



**LEADERSHIP CORE
COMPETENCY FRAMEWORK**





This guide presents our Leadership Core Competency Framework which outlines a set of core competencies individually and collectively. Please use this guide to describe the roles of leaders on your teams and to help them realize their full potential.

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**When it comes
to supporting
each other**

WE'RE ALL IN



SECTION ONE

Baptist Health Leadership Core Competency Framework

CORE COMPETENCY FRAMEWORK

The Baptist Health Core Competency Framework underpins our organization's future success. The competencies represented in this guide have been identified as the core requirements for driving performance at both an individual and organizational level.

This guide details "skilled" behaviors for each of the core competencies within the five "pillars" and then further describes what "skilled" behavior looks like by leadership level.

The purpose of this guide is to:

- Provide a set of competencies to be used consistently across all leadership levels of the organization.
- Drive leader performance individually and collectively.
- Establish a set of expectations for leader performance.
- Support recruitment and staffing activities.
- Assist leaders in taking control of their own career development.

ABOUT COMPETENCIES

What is a competency?

Throughout this guide, the term "competency" will be used frequently. A "competency" is an "observable and measurable characteristic of a person that includes using knowledge and demonstrating skills, behaviors and abilities that contribute to performing well."

Baptist Health uses a competency framework because it provides a common and consistent language. That means that no matter where you work or what you do, we can be sure that when we refer to a "competency" we mean the same thing. This makes it easy to describe what is needed to perform well within the organization. It means individuals know what they need to do to be successful in their current or future role.

Lastly, it means that your leader can accurately describe what is expected of you and can help you develop in those areas.

The Baptist Health Core Competency Framework is integrated into many human resources processes, including but not limited to:

- Recruitment
- Performance Management
- Talent Management
- Succession Planning
- Career Planning and Development



SECTION TWO

How to Use This Guide

DESCRIBING THE COMPETENCIES BY LEADERSHIP LEVEL

Each “column” is described by a set of core competencies using behaviors across each level of leadership.

The requirements for effective performance for a supervisor and a vice president are, naturally, quite different. This model helps leaders understand what is required of them, and perhaps what they need to work on if they want to improve in that area.

A manager might “energize the team by supporting a common goal,” while a vice president might “encourage an internal knowledge-sharing network where strengths are shared and blind spots are addressed.”

This guide has been created to assist leaders in a number of ways:

- To assist in describing the competencies necessary for a particular role.
- To allow employees to focus their development on the core competencies necessary for business performance and to better describe “skilled” behavior by leadership level.
- To more accurately describe “potential” within the business.

Recruitment

When seeking candidates for a leadership role, the hiring manager can use this guide to assess candidates based on the key competencies and the expected observable behaviors by leadership level. Hiring managers can, for example, develop interview questions to assess the candidate’s past performance in relation to each of the key competencies.

Performance Management and Development

Leaders can work with their direct supervisors to gain feedback on their performance against the key competencies. This information is also fed into the Performance Management System available in PeopleSoft. By describing “skilled” behavior by leadership level, leaders have a clear understanding of what behaviors are required to reach the next level.

Talent Management

This competency framework provides leaders and HR with a consistent foundation for describing the “potential” of employees. For example, an employee’s “potential” (within a specific discipline or from one level to another) can be described by reviewing their performance against the competencies. Based on that analysis, specific development actions can be built around the key areas of opportunity.

Creating Individual Development Plan for Career Growth

An Individual Development Plan (IDP) is a document that is designed to help a leader achieve his or her full potential. An IDP is the leader’s roadmap to skill development, enhanced knowledge and general success within Baptist Health.

THIS GUIDE CAN BE USED TO SUPPORT SEVERAL OF OUR PEOPLE-RELATED INITIATIVES:



**When it comes
to developing
talent**

WE'RE ALL IN



SECTION THREE

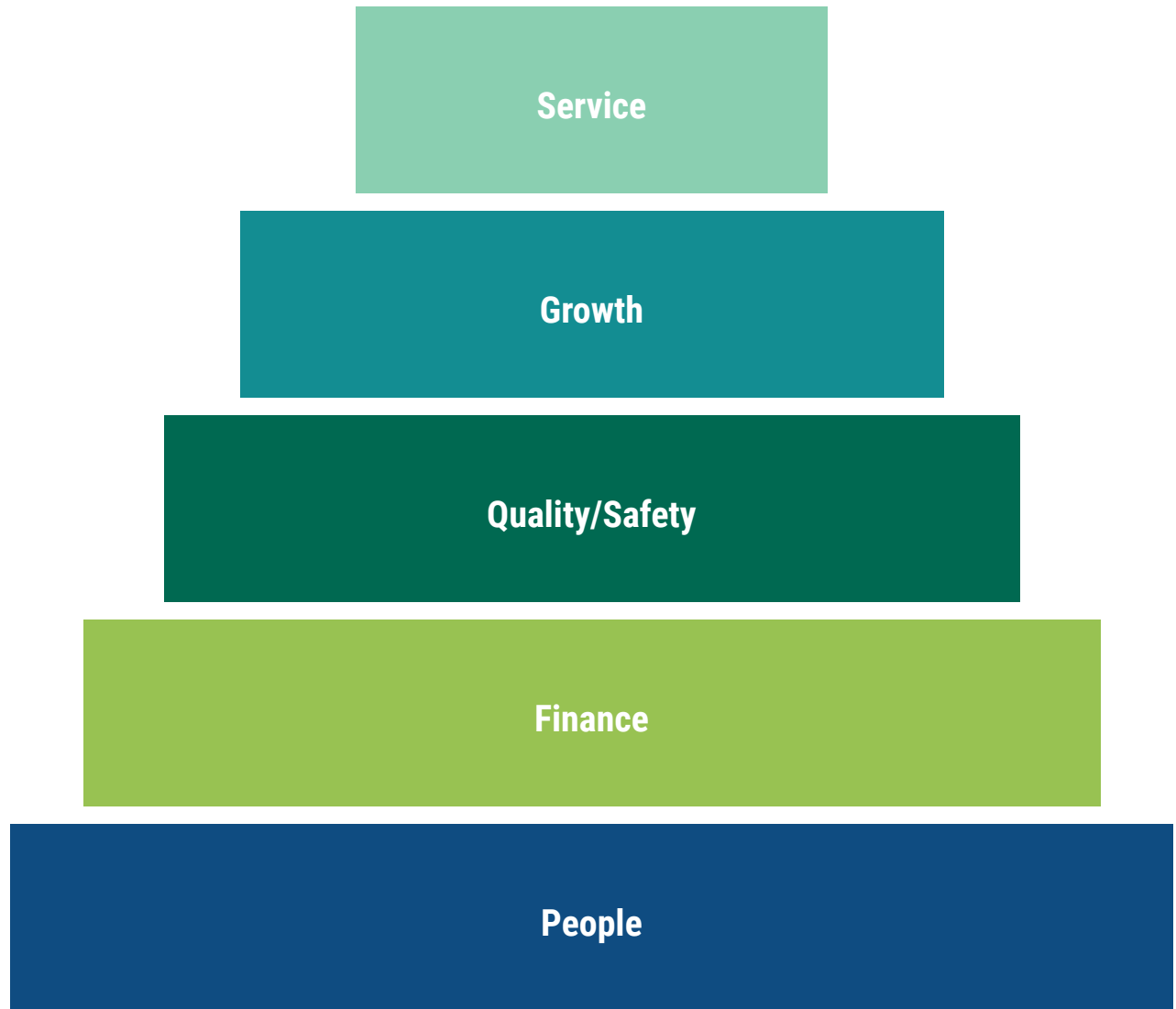
Leadership Core Competencies

— LEADERSHIP CORE COMPETENCIES

NEW CORE LEADERSHIP COMPETENCY MODEL	COMPETENCY DEFINITION	PERFORMANCE PILLARS
Customer Focus	Building strong customer relationships and delivering customer-centric solutions.	Service
Cultivates Innovation	Creating new and better ways for the organization to be successful.	Growth
Strategic Mindset	Seeing ahead to future possibilities and translating them into breakthrough strategies.	Growth
Ensures Accountability	Holding self and others accountable to meet commitments.	Quality Safety
Financial Acumen	Interpreting and applying understanding of key financial indicators to make better business decisions.	Finance
Values Differences	Recognizing the value that different perspectives and cultures bring to an organization.	People
Drives Vision & Purpose	Consistently achieving results, even under tough circumstances.	People
Courage	Stepping up to address difficult issues, saying what needs to be said.	People
Develops Talent	Developing people to meet both their career goals and the organization's goals.	People
Drives Engagement	Creating a climate where people are motivated to do their best to help the organization achieve its objectives.	People



CORE COMPETENCY PILLARS



CUSTOMER FOCUS

Building strong customer relationships and delivering customer-centric solutions.

SKILLED

- Is dedicated to meeting the expectations and requirements of internal and external customers.
- Gets firsthand customer information and uses it for improvements to products and services.
- Acts with customers in mind.
- Establishes and maintains effective relationships with customers and gains their trust and respect.

UNSKILLED

- Is unaware of customer expectations.
- Acts on incomplete or inaccurate understanding of customer needs.
- Conducts work activities from an internal operational standpoint.
- Fails to build effective relationships with key customers.

OVERUSED

- Prioritizes information about customers over other important business realities.
- In an effort to satisfy customers, takes liberties with the organization's policies and procedures.
- Becomes too close to customers; makes promises to customers that the organization is unable to keep.

