

Behavioural Competencies Tool Kit

Change Agility
<p>Embraces change and improvement to move the university ahead. ***Consult the “M Group” Competency Scales and the job profile to determine which proficiency level the employee needs to demonstrate***</p> <p>Examples by Proficiency Level</p> <p>- Proficiency A Once the re-org was explained to her, the manager took initiative to change the work objectives that were initially stated in her Performance Dialogue Form in order to better align them with her unit’s new objectives.</p> <p>- Proficiency B Although the pieces hadn’t been fully explained to her, the supervisor understood that she needed to find new ways to adjust her team as part of the re-org and implement new ways to accomplish her overall work objectives.</p> <p>- Proficiency C In order to instill ownership, once news of the re-org was communicated, the supervisor brought her team together to brainstorm ideas on how to re-organize the projects and the work in order to meet the new demands and move the University ahead.</p> <p>- Proficiency D Once the supervisor received ideas from her team on how they could move forward following the re-org, she analyzed them, chose the most creative ones to move forward with and asked her team to implement the necessary changes, taking the time to clearly communicate the desired end-state she envisioned and how all the pieces fit together.</p>
<p>Pay particular attention to</p> <ul style="list-style-type: none"> - The employee’s initial reaction to change. - Someone who resists change in a process, program or procedure. - Someone who needs a huge amount of information before moving ahead.
<p>How to develop this competency?</p> <ul style="list-style-type: none"> - Participate in McGill Staff Workshops like: Leading Change, Managing Stress, Decision Making Tools, Organizational Effectiveness Series, Situational leadership, Listening and Effective Communication, Environmental Scan-SWOT - Try to define what change means for you. - Identify a situation where you had to embrace change and try to answer the following questions: What was your first reaction? What are the pros and cons of reacting this way? How can you react differently next time? - Ask a colleague and/or your supervisor for their input. <p>Coaching Ourselves Topics -----> Ten ways, and Ten more ways to release change -----> Foresight</p>
<p>Probing questions that can help you assess this competency</p> <ul style="list-style-type: none"> -Take a look at the job profile and the required proficiency level for each competency. -You can build behavioural interview questions (based on the example provided below). -In order to be able to measure each employee, you must prepare answer elements that you would be looking for <u>prior</u> to meeting with the employees. These elements will need to reflect the behaviour’s proficiency level you want to measure. <p>Proficiency Level A</p> <ul style="list-style-type: none"> • Tell me of a significant change you have experienced at work and how you adjusted to it. <p>Proficiency Level B</p> <ul style="list-style-type: none"> • Tell me of a time when you had to operate with unclear objectives and how you handled it. <p>Proficiency Level C</p> <ul style="list-style-type: none"> • Tell me of a time when you managed to get a major change to a longstanding policy/practice/ procedure approved. How did you do it? <p>Proficiency Level D</p> <ul style="list-style-type: none"> • Tell me of a time when you sold someone on your vision and convinced them of how to get there. How did you do it?

