensure consistency in leadership behaviors within the organization
- Institute accountability measures for adherence to the Guiding Principles
- Provide current leaders with assistance in strengthening specific leadership skills
- Create a career development process for any staff interested in advancing their THDA career

One of the first initiatives the Chief Leadership Officer took on was to have 360 reviews done on each senior leader, tapping the staff to get a baseline of where staff saw leadership falling on each principle and its behavioral requirements. From that, additional leadership training has been developed and continues into 2012.

Talent Management

Under the direction of the Chief Leadership Officer, the Leadership Council took on a talent management initiative and become the first in Tennessee state government to start working through an implementation strategy. But this talent management initiative isn't just for leadership and succession planning. THDA's leadership decided that talent management would be a program for every employee at THDA. THDA wants to encourage and support its staff to have the best career at THDA possible.

Every employee at THDA received talent management training that covered the process, coaching tips for the managers, and "what can I do" tips for the employees (see attachments C and D). The conversation starter documents were based on questions to help the employees think through where their careers currently are, and where they want to go at THDA, as well as the core competencies of the Guiding Principles. Individual development plans will be created using S.M.A.R.T. goals guidelines.

To support this effort, THDA has created infrastructure to support both a people leadership track and a technical expert or subject matter expert track. The people leadership track has layers from Manager to Senior Executive, and the technical expert or subject matter expert track has layers from Specialist to Liaison (equivalent to the level of a Director in the people leadership track). Both tracks offer excellent growth and promotional opportunities.

To further support the talent management initiative, THDA created Foundations for the Future, a training program launching in July of 2012.

This initiative will help with succession planning - a large portion of THDA's staff will be eligible for retirement in the next five years, and it will offer us the opportunity to utilize all our staff in the best possible way based on the needs of THDA, and staff's abilities and interests.

A Forward-Thinking Performance Evaluation Process

In 2011 the Leadership Council also took on the revamping of THDA's performance evaluation process. A committee was formed of various levels of staff to discuss and rethink the way evaluations are done. The conclusion was to create a process that focuses more on looking forward than backward. The idea is to set forward goals, and incorporate more touch points and coaching to help staff meet the goals, rather than looking backward in a punitive way to what wasn't accomplished. This idea keeps staff in a forward motion, offering better ability to maintain performance standards and reach goals consistently.

To support this new concept, new software was identified and purchased through TalentQuest. The customization incorporates the Guiding Principles into the evaluation piece, offers journaling and goal setting mechanisms, and talent review mechanisms to track both in the same system, much of it paperless. Implementation of this new process is slated for July 2012.

Creating a Coaching Culture

Another aspect of our support structure for the Guiding Principles, Talent Management and the new Performance Evaluation Process is working to create a coaching culture. Our model is a development and growth model. It focuses on outcomes through gathering information, creating a plan for implementation, and assessing the results.

We determined that all of our people leaders needed to understand how to have coaching conversations, but more than that, we needed to be able to sustain that knowledge as new people came on board, or were promoted from within. To that end, we identified four people to take more intensive training, becoming Master Coaches. These four will be able to continue to support all of our leaders at THDA, as well as train the new ones.

Our next step in this initiative is to develop coaching circles within THDA to continue supporting our current and future leaders.

Continuing to Look Forward

In 2012, the Leadership Council is continuing to look forward to ways in which our initiatives can be supported:

- Another round of focus groups will be convened to take another “pulse of THDA” in terms of leadership and adherence to the Guiding Principles.
- Coaching circles will be created to continue to support leadership as they apply coaching techniques.
- Focus groups will be convened to ensure that the talent management process is working.
- A mentoring program will be developed.

Why This is Award-Worthy

- Through the recognition that this sort of shift in fundamental leadership ideals and culture doesn't happen overnight, THDA has taken a step-by-step approach, thoroughly introducing each initiative. This has been recognized as reproducible by other states and agencies, and they have contacted us for pointers and to find out how we did it.
- The idea of Service/Servant Leadership, though not a new concept, is a new approach in state government.
- THDA has taken “out of the comfort zone” approaches to introducing these concepts through fun, engaging methods such as a play, interactive training, and inclusion.

THDA's Guiding Principles and Core Competencies

Guiding Principles	Core Competencies	Behaviors
<p>1. I commit to:</p> <ul style="list-style-type: none"> • adhering to THDA's Mission of <i>Leading Tennessee Home by creating safe, sound, affordable housing opportunities;</i> • adhering to THDA's Vision that <i>Every Tennessean lives in a safe, sound and affordable home in a viable community.</i> • adhering to THDA's Values of <ul style="list-style-type: none"> ○ <i>appreciating, respecting and empowering employees, and fostering a fun, rewarding work environment;</i> ○ <i>treating our customers with respect, courtesy, and dignity, and foster a user-friendly environment.</i> ○ <i>being flexible, creative and responsive.</i> ○ <i>building and maintaining diverse relationships.</i> ○ <i>using our resources wisely, effectively and equitably.</i> ○ <i>acting with honesty and integrity.</i> 	<p>Mission Driven: <i>Demonstrates through actions, absolute clarity as to the purpose of the organization</i></p> <p>Customer Service and Customer Focused: <i>Places the customer at the center of strategic and operational planning</i></p>	<p>Mission Driven:</p> <ul style="list-style-type: none"> • Ensures their organization has a relevant mission that instills a sense of purpose • Uses the mission as a focal point when making decisions • Clearly communicates the organization's mission to all employees • Drives the mission through a formal strategic planning process • Engages others in dialogue when creating and evaluating strategies to meet the mission • Balances daily operational objectives when implementing long term mission-critical strategies • Strategically plans for the workforce that is required to meet the mission • Inspires others to higher levels of performance <p>Customer Service and Customer Focused:</p> <ul style="list-style-type: none"> • Clearly identifies the full range of customers to be served • Builds relationships with customers by listening and seeking feedback • Follows through on commitments made to customers • Identifies and monitors customer metrics to improve performance • Recognizes behaviors that promote customer satisfaction • Anticipates and responds to changing customer needs

THDA's Guiding Principles and Core Competencies

Guiding Principles	Core Competencies	Behaviors
<p>2. I commit to:</p> <ul style="list-style-type: none"> putting the good of others and the THDA first by taking action to meet their needs, regardless of my position, without expecting personal gain. 	<p>Service Leadership: <i>Assisting others to advance, to develop into greater people and to do greater works</i></p>	<p>Service Leadership:</p> <ul style="list-style-type: none"> Understands and the practice of leadership that places the good of those led over the self-interest of the leader Emphasizes personal development and empowerment of others Leaders serve as role models Leaders support optimism and mobilize commitment Leaders focus on the followers' needs for growth Inspires followers to a share and achieve a vision Empowering them to achieve shared vision Provides the resources necessary for developing their personal potential Honors the personal dignity and worth of all who are led Evokes as much as possible their own innate creative power for leadership The sharing of credit for achieved goals
<p>3. I commit to:</p> <ul style="list-style-type: none"> getting to know others and building relationships through respect, care, and compassion while valuing diversity. 	<p>Empathy: <i>Acknowledges and recognizes the feelings of others with genuine care</i></p>	<p>Empathy:</p> <ul style="list-style-type: none"> Create a safe environment where others can share sensitive information without fear Demonstrates concern about the well-being of each employee Accepts and respects diversity in the work place Sensitive to the work and non-work challenges of employees Demonstrates an understanding of the importance of work-life balance

THDA's Guiding Principles and Core Competencies

Guiding Principles	Core Competencies	Behaviors
<p>4. I commit to:</p> <ul style="list-style-type: none"> being open to change, willing to explore new opportunities and evaluate each on its' own merit. 	<p>Change Management: <i>Improves organizational performance through innovation and change</i></p> <p>Self Awareness: <i>Holds an accurate assessment of strengths and weaknesses and is willing to develop for the long term benefit of the organization</i></p> <p>Empowerment: <i>Creates an environment where employees are given the responsibility and accountability to act</i></p>	<p>Change Management:</p> <ul style="list-style-type: none"> Approaches change using innovative thinking Effectively manages multiple changes at one time Provides straightforward reasons for the change Enlists multiple levels of support for the change Uses a variety of communication methods throughout the change initiative Takes into account the human side of any change Effectively manages the change initiative through to sustainability <p>Self Awareness:</p> <ul style="list-style-type: none"> Demonstrates a deep understanding of his/her emotions, and how they impact behavior Seeks experiences and opportunities to build breadth and depth of knowledge Seeks feedback to professionally grow Leverages strengths and compensates for weaknesses Approaches challenges/barriers as learning opportunity Relates well to all employees, up, down, and across the organization, regardless of age, gender, race, culture, etc. Works through organizational channels and internal politics to accomplish objectives <p>Empowerment</p> <ul style="list-style-type: none"> Ensures that people have the resources needed to complete their work Avoids micromanagement



THDA's Guiding Principles and Core Competencies

Guiding Principles	Core Competencies	Behaviors
		<ul style="list-style-type: none"> • Gives employees freedom to make mistakes and learn from them • Encourages people to exercise initiative • Inspires others to make tough decisions
<p>5. I commit to:</p> <ul style="list-style-type: none"> • providing a safe place to allow failures and successes to be learning opportunities. 	<p>Trust: <i>Creates an environment of mutual respect and instills confidence that all words and actions are the truth</i></p> <p>Teambuilding: <i>Successfully builds and sustains high performing teams</i></p>	<p>Trust:</p> <ul style="list-style-type: none"> • Ensures there is always alignment between words and action • Acts in the best interest or the greater good of the organization • Speaks truthfully • Follows through on commitments • Openly contributes relevant facts and information • Professionally protects sensitive/proprietary information <p>Teambuilding:</p> <ul style="list-style-type: none"> • Instills team commitment to deliver excellent results • Creates strong morale and purpose in the team • Defines clear roles and expectations • Leverages each team member's technical expertise and strengths • Leads effective productive team meetings • Recognizes and celebrates accomplishments as a team

THDA's Guiding Principles and Core Competencies

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<p>6. I commit to:</p> <ul style="list-style-type: none"> • <i>having and staying in the conversation by:</i> <ul style="list-style-type: none"> ○ using care and respect to actively listen and validate the value of others' input; ○ using care and respect to actively obtain, use and disseminate information; and ○ fully participating in difficult conversations that are supportive, constructive, and productive. 	<p>Effective Communication: <i>Understands and uses the power of the spoken and written word</i></p> <p>Ethics: <i>Honest, direct, and truthful in all actions</i></p>	<p>Effective Communication:</p> <ul style="list-style-type: none"> • Actively listens • Uses questioning techniques to gain full understanding of the communication • Demonstrates effective non-verbal skills; i.e. eye contact, body language • Clearly and concisely expresses ideas and disseminates information • Ensures use of proper grammar and language in written communication (email or formal documentation) • Adapts communication style to the audience and situation • Actively engages others in discussion • Shares information in a timely manner <p>Ethics:</p> <ul style="list-style-type: none"> • Tells the truth regardless of the situation • Honest in all situations • Ensures there is no misrepresentation of self for personal gain • Keeps confidences • Takes full ownership for mistakes

