

## Two Designated Leadership Competencies 2010-2011 Focus

### People and Partners

Leverage the contributions of the Health System's leaders, exceptional people and teams within the context of institutional and departmental goals, through respectful teamwork, engagement and empowerment. Be self-aware and regulate one's own internal states, impulses and resources so as to maximize self- motivation, empathy for others and adeptness in interpersonal skills.

#### **Builds Relationships/Fosters Respect**

Develops and maintains collaborative and beneficial relationships with relevant stakeholders and networks within and outside the health system. Demonstrates respect for others; takes responsibility for building understanding and mutual trust.

#### Does not Know or Knows

- Generally not easy to talk to
- Does not listen well
- Rarely goes to the worksite to observe work directly
- Interactions with staff members are uncomfortable
- Defensive with differing opinions and ideas
- Tends to solicit ideas and information from the same people
- May be a poor listener or appear uninterested
- Doesn't build rapport
- Directs and tells, instead of leads and listens
- Ineffective as a mentor, coach and teacher for staff
- Doesn't engage staff in problem solving or value-added work
- Doesn't recognize value of staff input and contributions

#### Does or Does Consistently

- Easy to approach and talk to
- Listens well
- Routinely interacts with staff and understand the work process (goes to [GEMBA](#) )
- Builds rapport; interacts with staff in a manner that is engaging and non-threatening
- Values and encourages different perspectives on problems and issues
- Maximizes work outcomes by engaging diverse workforce
- Demonstrates sensitivity and understanding of other's perspective
- Treats each individual as the most valuable asset in the workplace.
- Handles difficult and tense situations with diplomacy
- Leads through ability to influence, as if they have no power
- Engages staff in value-added work
- Demonstrates genuine interest in the staff's work and the work of others
- Seeks opportunities to recognize the work of others

## Teaches/Mentors

- Consistently uses competency as described above
- Shares information with others in a way that they can develop the competency

### **Ideas for Improvement:** (For additional resources, [click here](#))

- 1. Not sure where to begin? Make the first move.** Be approachable. Initiate the transaction. Go visit the worksite. Ask questions. Learn. Ask “How can I help?”
- 2. Think you’ve got all the answers? Ask a lot of questions.** Be curious. Ask “what if?” or “what are you thinking?” or “What is your experience?” Keep probing until you understand the concern or problem.
- 3. Too quick to judge? Listen first.** Be a good listener. Listen without interrupting. Ask clarifying questions. Listen to understand. Judgment may come later. Jot down notes. Be a partner in problem solving.
- 4. Difficult engaging your staff? Encourage their critical thinking.** Empower your staff. Encourage staff to challenge their own thinking by asking questions. “Have you considered...?” or “How did you arrive at that conclusion?” or “How could we improve that?”
- 5. Are you overly private? Share more information.** Confide your thinking on a unit challenge and invite others to respond. Engage staff in process problems. Share information and ask for their input.
- 6. Not a fan of small talk? Make connections.** Work at knowing and remember important things about people. Try to know three things about everybody – their interests, their children, or something you can chat about other than business. These don’t need to be social; they can be issues of strategy, global events, etc.
- 7. Appear to lack interest? Watch your non-verbals.** Be open and relaxed. Smile. Remain calm. Have eye contact. Nod while the other person is talking. Have an open body posture. Speak in a paced and pleasant tone. Watch out for signaling disinterest, shuffling papers or looking at your watch or Blackberry.
- 8. Selective with your approachability? Be universally approachable.** List the people you can be approachable with and those you cannot. What do they each have in common? Is it level? Gender? Race? Background? Then, do what you do with the comfortable group with the uncomfortable group.
- 9. Need to get out of your shell? Overcome shyness.** Not sure of your social skills? Want to appear confident without shaking inside? Shake hands. Give eye contact. Ask the first question. Practice outside of work. Talk to 5 new people.
- 10. Make others uncomfortable? Put people at ease.** Check your behaviors. Are you quickly drawing conclusions? Dictating? Have sharp reactions? Read your audience? Can you see that others are uncomfortable? Focus on making a group feel comfortable.