<p>Resourcefulness</p> <p>Gets things done efficiently and resource-effectively ***Consult the “M Group” Competency Scales and the job profile to determine which proficiency level the employee needs to demonstrate***</p> <p>Examples by Proficiency Level</p> <p>- Proficiency A A student asked the employee about housing choices. Not only did the employee know and show the student where to find all the various sites on-line, he took the initiative to consolidate the information into a table for future prospective students.</p> <p>- Proficiency B A manager consulted his Drupal communications team as well as colleagues whom he met through Coaching Ourselves from the various Units and developed a project plan to create a new interactive web experience where students would be able to select their housing possibilities.</p> <p>- Proficiency C A manager brought all the necessary stakeholders together, including some students, to brainstorm the best ways to create a housing website, to analyze user needs, to explore any other functionality it should have, etc.</p> <p>- Proficiency D A manager took part in an external conference with the subject matter experts in the field of academic institutions and shared his vision of a housing website. He received feedback and was able to incorporate it into his project plan and work with the various Units in order to implement the new housing website.</p>
<p>Pay particular attention to</p> <p>- Employees who seem overwhelmed with tasks and don't know where to start.</p>
<p>How to develop this competency?</p> <p>- Participate in McGill Staff Workshops like: Time Management, Emotional Intelligence, Process Mapping, Organizational Effectiveness Series, Planning Strategies and Actions, Project Management</p> <p>Coaching Ourselves Topics Silos and Slabs *** -----> Political Games in organizations -----> Some Surprising Things about Collaboration -----> The Play of Analysis ***</p>
<p>Probing questions that can help you assess this competency</p> <p>-Take a look at the job profile and the required proficiency level for each competency. -You can build behavioural interview questions (based on the example provided below). -In order to be able to measure each employee, you must prepare answer elements that you would be looking for <u>prior</u> to meeting with the employees. These elements will need to reflect the behaviour's proficiency level you want to measure.</p> <p>Proficiency Level A</p> <ul style="list-style-type: none"> • Tell me about a time when you had to come up with creative solutions for work problems or tasks. Be specific. <p>Proficiency Level B</p> <ul style="list-style-type: none"> • Describe a past situation and what you did to ensure that your employees and resources were leveraged in the best way possible. <p>Proficiency Level C</p> <ul style="list-style-type: none"> • Describe a situation that required knowledge of the organization in order to be handled successfully. What was the end result? <p>Proficiency Level D</p> <ul style="list-style-type: none"> • Tell me of a time when you successfully implemented an external best practice to the benefit of your team/department/unit/organization. What was the end result?

Teaming
<p>Contributes to or builds effective teams (the team the employee belongs to and works regularly with) ***Consult the “M Group” Competency Scales and the job profile to determine which proficiency level the employee needs to demonstrate***</p> <p>Examples by Proficiency Level</p> <p>- Proficiency A Whenever she completes her piece of the project, the manager then shares her work with the team and asks for feedback: she genuinely values others’ input and expertise as she embraces and includes all enhancements.</p> <p>- Proficiency B Once she delivers on a project, the manager makes sure she sends a detailed and personalized thank you note to the colleagues who worked with her on the project and copies their supervisor as a method of recognition.</p> <p>- Proficiency C Because the supervisor knows the strength of each team member, and where conflicts can arise, she is able to build cooperation by delegating the right tasks to the right people in order to build morale and move the projects and the team forward.</p> <p>- Proficiency D The supervisor knew both cross-functional teams needed to work together to ensure alignment on a specific Unit project. She approached the other supervisor about co-sponsoring the initiative, and then made it a point to communicate both team successes to the broader community using McGill’s “What’s New @ McGill?” tool.</p>
<p>Pay particular attention to</p> <ul style="list-style-type: none"> - Employees who do not want to work in a team or who seem unapproachable. - Employees who do not want to share information or resources with colleagues. - Employees who refuse to help others or diminish their colleagues’ inputs.
<p>How to develop this competency?</p> <p>- Participate in McGill Staff Workshops like: Emotional Intelligence, Team Dynamics, Managing conflict, Effective Meetings, Identify your MBTI, Process Mapping, Project Management, Working with Inter-generational teams</p> <p>- What does teamwork mean to you? Make a list of pros and cons of teamwork and share it with a colleague and/or your supervisor.</p> <p>- Identify your tasks that require teamwork and tasks that you can do alone.</p> <p>- Ask for your supervisor’s feedback or that of a trusted colleague.</p> <p>Coaching Ourselves Topics</p> <ul style="list-style-type: none"> -----> Five ideas about teamwork -----> High performing teams -----> Rewards to recognition -----> Management Styles
<p>Probing questions that can help you assess this competency</p> <ul style="list-style-type: none"> -Take a look at the job profile and the required proficiency level for each competency. -You can build behavioural interview questions (based on the example provided below). -In order to be able to measure each employee, you must prepare answer elements that you would be looking for <u>prior</u> to meeting with the employees. These elements will need to reflect the behaviour’s proficiency level you want to measure. <p>Proficiency Level A</p> <ul style="list-style-type: none"> • What role have you typically played as a member of a team? How did you interact with other members of the team? <p>Proficiency Level B</p> <ul style="list-style-type: none"> • Provide the best example of your willingness to help out another person. What was the situation? What was the outcome? <p>Proficiency Level C</p> <ul style="list-style-type: none"> • Provide an example of how you have been successful at empowering a group of people in accomplishing a task. <p>Proficiency Level D</p> <ul style="list-style-type: none"> • Tell me about a time when you contributed to create bridges between teams.