THDA's Guiding Principles and Core Competencies

Guiding Principles	Core Competencies	Behaviors
<p>7. I commit to:</p> <ul style="list-style-type: none"> trusting others to accomplish clearly communicated desired results, while holding them and myself accountable to the outcomes. 	<p>Empowering: <i>Creates an environment where employees are given the responsibility and accountability to act</i></p> <p>Accountability: <i>Establishes clear expectations for self and others to achieve stated goals and objectives</i></p>	<p>Empowering:</p> <ul style="list-style-type: none"> Ensures that people have the resources needed to complete their work Avoids micromanagement Gives employees freedom to make mistakes and learn from them Encourages people to exercise initiative Inspires others to make tough decisions <p>Accountability:</p> <ul style="list-style-type: none"> Holds self accountable for actions Clearly communicates objectives, deadlines and desired results Establishes clear roles and responsibilities Establishes regular review and oversight procedures against a plan Knows what to measure and establishes measurement procedures Gives regular feedback to ensure performance goals are met Recognizes others for achieving goals
<p>8. I commit to:</p> <ul style="list-style-type: none"> understanding the sphere of my influence; considering the possible impact of my decisions; and accepting the responsibility for my actions. 	<p>Accountability: <i>Establishes clear expectations for self and others to achieve stated goals and objectives</i></p> <p>Decision Making: <i>Demonstrates ability to make timely and effective decisions</i></p>	<p>Accountability:</p> <ul style="list-style-type: none"> Holds self accountable for actions Clearly communicates objectives, deadlines and desired results Establishes clear roles and responsibilities Establishes regular review and oversight procedures against a plan Knows what to measure and establishes measurement procedures



THDA's Guiding Principles and Core Competencies

Guiding Principles	Core Competencies	Behaviors
		<ul style="list-style-type: none"> • Gives regular feedback to ensure performance goals are met • Recognizes others for achieving goals <p>Decision Making:</p> <ul style="list-style-type: none"> • Balances short and long term needs of the organization when making decisions • Involves others appropriately in the decision making process • Determines information needed to make a sound decision • Will make decisions when only a limited amount of information is available • Implements a decision for sustainability
<p>9. I commit to:</p> <ul style="list-style-type: none"> • taking action to develop skills for myself and others for effectiveness in our current roles; and • providing and accepting feedback and support for myself and others to achieve our growth. 	<p>Performance Management: <i>People managers achieve agency results by hiring, assessing, developing and retaining quality talent one employee at a time</i></p>	<p>Performance Management:</p> <ul style="list-style-type: none"> • When hiring, aligns the job responsibilities to the long term needs of the organization • When hiring, uses behavioral based interviewing skills to identify most qualified • Utilizes best practices in new hire assimilation as first step in retention • Sets specific measurable objectives that link employee performance to mission • Provides timely feedback based on observation of performance • Continuously evaluates performance to ensure organizational results • Addresses poor performance in a timely manner • Uses coaching skills when developing the employee • Works with the employee to generate a relevant development



THDA's Guiding Principles and Core Competencies

Guiding Principles	Core Competencies	Behaviors
		<ul style="list-style-type: none"> plan • Provides challenging stretch learning opportunities • Provides opportunities for employees to contribute to organizational decisions • Demonstrates concern for the overall well-being of each employee • Intentionally works to build a strong manager-employee relationship
<p>10. I commit to:</p> <ul style="list-style-type: none"> • striving to understand and communicate the relationship between my current role and the roles of those around me to the THDA mission; and strategic plan. 	<p>Mission Driven: <i>Demonstrates through actions, absolute clarity as to the purpose of the organization</i></p> <p>Effective Communication: <i>Understands and uses the power of the spoken and written word</i></p>	<p>Mission Driven:</p> <ul style="list-style-type: none"> • Ensures their organization has a relevant mission that instills a sense of purpose • Uses the mission as a focal point when making decisions • Clearly communicates the organization's mission to all employees • Drives the mission through a formal strategic planning process • Engages others in dialogue when creating and evaluating strategies to meet the mission • Balances daily operational objectives when implementing long term mission-critical strategies • Strategically plans for the workforce that is required to meet the mission • Inspires others to higher levels of performance <p>Communication:</p> <ul style="list-style-type: none"> • Actively listens • Uses questioning techniques to gain full understanding of the communication • Demonstrates effective non-verbal skills; i.e. eye contact,



THDA's Guiding Principles and Core Competencies

Guiding Principles	Core Competencies	Behaviors
		<p>body language</p> <ul style="list-style-type: none"> • Clearly and concisely expresses ideas and disseminates information • Ensures use of proper grammar and language in written communication (email or formal documentation) • Adapts communication style to the audience and situation • Actively engages others in discussion • Shares information in a timely manner

Dorothy Goes to Odd

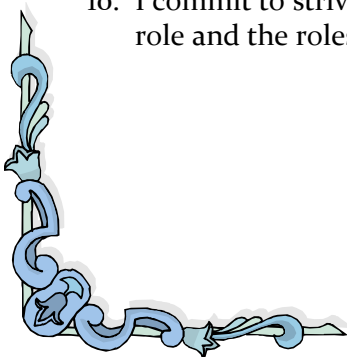
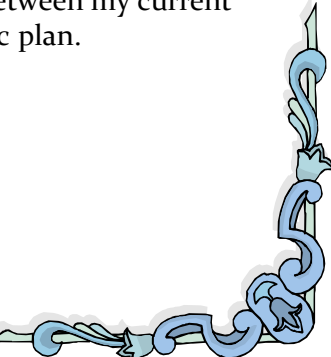


An Introduction to THDA's Guiding Principles

December 14, 2010



THDA's Guiding Principles

1. I commit to adhering to THDA's Mission, Vision and Values.
 2. I commit to putting the good of others and THDA first by taking action to meet their needs, regardless of my position, without expecting personal gain.
 3. I commit to getting to know others and building relationships through respect, care and compassion while valuing diversity.
 4. I commit to being open to change, willing to explore new opportunities and evaluating each on its own merit.
 5. I commit to providing a safe place to allow failures and successes to be learning opportunities.
 6. I commit to having and staying in the conversations by:
 - using care and respect to actively listen and validate the value of other's input;
 - using care and respect to actively obtain, use and disseminate information, and;
 - fully participating in difficult conversations that are supportive, constructive and productive.
 7. I commit to trusting others to accomplish clearly communicated desired results, while holding them and myself accountable to the outcomes.
 8. I commit to:
 - understanding the sphere of my influence;
 - considering the possible impact of my decisions, and;
 - accepting the responsibility for my actions.
 9. I commit to:
 - taking action to develop skills for myself and others for effectiveness in our current roles, and;
 - providing and accepting feedback and support for myself and others to achieve our growth.
 10. I commit to striving to understand and communicate the relationship between my current role and the roles of those around me to the THDA mission and strategic plan.
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Act I
Scenes 1 and 2
Dorothy Goes to Odd

Our play opens on Dorothy's first day in her new leadership position. When Myrna Munch comes to ask her for help, Dorothy's behavior is less than stellar, though she doesn't realize it. Then suddenly, she's in the midst of a storm.



Scene 2 finds Dorothy dropped into the Land of Odd. She's surrounded by strange people and even stranger leaders. She encounters two distinctly different leadership perspectives. One is Service Oriented, the other is Self Oriented. It doesn't take her long to figure out which one is the greater evil! When she gets sent on her journey to find the way home, she has no idea she's about to encounter even stranger people and leadership ideas!



In this Act the following principles are shown. Some in the right way, some in the wrong:

- I commit to putting the good of others and THDA first by taking action to meet their needs, regardless of my position, without expecting personal gain.
- I commit to providing a safe place to allow failures and successes to be learning opportunities.
- I commit to:
 - understanding the sphere of my influence;
 - considering the possible impact of my decisions, and;
 - accepting the responsibility for my actions.

Act II
Scenes 1, 2 and 3
Dorothy Meets Scarecrow, Tin Man and Ms. Lion

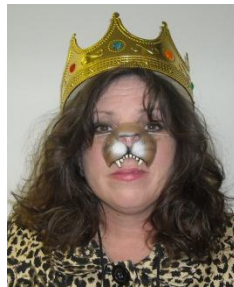
Our second Act opens with Dorothy coming upon the poor Scarecrow. He's gotten all the right training, he's read all the right books, and he knows what it all looks like and sounds like, he just doesn't believe in himself enough to put it all into practice.



In Scene 2, Dorothy and Scarecrow meet the Tin Man. He's a leader who knows the right way to do everything. He's become so inflexible that everyone in his office has left him. Some of his ideas start to resonate with Dorothy, making her realize perhaps she isn't always right.



Scene 3 opens with the three new friends meeting an incredibly inflated ego in Ms. Lion. But as they stay in the conversation with her, they find that she really isn't as bad as she seems.



In this Act the following principles are shown. Some in the right way, some in the wrong:

- I commit to getting to know others and building relationships through respect, care and compassion while valuing diversity.
- I commit to having and staying in the conversation by:
 - Using care and respect to actively listen and validate the value of other's input;
 - Using care and respect to actively obtain, use and disseminate information, and;
 - Fully participating in difficult conversations that are supportive, constructive and productive.
- I commit to:
 - Taking action to develop skills for myself and others for effectiveness in our current roles, and;
 - Providing and accepting feedback and support for myself and others to achieve our growth.

Act III
Scenes 1, 2 and 3
Glen Northstar and the Journey Home

The third and final Act opens with the new friends finally arriving in the Emerald City at the office of Glen Northstar! Here they learn a valuable lesson in customer service, and that leadership can involve some difficult decisions. Then their friend the Tin Man is kidnapped by Dartha's "brown nosers" and they have to figure out how to rescue him.

Scene 2 finds them in the Beauty Salon run by the horrible Dartha. She's about to force them to be just like everyone else in her shop until Dorothy realizes she just can't let it happen. Dorothy finally understands she has to embody all the good traits of the friends she's made in Odd before she can be an effective leader.



In Scene 3 she gets a "do over" for her first interaction as a new leader. She's made her commitment to herself and her friends from Odd, and she's ready to put it all into action!

