LEADERSHIP COMPETENCIES

For all leaders

THINKING AND ACTING STRATEGICALLY

Thinking conceptually about the "big picture" and in which direction the organization is/should be headed, developing long-term plans to achieve the desired outcomes and linking daily work to long-term vision.

RELATIONSHIP BUILDING

Identifying, building and maintaining formal and informal relationships and networks that add value to others, support the achievement of role-related objectives and further the interests of the university.

RESOURCE & PROCESS MANAGEMENT

Efficiently managing resources (people, funding, materials and space) and processes to achieve organizational objectives.

ACCOUNTABILITY FOR PERFORMANCE & RESULTS

Taking ownership and accountability for delivering the right results in the right way and improving individual, team and organizational contribution.

DEVELOPMENT

Working genuinely to build capacity and foster individual, team and organizational development.

CHANGE & INNOVATION

Leading change and improvement to move the university ahead and enhance organizational results. Developing the skills, attitudes and behaviours needed to produce new or improved programs, services, outputs and strategies to meet current and future needs and gain competitive advantage.

DALHOUSIE UNIVERSITY

Dalhousie Competencies were developed through a university wide consultation process (2013–2014).

THINKING AND ACTING STRATEGICALLY

Thinking conceptually about the "big picture" and in which direction the organization is/should be headed, developing long-term plans to achieve the desired outcomes and linking daily work to long-term vision.

1 – SELF
(What does this look like at the individual level?)

· Demonstrates fundamental grasp of current organizational context, strategy and objectives

· Clearly understands operational strategy and objectives and linkages to organizational strategy

· Uses strategic knowledge to add value and participate whenever possible

· Sets individual objectives in alignment with broader (team, unit, department, faculty) objectives

· Plans, prioritizes, breaks down tasks and carries out day-to-day work accordingly

· Regularly reviews own plans and actions and against broader objectives and makes adjustments as needed

2 – TEAM
(What does this look like when leading others?)

· Actively increases contextual awareness and understanding of environmental factors influencing functional area

· Anticipates long-term issues and identifies opportunities to put mechanisms in place to address them

· Leads the development of operational plan contributing to longer-term organizational strategy

· Applies broader contextual understanding and strategic thinking and decision-making skills to improve the performance and processes of the group

· Helps team members prioritize and link daily work to broader objectives

· Regularly reviews team actions against broader objectives and strategy, communicates progress towards strategy and helps to correct course of action as needed

3 – ORGANIZATION
(What does this look like when leading the organization?)

· Demonstrates in-depth understanding of higher education context, projected directions of external factors and how these might influence internal strategy

· Considers how current policies, procedures, practices and organizational culture might be affected by new strategic directions

· Paints a credible picture of what the future requires of the organization and engages its members in committing to a shared vision

· Applies and encourages strategic risk management practices

· Leads the development of broad scale, long-term strategy and objectives

· Ensures the planning and monitoring of a course of action to achieve the long-term objectives

· Makes and implements strategic decisions based on organizational values, principles, data and experience

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RELATIONSHIP BUILDING

Identifying, building and maintaining formal and informal relationships and networks that add value to others, support the achievement of role-related objectives and further the interests of the university.

1 – SELF
(What does this look like at the individual level?)

- Builds rapport by listening to others' needs and interests, understanding differences, and finding common ground
- Identifies opportunities to assist and serve others, internally and within the broader community
- Takes the initiative to connect with others and seeks opportunities for establishing new relationships by attending appropriate forums

2 – TEAM
(What does this look like when leading others?)

- Builds, maintains and leverages key relationships inside and outside the organization that will help advance team and university objectives
- Shares relevant information with partners
- Helps team members identify and build key relationships and networks inside and outside the organization
- Ensures team members' strengths are used whenever possible to serve and contribute to the community

3 – ORGANIZATION
(What does this look like when leading the organization?)

- Develops credibility with internal and external stakeholders
- Develops strategic partnerships that are critical to the long-term success of the organization
- Serves as an ambassador by representing the university to the external community and raising its profile and image

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RESOURCE & PROCESS MANAGEMENT

Efficiently managing resources (people, funding, materials and space) and processes to achieve organizational objectives.

1 – SELF
(What does this look like at the individual level?)

- Practices effective self-management
- Uses resources efficiently and appropriately
- Seeks process improvements
- Is aware of key internal and external resources in relation to own role

2 – TEAM
(What does this look like when leading others?)

- Mobilizes resources to get things done
- Ensures systems are aligned to support the strategy
- Delegates appropriately
- Supports process improvements and resource optimization
- Manages workloads to ensure all team members are fully deployed and skills are matched to the work requirements
- Demonstrates a clear understanding of the collective agreements, handbooks, university policies and procedures, and manages resources accordingly
- Examines team's structure and skills to identify gaps and prepare workforce to meet current and future needs

3 – ORGANIZATION
(What does this look like when leading the organization?)