Managerial Courage

Makes and stands behind tough decisions

Consult the “M Group” Competency Scales and the job profile to determine which proficiency level the employee needs to demonstrate

Examples by Proficiency Level

- Proficiency A

When explaining the policies surrounding student fee assessments, the employee supported the McGill decision, stayed calm and cool in presenting the facts and focused on helping the student find ways to pay the 30000\$ tuition he wasn't expecting.

- Proficiency B

After reading a communication on the hiring freeze, the manager felt she needed to voice her concerns. She asked the project manager to set the best time and place that they would be able to meet. She then initiated the meeting with: “I have a concern about the way the hiring freeze is being treated and I would like to talk to you about it.”

- Proficiency C

Knowing that a hiring freeze would be unpopular, the AVP clearly communicated the facts to his team and answered any concerns head-on. Although some directors tried to push back on the idea, he stood behind it because he knew it was for the good of McGill in the long run.

Pay particular attention to

- Employees who avoid conflict.
- Employees who never share their thoughts or opinions.
- Employees who refuse to take decisions because of fear.
- Employees who lack political savvy.

How to develop this competency?

- Participate in McGill Staff Workshops like:

Leading Change, Coaching for Performance, Managing Difficult Conversations, Managing your stress, Performance Dialogue, Managing in a unionized environment, Managing Conflict, Emotional Intelligence, Identify your MBTI

- Participate in McGill Leadership Development Program (LDP)

- Be honest with yourself and Identify what your main challenge is. Do you lack managerial courage due to fear? Discomfort? Low self-confidence?

- You may want to ask a mentor for feedback or someone outside of work that you trust.

- You can ask your supervisor how they would deal with a specific situation.

- You can get some professional coaching to develop this specific competency.

Coaching Ourselves Topics

Time to Dialog

-----> Beyond Bickering

-----> Negotiating Styles

-----> Leading change in difficult times

-----> Lessons from Machiavelli and Lao Tzu

Probing questions that can help you assess this competency

-Take a look at the job profile and the required proficiency level for each competency.

-You can build behavioural interview questions (based on the example provided below).

-In order to be able to measure each employee, you must prepare answer elements that you would be looking for prior to meeting with the employees. These elements will need to reflect the behaviour's proficiency level you want to measure.

Proficiency Level A

- Tell me about a time when you had to tell another employee something that they did not want to hear.

Proficiency Level B

- Tell me about a crisis situation when you had to take control. What did you do?

Proficiency Level C

Tell me about a time when you took a stand in favor of an unpopular decision or idea for the good of the organization when even you were not completely aligned or in agreement?

Self-Awareness and Management

Practices emotional maturity

Consult the “M Group” Competency Scales and the job profile to determine which proficiency level the employee needs to demonstrate

Examples by Proficiency Level

- Proficiency A

During one of their weekly meetings, a supervisor explained to her employee that the layout of his reports was great— very easy to follow. However she noted that, in the future, he should put more emphasis on reviewing it before sending it off in order to decrease the amount of errors. The employee clearly demonstrated that he valued the feedback and took it upon himself to create a checklist to use for his future reports.

- Proficiency B

During one of their regular Performance Dialogue sessions, a supervisor delicately suggested a Performance Coaching Plan for one of her employees as he wasn't on track for meeting his individual work objectives. Although the employee was visibly upset, he remained cool during the session and afterwards took the time to analyze the different suggested milestones and timelines.

- Proficiency C

When various colleagues receive constructive feedback, she is the “go-to” person for insightful guidance. She is very humble and diplomatic. She always tries to help others by building bridges and creating synergies across the University.

Pay particular attention to

- Employees who overreact to feedback.
- Employees who always feel overwhelmed.
- Employees who let their emotions control their actions.

How to develop this competency?

- Participate in McGill Staff Workshops like:

Managing Stress, Emotional Intelligence, Managing your career, Identify your MBTI, Managing Conflict, Listening and Effective Communication, Time Management

- Try to understand your emotions using the following questions:

What situation at work will trigger an emotion? (My boss told me he's not satisfied with my work).