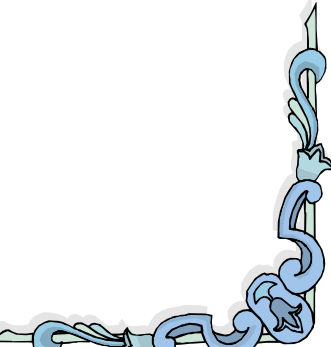
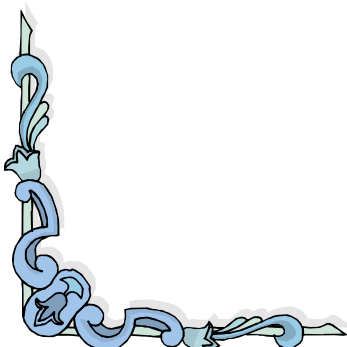
In this Act the following principles are shown. Some in the right way, some in the wrong:

- I commit to adhering to THDA's Mission, Vision and Values.
- I commit to putting the good of others and THDA first by taking action to meet their needs, regardless of my position, without expecting personal gain.
- I commit to providing a safe place to allow failures and successes to be learning opportunities.
- I commit to:
 - Understanding the sphere of my influence;
 - Considering the possible impact of my decisions, and;
 - Accepting the responsibility for my actions.
- I commit to striving to understand and communicate the relationship between my current role and the roles of those around me to the THD mission and strategic plan.



CAST OF CHARACTERS

Narrator:	TED FELLMAN
Dorothy:	GRETCHEN MASON
Dartha Villainous:	MARY MCLENNAN
Scarecrow:	RON ERICKSON
Tin Man:	JASON RONNOW
Ms. Lion:	DONNA DUARTE
Glen Northstar:	BRUCE BALCOM
Goody Virtue:	CORALEE HOLLOWAY
Era Sponsible:	MIKE CLINARD
Myrna Munch:	TANYA DAVIS-BARLAR
Ms. Dependable:	CHERYL JETT
Munchkin 1:	TERRI JAYNES
Munchkins:	JOE BROWN
	CHRISTY HOLLINGSWORTH
	TERRY MALONE
	TRENT RIDLEY
Crow 1:	JACKIE SANDERS FE'ARCHER
Crow 2:	BETTIE TEASLEY SULMERS
Crow 3:	PATRICIA SMITH
Receptionist:	LORRIE SHEARON
Crying Manicurist:	PATRICIA SMITH
Flying Monkeys/Brown Nosers:	DEBRA MURRAY
	CAROLYN ESTEP
	GWEN COFFEY
Salon Workers:	HULYA ARIK
	JADA LATTIMER
	NICOLE LUCAS
Salon Patrons	TERRI JAYNES
	TERRY MALONE
Sign Holder:	DEBBIE REAVES

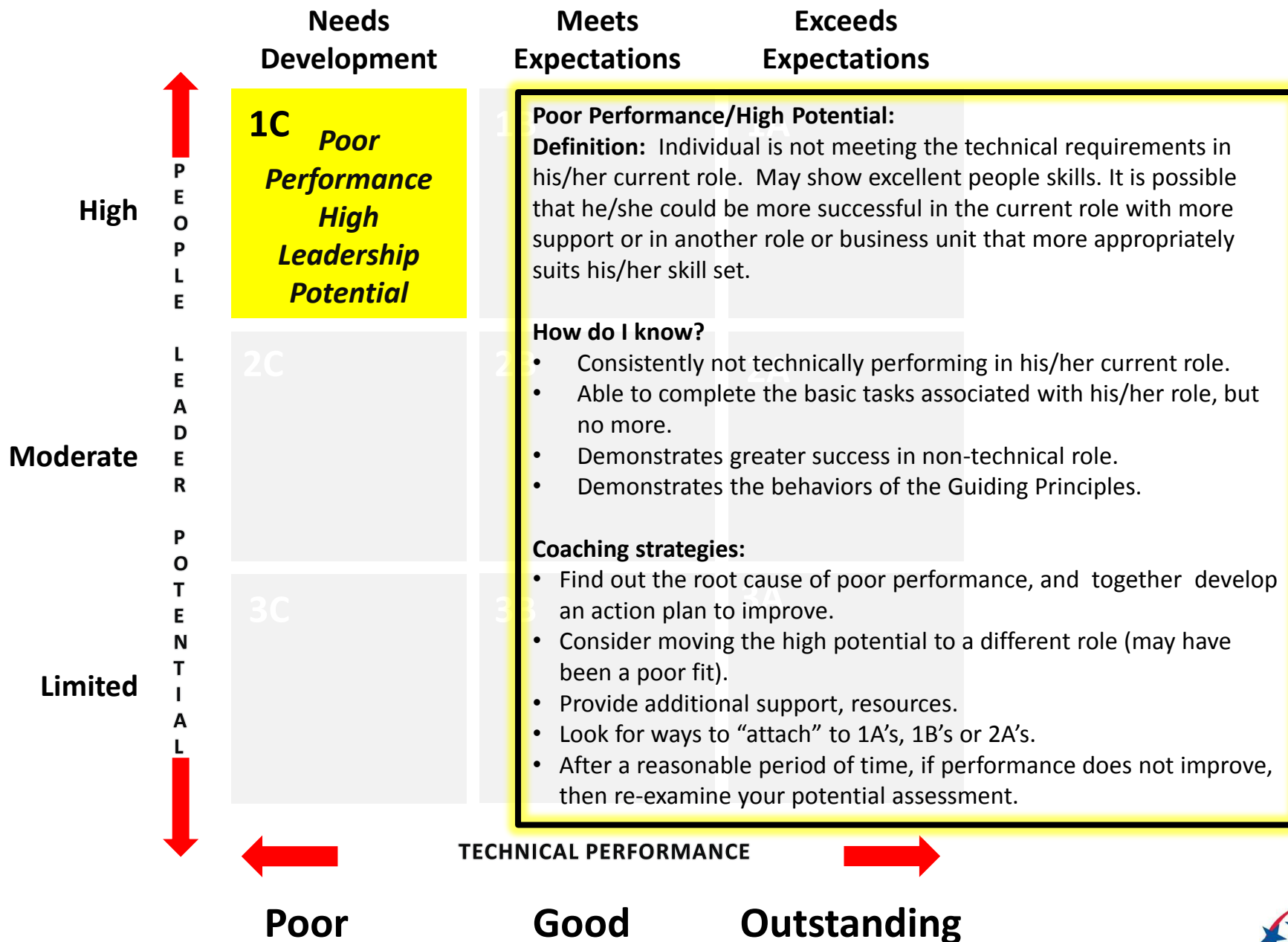


9 Box Definitions

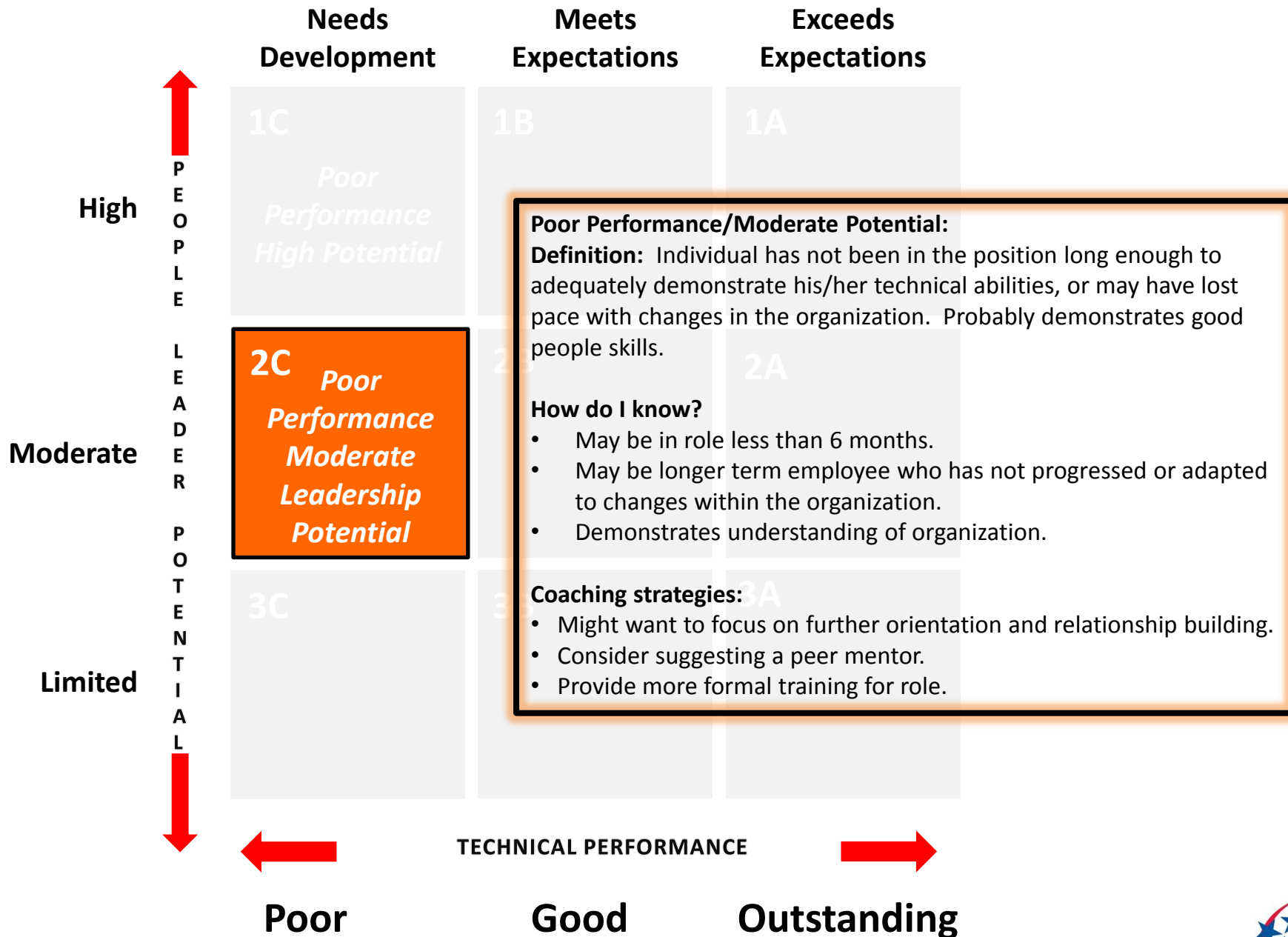
How do I know – Coaching Tips

		Needs Development	Meets Expectations	Exceeds Expectations
PEOPLE LEADERSHIP POTENTIAL High Moderate Limited	High	1C <i>Poor Performance</i> <i>High Leadership</i> <i>Potential</i>	1B <i>Good Performance</i> <i>High Leadership</i> <i>Potential</i>	1A <i>Outstanding Performance</i> <i>High Potential</i>
	Moderate	2C <i>Poor Performance</i> <i>Moderate Leadership</i> <i>Potential</i>	2B <i>Good Performance</i> <i>Moderate Leadership</i> <i>Potential</i>	2A <i>Outstanding Performance</i> <i>Moderate Potential</i>
	Limited	3C <i>Poor Performance</i> <i>Limited Leadership</i> <i>Potential</i>	3B <i>Good Performance</i> <i>Limited Leadership</i> <i>Potential</i>	3A <i>Outstanding Performance</i> <i>Limited Leadership</i> <i>Potential</i>
		← TECHNICAL PERFORMANCE → Poor Good Outstanding		