- Provides leadership in effective management and stewardship of resources
- Creates an environment that fosters effective and efficient work processes and systems, including redesigning structure and/or operations to better meet long-term objectives
- Seizes opportunities to leverage resources between units
- Knows how and when to influence policy development to balance limited resources against outcomes

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ACCOUNTABILITY FOR PERFORMANCE & RESULTS

Taking ownership and accountability for delivering the right results in the right way and improving individual, team and organizational contribution.

1 – SELF
(What does this look like at the individual level?)

- Takes ownership of duties and initiative for getting things done
- Communicates goals and achievements
- Identifies necessary supports for effective performance
- Meets performance expectations and deadlines (quality, quantity and time commitments)
- Acknowledges and takes responsibility for errors and takes appropriate corrective action
- Works to identify what matters most to meet the needs of those one serves
- Seeks to reduce inefficiencies and barriers to performance

2 – TEAM
(What does this look like when leading others?)

- Establishes clear expectations, monitors progress, and provides support to generate positive results through regular performance conversations
- Recognizes achievements and contributions
- Inspires passion and enthusiasm in others to perform at their best
- Follows through on commitments and follows up with stakeholders
- Holds self and team accountable for setting and meeting team / departmental goals
- Understands and leverages motivational factors
- Provides appropriate level of autonomy
- Removes barriers to and fosters inter-unit collaboration
- Resolves conflict that impede team performance
- Makes difficult decisions and anticipates impacts of decisions on people

3 – ORGANIZATION
(What does this look like when leading the organization?)

- Holds self and department accountable for setting and meeting organizational goals
- Ensures that Dalhousie programs and services meet stated and expected outcomes
- Evaluates and responds to complex requirements in support of organizational direction
- Ensures that accountabilities are integrated into organizational policies, practices and commitments

DALHOUSIE UNIVERSITY

DEVELOPMENT

Working genuinely to build capacity and foster individual, team and organizational development.

1 – SELF
(What does this look like at the individual level?)

· Pursues continuous improvement and growth

· Actively seeks feedback

· Identifies opportunities for growth and develops learning plans

· Takes responsibility for teaching and learning from others

2 – TEAM
(What does this look like when leading others?)

· Fosters the long-term health and growth of others

· Provides constructive feedback to encourage ongoing development

· Expresses positive expectations regarding team members' developmental future and potential

· Creates environment for team effectiveness, where strengths are known and built upon and learning is shared to build capacity

· Is aware of individual and team needs, both personal and professional

· Helps individuals and team with specific learning plans to reach developmental goals

· Seeks and creates learning opportunities for individuals and teams

· Facilitates the transfer of learning in the workplace

· Provides mentoring and coaching for professional and career development purposes

3 – ORGANIZATION
(What does this look like when leading the organization?)

· Ensures appropriate allocation of resources for development in support of reaching organizational goals

· Ensures policies and practices align with the creation and development of a learning organization and actively seeks to remove barriers to learning and/or transfer of learning

DALHOUSIE UNIVERSITY

CHANGE & INNOVATION

Leading change and improvement to move the university ahead and enhance organizational results. Developing the skills, attitudes and behaviours needed to produce new or improved programs, services, outputs and strategies to meet current and future needs and gain competitive advantage.

1 – SELF
(What does this look like at the individual level?)

· Demonstrates adaptability and flexibility (see core competencies)

· Questions the status quo

· Identifies issues and generates alternative ideas to resolve issues

· Takes initiative in looking for new ways to create or add value in services and processes

· Approaches challenges and opportunities creatively

· Researches and shares new information and approaches to meet changing needs of the organization

2 – TEAM
(What does this look like when leading others?)

· Engages others, supports and implements change to enhance programs and services

· Addresses behaviours and anticipates barriers to change and innovation

· Anticipates future needs or changes within the work environment

· Distils complex issues related to change and ensures that solutions which are generated, considered and applied align with organizational direction

· Helps the team develop necessary skills for change and innovation

· Enables progress by creating environment where change and innovation can happen, including:

  - empowering employees to make decisions
  - tolerating mistakes when trying out new ideas within agreed upon risk limits
  - valuing initiative and questioning of the status quo
  - making change and innovation visible to others

· Demonstrate the value of change or innovation through various metrics

3 – ORGANIZATION
(What does this look like when leading the organization?)

· Leads organizational change that moves the university ahead

· Creates the conditions for people to come up with fundamentally new ways to support the organization's ability to succeed

· Challenges the status quo

· Manages risk associated with change through appropriate contingency planning which builds on lessons learned through previous change experiences

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