## Process – Execution – Operations

Apply business and administrative principles, including systems thinking and continuous process flow, in order to eliminate waste, redesign work to level and standardize work, provide visual controls, align, integrate, and execute the business processes, structures, people and technology required to execute the Health System's vision, mission and strategies.

### **Improves Processes**

Encourages and uses lean principles to improve clinical, business and administrative processes to optimize quality, safety, efficiency, appropriateness, and service.

#### Does Not Know or Knows

- Does not use metrics to evaluate processes
- Does not share/post metrics
- Does not review current process to look for waste
- Does not ask for customer input on processes
- Does not visit the worksite in an effort to understand the work processes
- Does not acknowledge the existence of problems
- Avoids discussing process problems
- Tends to work independently of staff when trying to solve problems
- Not aware of or does not use A3 thinking and tools
- Unaware of UMHS resources: Lean, Quality Improvement tools
- Doesn't ask "why" as a means to understand the root cause of a problem
- Doesn't take time to observe work
- Doesn't work to eliminate waste and simplify processes
- Uses more resources than others to get the same work done
- Doesn't acknowledge when problems occur

#### Does or Does Consistently

- Identifies and tracks value metrics for processes
- Creates a visual workplace by posting metrics and other key information
- Designs work processes to achieve "flow" by reducing or eliminating waste
- Seeks customer input in process development and problem solving
- Routinely goes to the work site to interact with staff and understand the work process (goes to [GEMBA](#))
- Involves people closest to the work to gain understanding of current situation of a problem
- Recognizes and acknowledges waste in process
- Engages staff and peers in problem solving by using 5-Why method to identify root cause of problems
- Encourages and facilitates staff in problem identification by using Everyday Lean ideas format.
- Applies structured A3 thinking approach to problem solving

#### Teaches/Mentors

- Consistently uses competency as described above
- Shares information with others in a way that they can develop the competency

**What you can do to improve** (For additional development resources, click **here.**)

1. **Need to learn more about Lean? Take a class.** Contact the Quality Improvement office. Learn about Go and See, Asking “why” five times, respecting people.  
<http://www.med.umich.edu/i/quality/about/mqs.html>
2. **Do you know someone who does this well? Find a mentor.** Find someone who is skilled in this area. Study what they do. Ask questions about how they make decisions, how they set up standard processes, how they’ve made improvements in their processes.
3. **Don’t know how to trouble shoot?** Identify the problem and who owns the problem. What is the current process? Where are the problem areas in the process? Focus your problem solving on the problem areas.
4. **Uncomfortable with metrics. Seek assistance.** Contact the Quality Office and ask for assistance from a Lean Coach. 734-615-5378
5. **Stay in your office? Get out of your office.** Go to the workplace. Observe what is happening in the processes. Ask your staff members to share their challenges and opportunities to improve.
6. **Tend to do things yourself? Rally support.** Engage your staff in the problem solving process. Ask them “why” they think a problem exists? Teach them to ask why on a daily basis.
7. **What’s the target? Set goals and measures.** To keep your processes on time and on budget, set a goal and a measure. Set goals for the whole project and the sub-tasks. Set measures so others can track progress as well as you.
8. **Struggling with equal opportunity? Match people to tasks.** People have different strengths and differing levels of knowledge and experience. Equal treatment is giving each person tasks to do that match their capabilities.
9. **Have you considered the worst-case scenario? Envision the process unfolding.** Think about what could go wrong. Rank the problems from least likely to most likely to happen. Create a contingency plan for each. Acknowledge problems exist.
10. **How are you tracking progress? Set up a plan to monitor progress of the process.** Can you estimate periodically the percentage of completion? Could you give people feedback as they go?