9 Box Definitions – How do I know – Coaching Tips



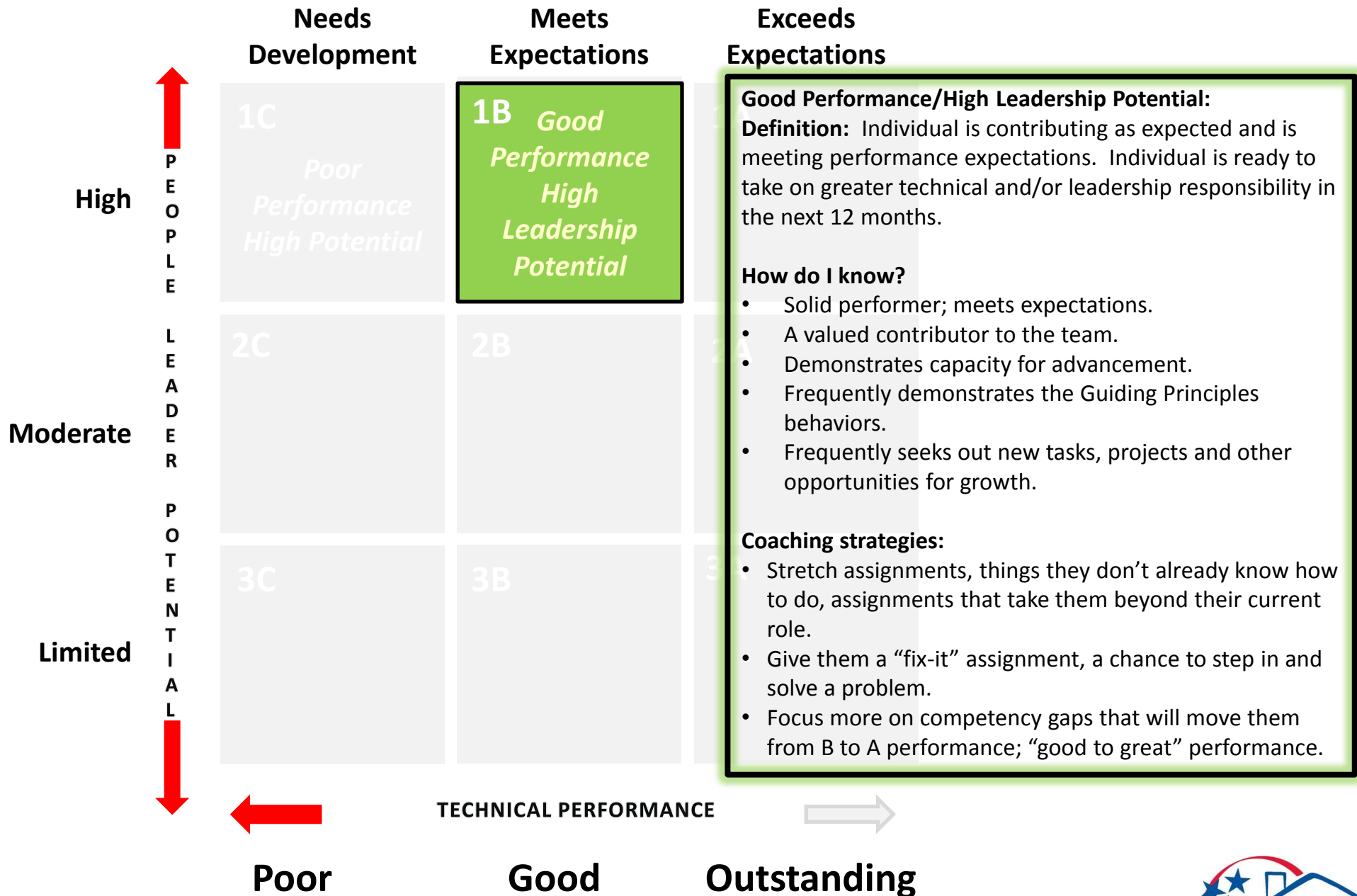
9 Box Definitions – How do I know – Coaching Tips



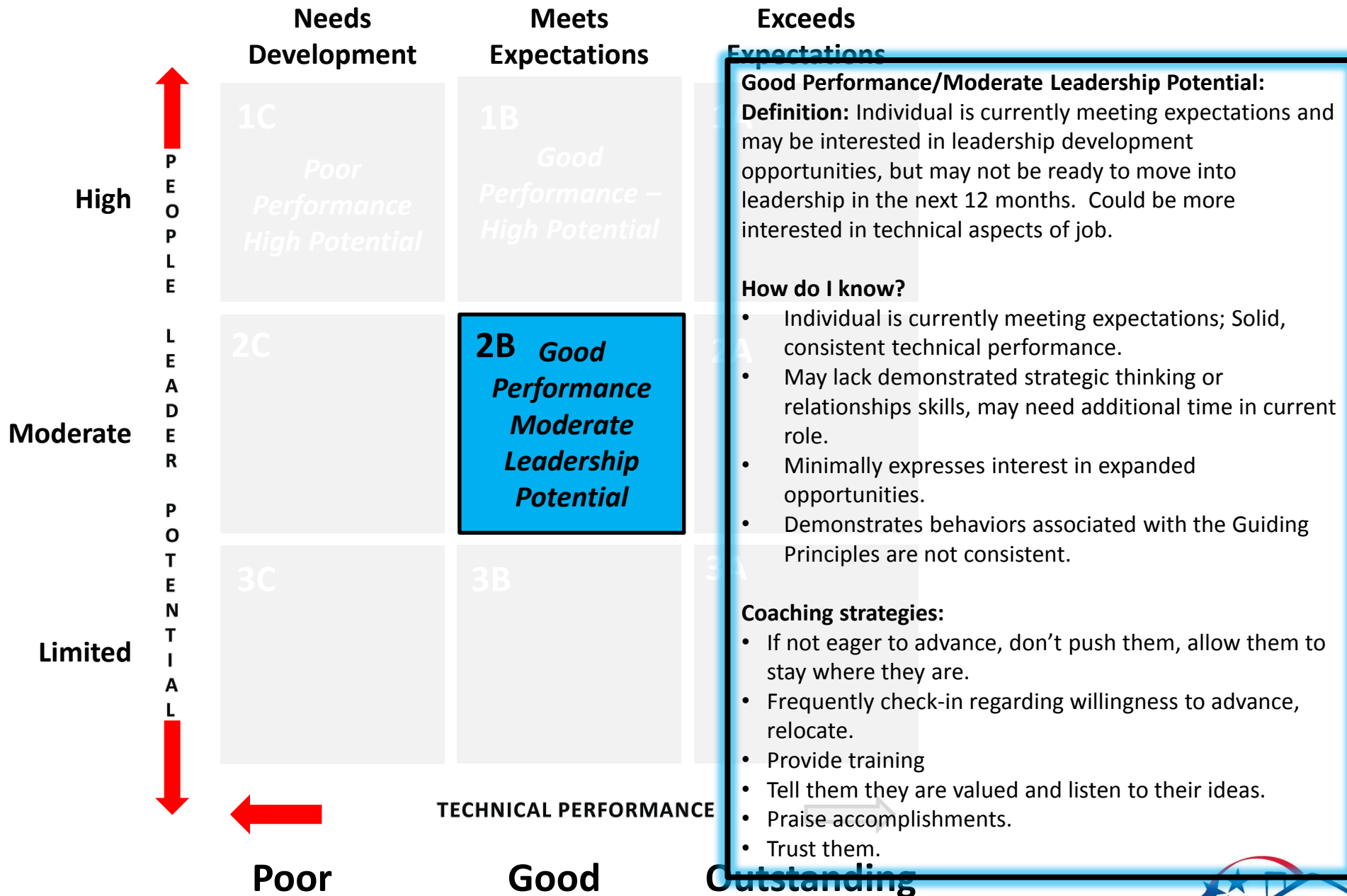
9 Box Definitions – How do I know – Coaching Tips

		Needs Development	Meets Expectations	Exceeds Expectations
High	PEOPLE	1C <i>Poor Performance High Potential</i>	1	<p>Poor Performance/Limited Potential: Definition: Individual is not meeting performance expectations and there is still more to learn in the current position. There are questions about his/her ability to succeed in the current role long-term.</p> <p>How do I know?</p> <ul style="list-style-type: none"> Consistently underperforms in his/her role. Having trouble keeping up with the demands of the current role. Infrequently demonstrates the Guiding Principles behaviors. Unwilling to take on additional responsibility. <p>Coaching strategies:</p> <ul style="list-style-type: none"> Use a performance management approach, not a developmental approach. Performance Improvement Plan (PIP) rather than an Individual Development Plan (IDP). Clarify expectations. Identify and remove “blockers”, poor performers that are standing in the way of high potentials – provide clearly defined goals. Be explicit about the ways in which they must improve. Provide remedial coaching and feedback. After trying all of the above, after a reasonable amount of time, move the person out of the role through dismissal or to an individual contributor role.
	LEADER	2C	2	
Moderate	POTENTIAL	3C <i>Poor Performance/Limited Leadership Potential</i>	3	
Limited	TECHNICAL PERFORMANCE			
		Poor	Good	Outstanding

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Good Performance/Moderate Leadership Potential:
Definition: Individual is currently meeting expectations and may be interested in leadership development opportunities, but may not be ready to move into leadership in the next 12 months. Could be more interested in technical aspects of job.