Identify the emotion(s) you experienced when you are confronted to that specific situation (I feel anxious).

Can you identify your internal speech associated to that event? (I'm a failure or I knew it, I'm not a good employee...)

Try to challenge your internal speech (It's normal to feel anxious and I will do my best to improve my performance...)

(You can do the same exercise in your personal life.)

- Identify a situation where you had to embrace change and try to answer the following questions:

What was your first reaction?

What are the pros and cons of reacting this way?

How can you react differently next time?

- Ask a colleague and/or your supervisor how they would react in a similar situation.

Coaching Ourselves Topics

Dealing with the pressures of managing

-----> Observational Skills

-----> Reflection

-----> Simply Managing: From reflection to action

-----> Models of human behaviour

Probing questions that can help you assess this competency

-Take a look at the job profile and the required proficiency level for each competency.

-You can build behavioural interview questions (based on the example provided below).

-In order to be able to measure each employee, you must prepare answer elements that you would be looking for prior to meeting with the employees. These elements will need to reflect the behaviour's proficiency level you want to measure.

Proficiency Level A

- Tell me about a time when you put a great deal of effort into something but knew that you would not be successful because you were out of your element or comfort zone.

Proficiency Level B

- Tell me about a time when you leveraged your strengths to get out of a tense or crisis situation.

Proficiency Level C

- Tell me about a time when someone asked you for some advice on how to deal with a managerial issue?

Client Service Orientation

Provides service excellence to students, staff, the community and internal clients.

Consult the "M Group" Competency Scales and the job profile to determine which proficiency level the employee needs to demonstrate

Examples by Proficiency Level

- Proficiency A

When the manager answers the client's call, he makes the client feel at ease by using less technical jargon and by ensuring the client knows that he's listening (provides verbal cues, paraphrases the client's issue, etc.)

- Proficiency B

When dealing with the client, the manager asks probing questions to get to the root cause of the problem and offers solutions to fix the issue before escalating the request to the next support level.

- Proficiency C

Once the manager understands the root cause of a client's problem, he improves the broken process in order to benefit future clients' needs.

- Proficiency D

At a time when client satisfaction is at its lowest, the manager meets with the client in order to collect blunt feedback and then researches best in class practices. Moreover, he takes the time to develop a competitive service based on the feedback and emerging trends. Finally, he rolls it out to the rest of the Unit.

Pay particular attention to

- Employees who do not personalize their approach based on different client needs.
- Employees who react to issues one at a time versus looking at the bigger picture for long term solutions.
- Employees who think they know what the client needs without asking them probing questions.
- Employees who are focused on making their own job easier rather than paying attention to their clients' needs.
- Employees who are uncomfortable dealing with client complaints.

How to develop this competency?

- Participate in McGill Staff Workshops like:

Service Excellence, Listening and Effective Communication, Managing Inter-generational teams, Managing Stress, Managing Conflict

- Record items in a journal:

Frequently asked questions, how long on average does it take to serve a client, problems encountered when working with a client, the most challenging emotional reactions of your clients, etc.

- Note the most common complaints voiced by your clients. Analyze your response. Could you have responded differently?

You can do the same exercise with your supervisor:

- Review your journal with your supervisor indicating those elements that require support or assistance.
- Ask your supervisor to observe you as you work with particularly difficult clients or with many routine clients.
- Ask your supervisor how he would react in a similar situation.

Coaching Ourselves Topics

-----> Understanding Stakeholders

Probing questions that can help you assess this competency

- Take a look at the job profile and the required proficiency level for each competency.
- You can build behavioural interview questions (based on the example provided below).
- In order to be able to measure each employee, you must prepare answer elements that you would be looking for prior to meeting with the employees. These elements will need to reflect the behaviour's proficiency level you want to measure.

Proficiency Level A

- Tell me about a time when you took it upon yourself to fix or resolve an issue that was causing dissatisfaction amongst many clients / customers.

Proficiency Level B

- How have you built trust and earned respect of clients / customers in the past? Provide an example.

Proficiency Level C

- Tell me about a time when you came up with an idea that could improve or speed up customer service and increase efficiency. What was the outcome?

Proficiency Level D

- What are some of the emerging customer service trends that you are interested in applying? Please explain.