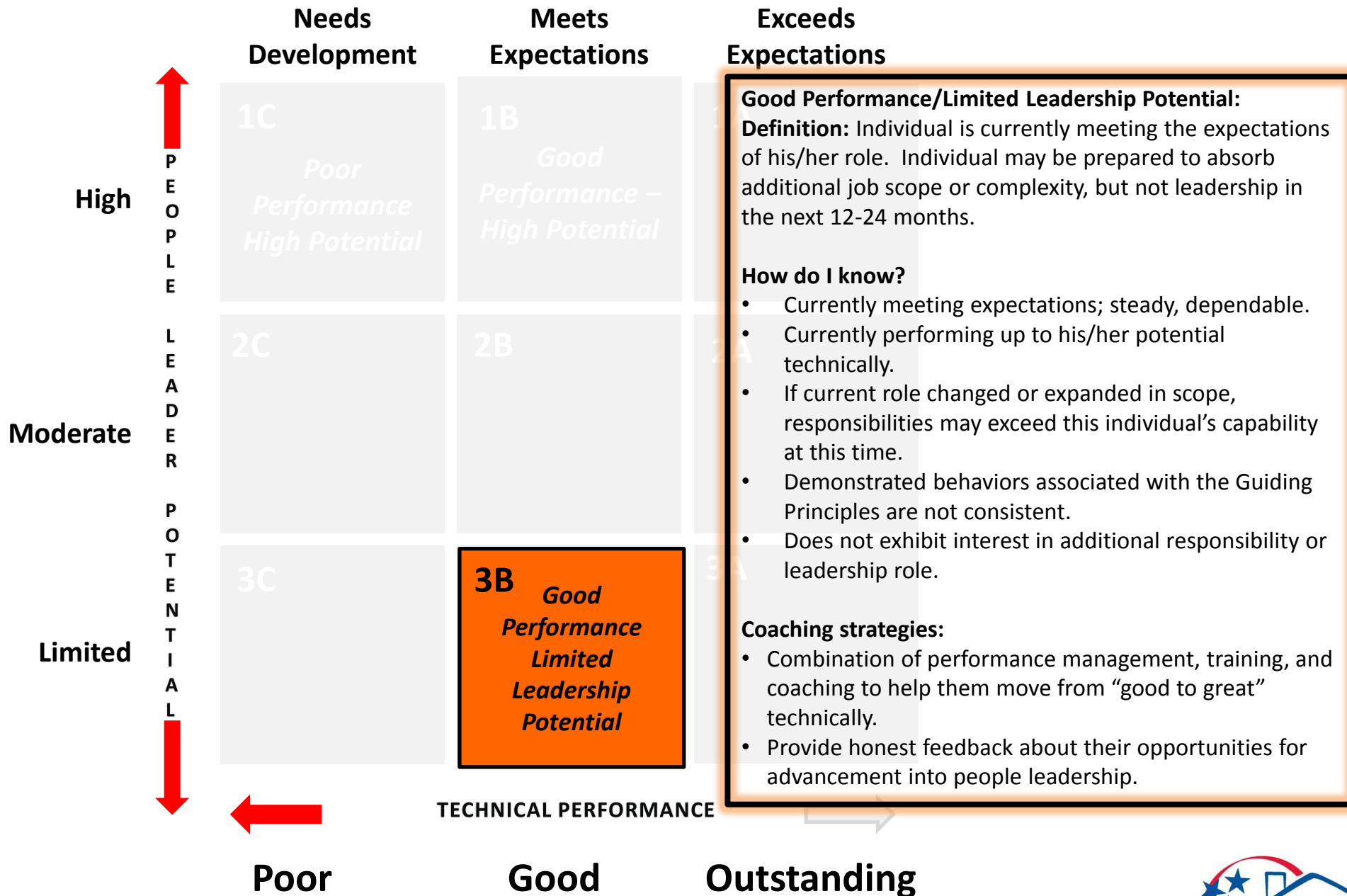
How do I know?

- Individual is currently meeting expectations; Solid, consistent technical performance.
- May lack demonstrated strategic thinking or relationships skills, may need additional time in current role.
- Minimally expresses interest in expanded opportunities.
- Demonstrates behaviors associated with the Guiding Principles are not consistent.

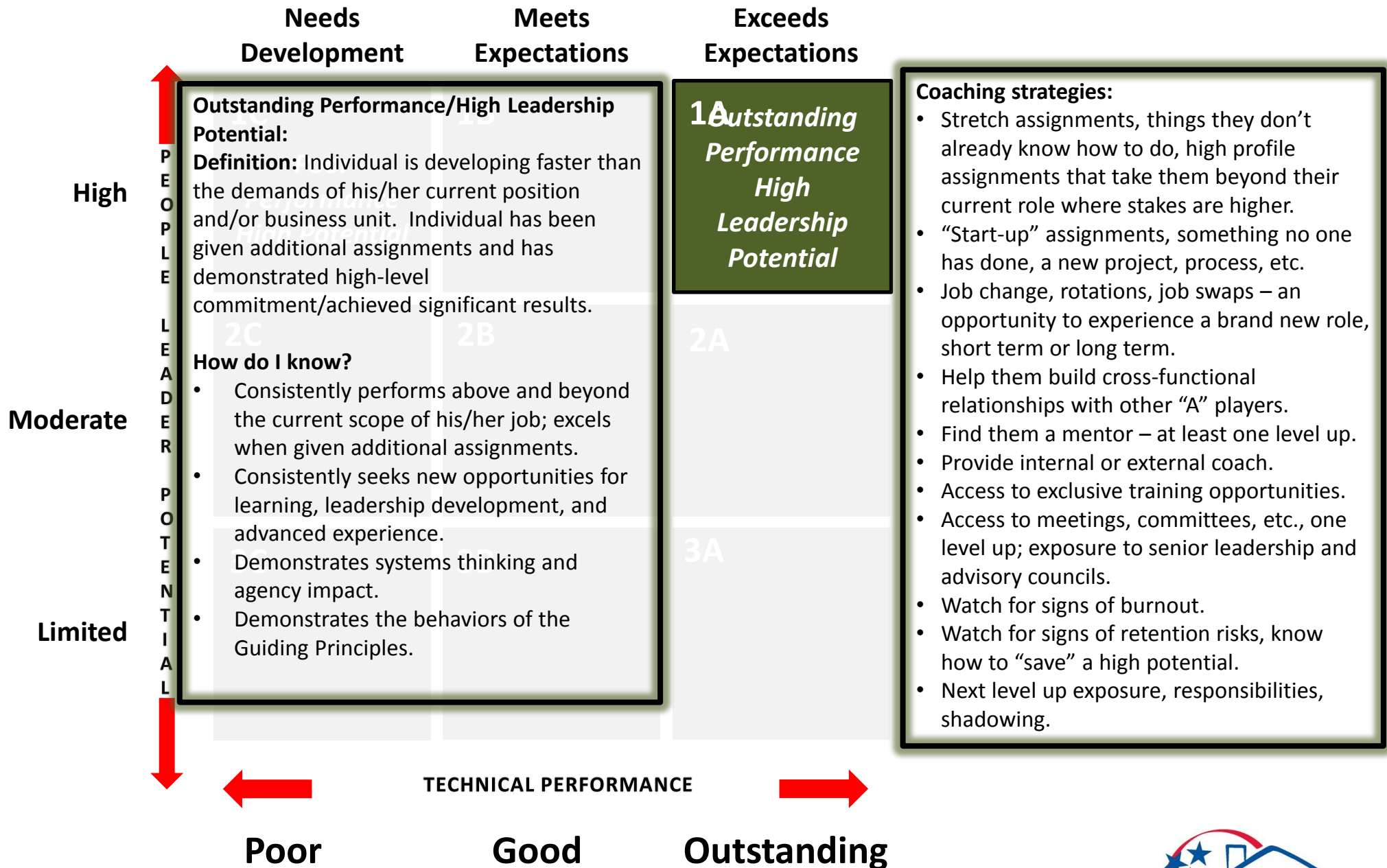
Coaching strategies:

- If not eager to advance, don't push them, allow them to stay where they are.
- Frequently check-in regarding willingness to advance, relocate.
- Provide training
- Tell them they are valued and listen to their ideas.
- Praise accomplishments.
- Trust them.

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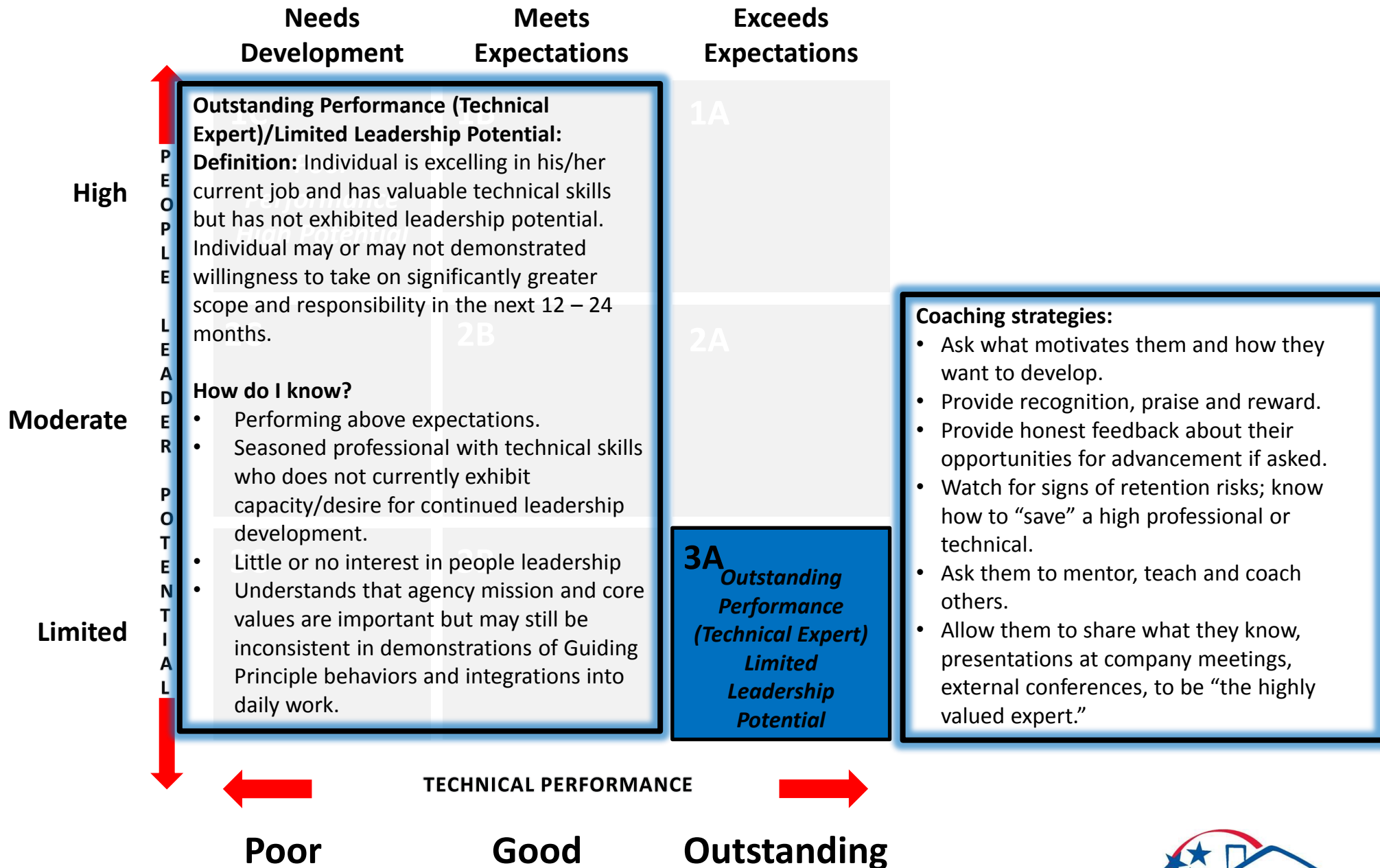
9 Box Performance-Potential Matrix



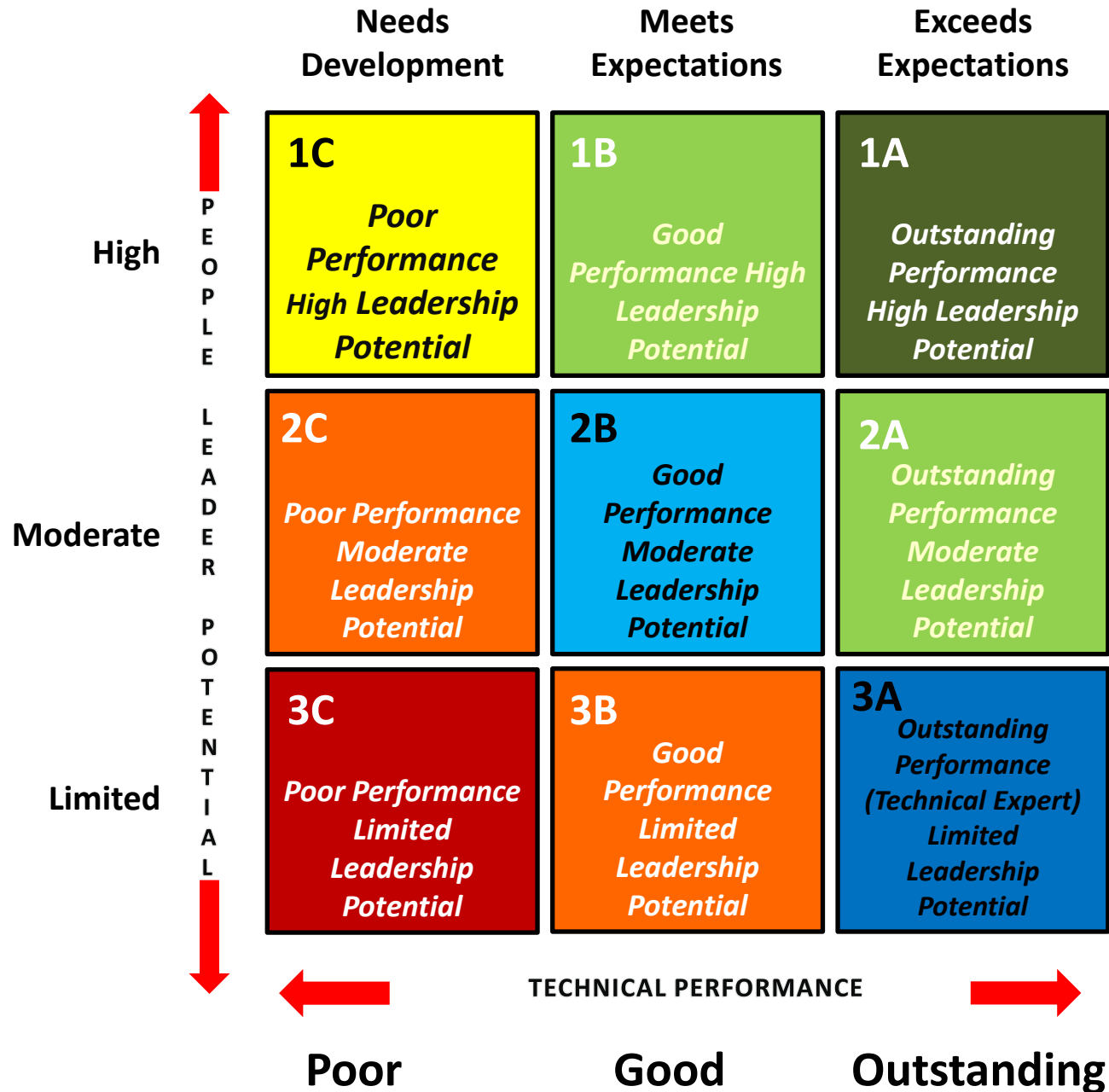
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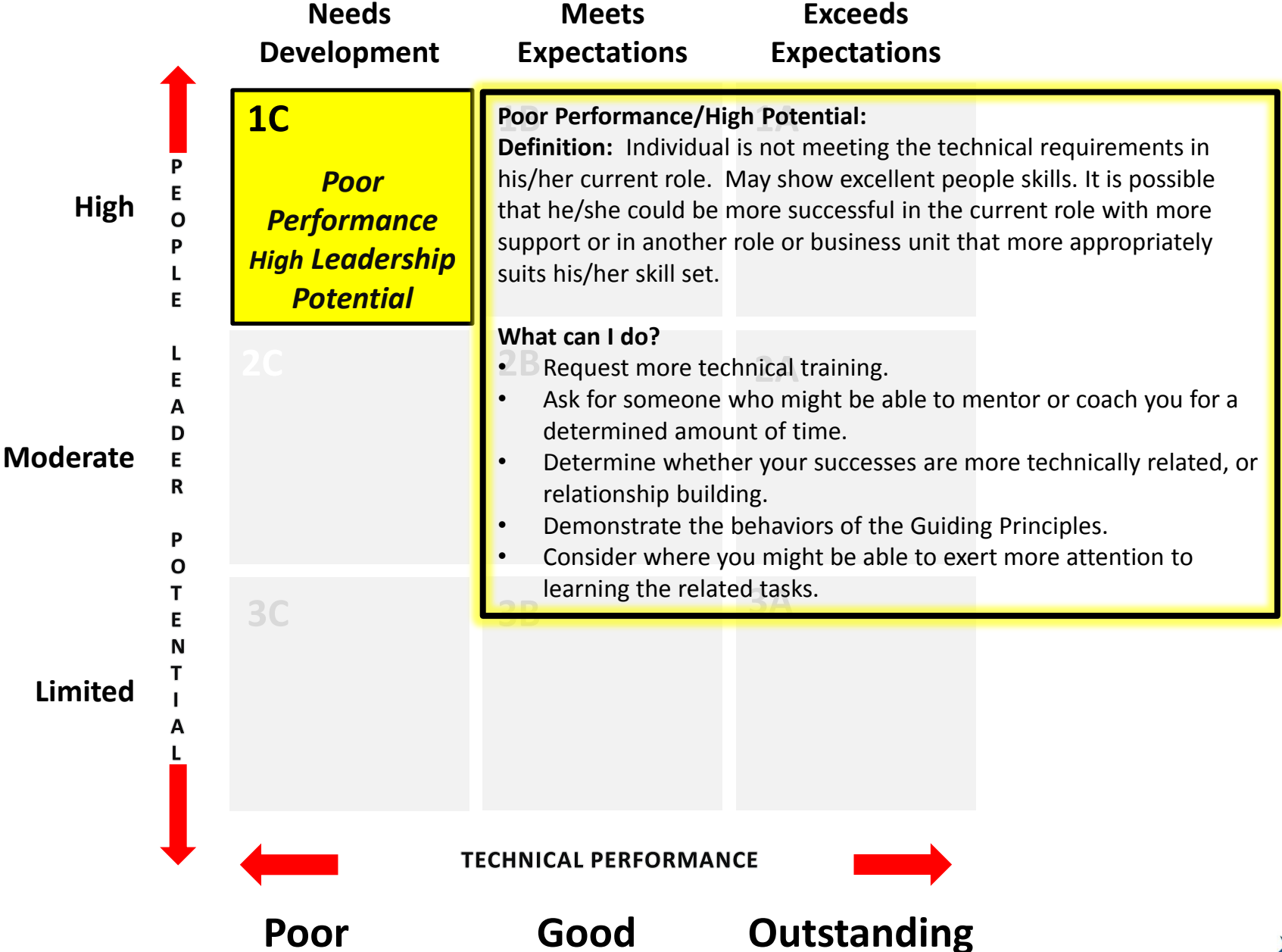
9 Box Definitions – How do I know – Coaching Tips



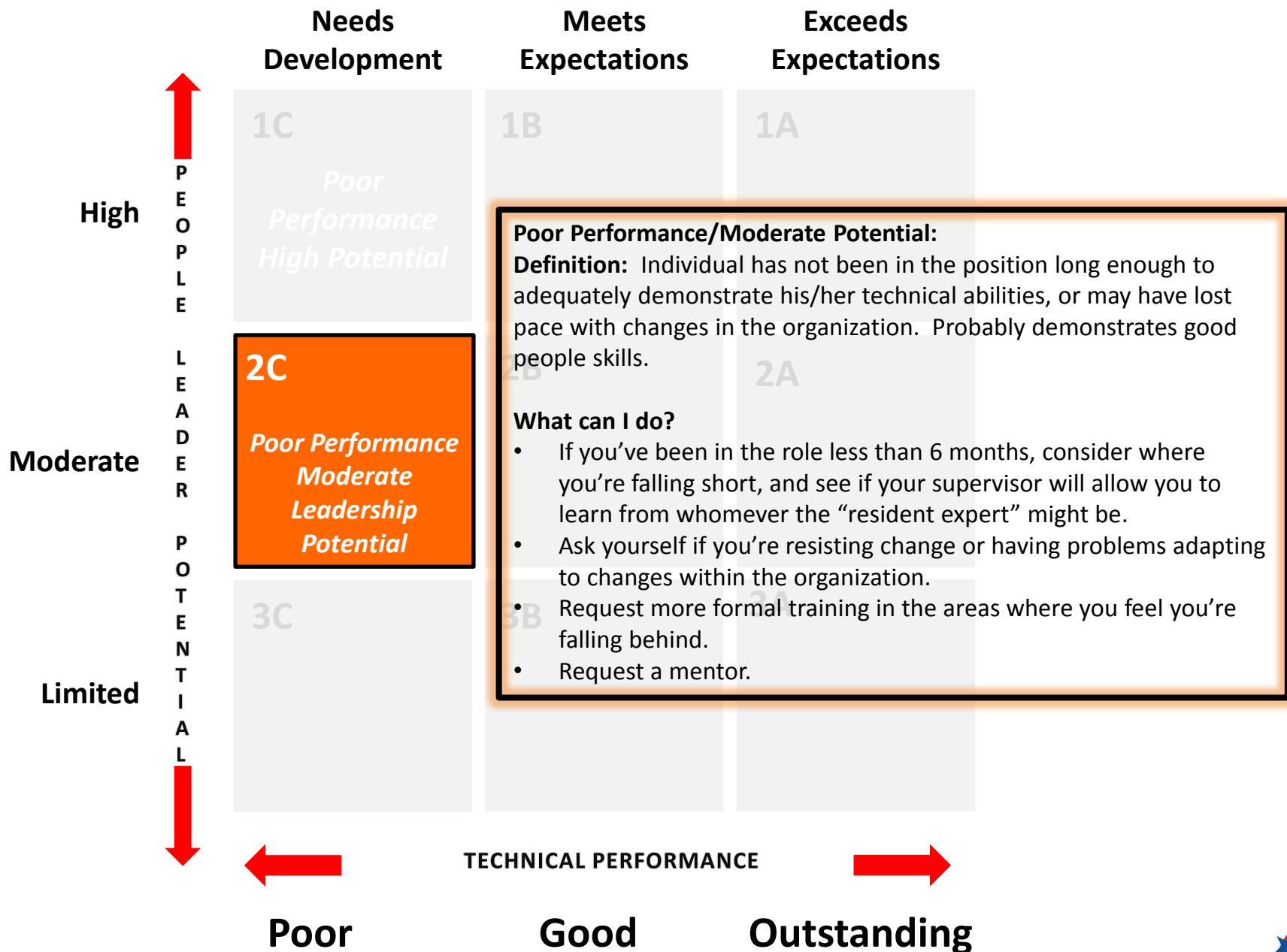
9 Box Definitions -What Can I Do? - Tips