<p>Performance Orientation</p> <p>Takes ownership of or fosters accountability for delivering results. ***Consult the “M Group” Competency Scales and the job profile to determine which proficiency level the employee needs to demonstrate***</p> <p>Examples by Proficiency Level</p> <p>- Proficiency A A manager made the effort to understand the department’s vision in order to set S.M.A.R.T work objectives for himself and achieve mini milestones along the way.</p> <p>- Proficiency B When faced with an obstacle for a mission-critical objective, the manager perseveres and is creative in order to surpass the obstacle, choose a different route, and arrive at the end state he had envisioned.</p> <p>- Proficiency C A supervisor empowers his team members towards a common “stretch” goal by asking for volunteers to establish and perform next steps. He gives them space to work autonomously and explains why the goal is important by relating it to the Unit’s bigger picture.</p> <p>- Proficiency D A supervisor creates a sense of purpose by clearly communicating his vision using stories that resonate with his employees and inspire them to improve their own measure of excellence.</p>
<p>Pay particular attention to</p> <ul style="list-style-type: none"> - Employees who do not set stretch their objectives. - Employees who resist feedback. - Employees who are satisfied with doing what is expected of them. - Employees who are unfocused and disorganised.
<p>How to develop this competency?</p> <p>- Participate in McGill Staff Workshops like: McGill Performance Dialogue Process, Coaching for performance (supervisors only), Managing difficult conversations (supervisors only), Project Management, Process Management, Planning Strategies and actions, Managing Inter-generational teams</p> <ul style="list-style-type: none"> - Look at the work that you’ve produced over a specific period and attempt to identify opportunities for improvement. - Partner with a peer so that you may stimulate each other toward creative and innovative approaches. - Work with your supervisor in selecting stretch goals. - Consider a project you were recently given and determine how you could have been more resourceful and saved time, money, or improved the process and client satisfaction. - Identify a situation where you had to persevere and work through barriers in order to achieve your goals: <p>How did you keep on track?</p> <p>Coaching Ourselves Topics</p> <ul style="list-style-type: none"> -----> From top performer to Manager -----> Managing to Lead -----> Engagement
<p>Probing questions that can help you assess this competency</p> <ul style="list-style-type: none"> -Take a look at the job profile and the required proficiency level for each competency. -You can build behavioural interview questions (based on the example provided below). -In order to be able to measure each employee, you must prepare answer elements that you would be looking for <u>prior</u> to meeting with the employees. These elements will need to reflect the behaviour’s proficiency level you want to measure. <p>Proficiency Level A</p> <ul style="list-style-type: none"> • Tell me of a time when you seized an opportunity and took ownership of something that was not working well and ran with it yourself. <p>Proficiency Level B</p> <ul style="list-style-type: none"> • Tell me of a time when you had to break through barriers (resistance, push back, operational issues, etc.) to reach a goal that you were determined to achieve. What was the outcome? <p>Proficiency Level C</p> <ul style="list-style-type: none"> • Tell me about a time when you helped someone or a group achieve something that they did not feel they could achieve. What was your approach? <p>Proficiency Level D</p> <ul style="list-style-type: none"> • Tell me about a time when a vision message you delivered was rejected. How did you react?

A working document to help employees enhance competencies

1. Why do you want to enhance this competency?
2. How might enhancement in this area benefit:
 - a. You?
 - b. Your employees?
 - c. Your clients?
 - d. Other stakeholders?
 - e. The organization?
3. Are there any initiatives already in place at McGill or outside of the university to help you? If so, which ones would you be interested in? (For example, live workshops, online webinars, conferences, HR Learning Cluster with peers, Coaching Ourselves, etc.)
4. Is there an initiative that you may want to launch yourself in order to help you? If so, which one?
5. Is there a particular individual who really impresses you as mastering this competency within McGill or elsewhere? Consider interviewing this individual, seeking recommended readings, building a mentorship relationship, etc.
6. How will you determine that you have achieved your developmental goal? (For example, pre and post survey from clients, pre and post survey from peers, feedback from supervisor and/or employees during the reference period, etc.)
7. Is this a competency that you would also like to address with your unit, your team, or even just a few peers?