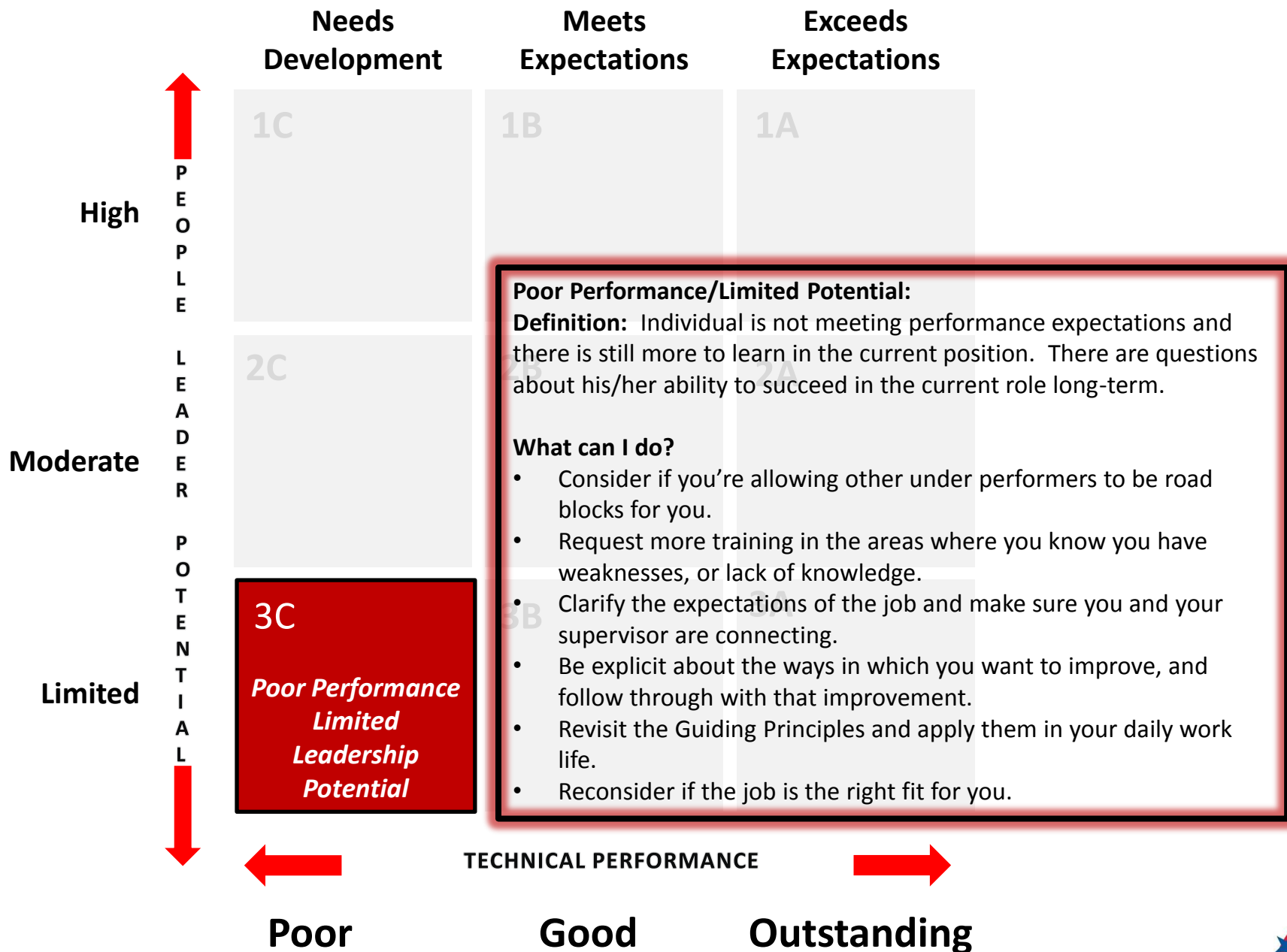
9 Box Definitions – What Can I do?



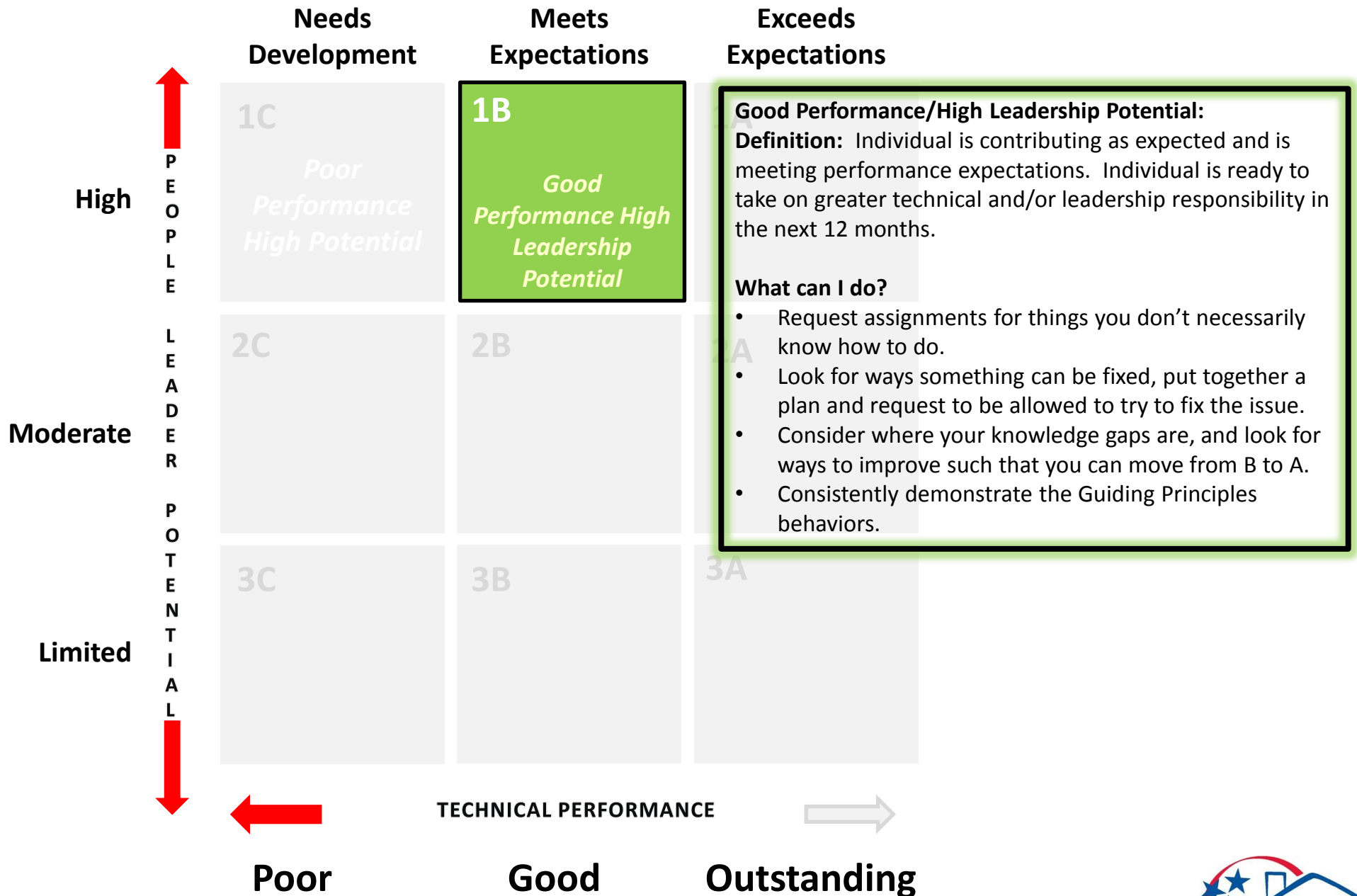
9 Box Definitions – What Can I do?



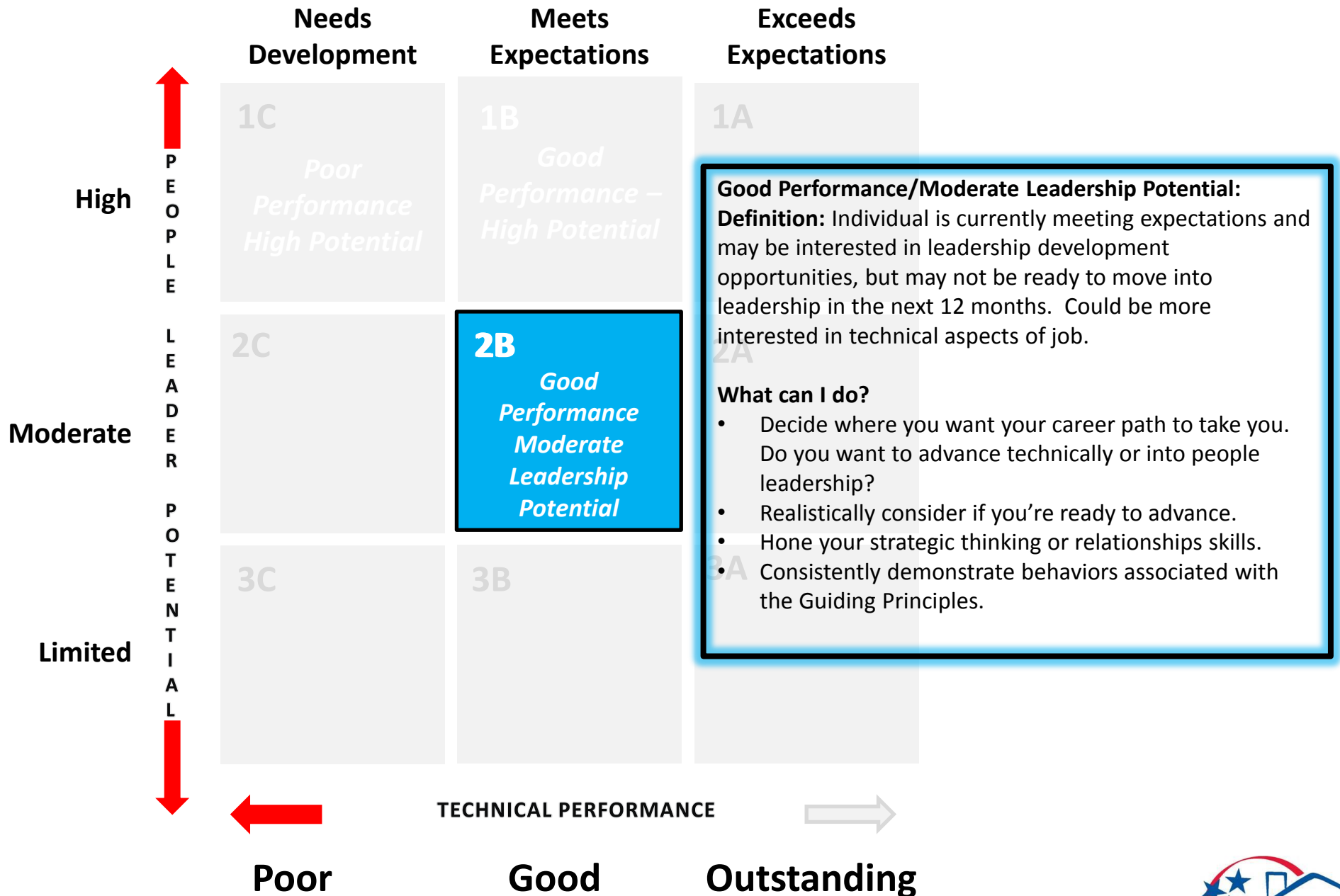
9 Box Definitions – What Can I do?



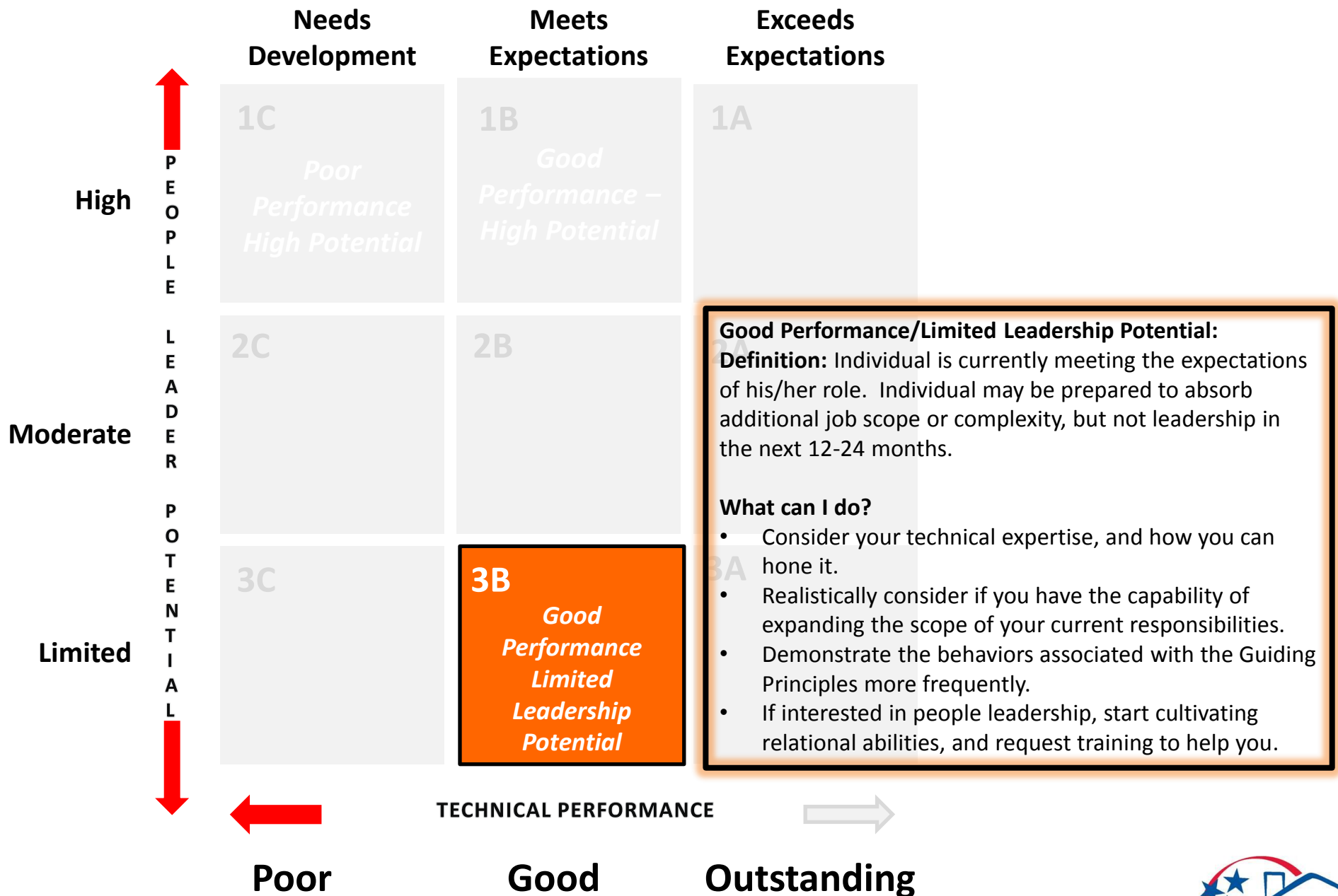
9 Box Definitions – What Can I do?



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9 Box Definitions – What Can I do?



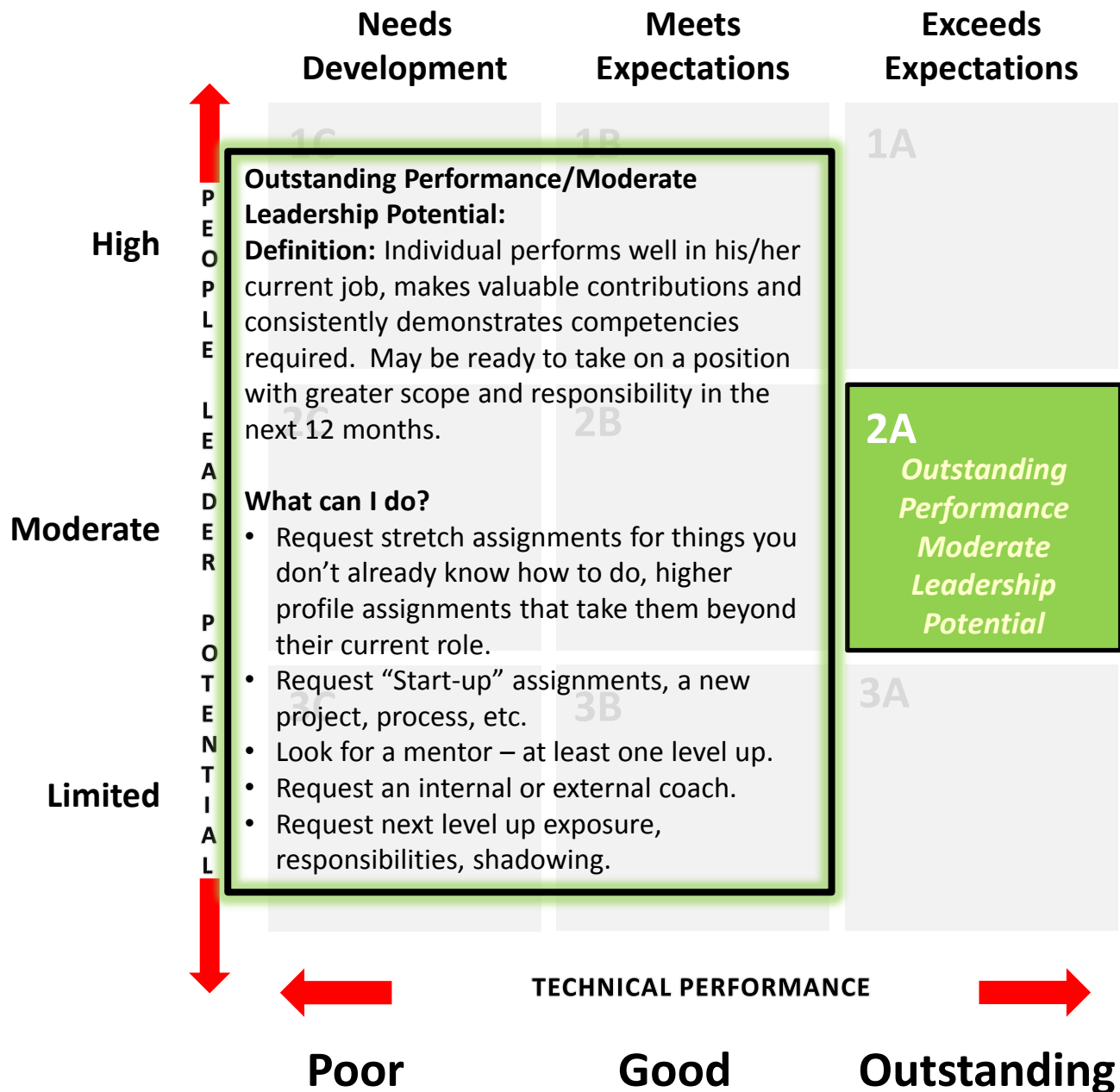
9 Box Definitions – What Can I do?

	Needs Development	Meets Expectations	Exceeds Expectations
High	<p>Outstanding Performance/High Leadership Potential: Definition: Individual is developing faster than the demands of his/her current position and/or business unit. Individual has been given additional assignments and has demonstrated high-level commitment/achieved significant results.</p>		<p>1A</p> <p><i>Outstanding Performance High Leadership Potential</i></p>
Moderate	<p>What can I do?</p> <ul style="list-style-type: none"> Request stretch assignments, for things you don't already know how to do, high profile assignments that take you beyond your current role where stakes are higher. Request "Start-up" assignments, something no one has done, a new project, process, etc. Look around and see if there is a job change, rotation, swap you might be interested in – an opportunity to experience a brand new role, short term or long term. 		
Limited	<ul style="list-style-type: none"> Work to build cross-functional relationships with other "A" players. Look for a mentor – at least one level up. Be careful that you don't get burned out. 		

←
TECHNICAL PERFORMANCE
→

Poor
Good
Outstanding

9 Box Definitions – What Can I do?



9 Box Definitions – What Can I do?