OBSERVABLE BEHAVIOR BY LEADERSHIP LEVEL

SUPERVISOR	MANAGER	DIRECTOR	ASSISTANT VP	VICE PRESIDENT
<p>Engages with customers to understand their needs.</p> <p>Ensures that the work group consistently delivers on its commitments to the customer.</p> <p>Assists work group with resolution of complex customer issues.</p> <p>Engages in service recovery efforts when appropriate.</p> <p>Remains resilient, calm and patient with the customer.</p>	<p>Understands customer needs and delivers on expectations accordingly.</p> <p>Collaborates with customers to add value.</p> <p>Resourceful in resolving customer concerns.</p> <p>Anticipates customer needs and proactively takes action.</p> <p>Establishes and maintains effective, long-term relationships with customers by building rapport.</p>	<p>Predicts customer needs and manages expectations for mutual benefit.</p> <p>Understands the impact of customer requests on the business.</p> <p>Develops own and others' knowledge of customer industry, needs and trends.</p> <p>Seeks and acts on customer feedback.</p> <p>Understands own role and the team's role in creating positive customer experiences.</p>	<p>Anticipates future customer needs through consultation and industry knowledge.</p> <p>Explores and satisfies market demands.</p> <p>Balances the needs of the business against customer demands.</p> <p>Regularly consults with the customer to understand their business needs.</p> <p>Develops a superior level of service through their teams that ensures the customer experience.</p>	<p>Uses customer input to create organizational strategy.</p> <p>Develops partnerships with external organizations that support the business.</p> <p>Understands the cost of service delivery and managing for value.</p> <p>Seeks out innovative solutions to drive market share.</p> <p>Is a "trusted business partner" in the customer's perception.</p>

CUSTOMER FOCUS

70%

WORK EXPERIENCES

- Reach out to a dissatisfied customer, and try to win them back.
- Spend time with your customers to make them feel involved with your products or services.
- Spend time in your organization's customer service or service recovery department. Gain direct experience listening to complaints and issues.
- Take time to be with your customers. Create a report to share the insights you gained with others.
- Collect customer satisfaction insights. Be as involved as possible in collecting the data, then share the results with others.

20%

FEEDBACK AND RELATIONSHIPS

- Seek out someone in your similar role. Use them to help you explore new options for meeting customer needs.
- Build a relationship with customers so they will feel more comfortable giving you honest feedback.
- Find someone that is also developing their customer focus and become learning partners. Share and support each other as you grow.
- Learn how to have difficult conversations with customers by practicing or role-playing with a colleague.

10%

EDUCATION AND TRAINING

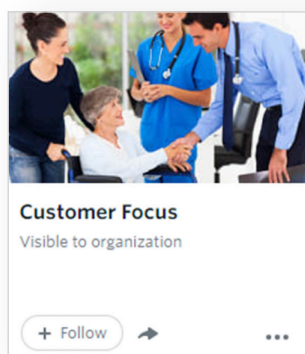
- Article – “Beyond Rewards: Raising the Bar on Customer Loyalty”; Harvard Business Review Analytic Services; retrieved from <https://hbr.org/resources/pdfs/comm/mastercard/beyondrewards.pdf> (\$)
- Online Learning – Customer Focus; Harvard Manage Mentor; retrieved from <https://hbsp.harvard.edu/product/9010-HTM-ENG> (\$)
- Audiobook – “The Strategy That Will Fix Health Care”; Michael E. Porter, Thomas H. Lee; Harvard Business Review Audiobook (\$)
- Book – “Reframing Healthcare: A Roadmap for Creating Disruptive Change”; Zeev E. Neuwirth MD (\$)
- Book – “If Disney Ran Your Hospital: 9½ Things You Would Do Differently”; Fred Lee (\$)
- Live Class – Frontline Leadership Program; facilitated by Talent Development; for Supervisors

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For more information, contact your Organization Development Consultant.

EXPLORE YOUR RESOURCES

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CULTIVATES INNOVATION

Creating new and better ways for the organization to be successful.

SKILLED

- Comes up with useful ideas that are new, better or unique.
- Introduces new ways of looking at problems.
- Can take a creative idea and put it into practice.
- Encourages diverse thinking to promote and nurture innovation.

UNSKILLED

- Stays within comfort zone rather than experimenting with new ways of looking at things.
- Presents ideas that are ordinary, conventional and from the past.
- Tends to be critical of others' original ideas.
- Has a style that discourages the creative initiative of others.

OVERUSED

- Gravitates toward the new and rejects the old.
- Comes up with so many unusual ideas that it overwhelms others.
- Expends too much time and effort looking at creative alternatives instead of taking action.
- Relentlessly pursues change and innovation at the cost of efficiency and reliability.

OBSERVABLE BEHAVIOR BY LEADERSHIP LEVEL

SUPERVISOR	MANAGER	DIRECTOR	ASSISTANT VP	VICE PRESIDENT
<p>Generates new ideas regarding the job.</p> <p>Accepts and tries new ideas and ways of doing things.</p> <p>Engages frontline employees and customers for input on ways to improve.</p> <p>Encourages creative ideas and processes.</p> <p>Empowers team members to strive for continuous improvement.</p>	<p>Builds excitement in others to explore creative options.</p> <p>Seeks out new information, perspectives, and new/more effective methods.</p> <p>Champions ideas and highlights wins.</p> <p>Puts innovative ideas into practice.</p> <p>Gains support for nontraditional or innovative activities.</p>	<p>Fosters an environment that values challenging ideas, taking risks and learning from failures.</p> <p>Finds and champions the best creative ideas.</p> <p>Accurately assesses the value of creative ideas and suggestions; plans and operationalizes innovative ideas.</p> <p>Tries multiple and varied approaches to innovative ideas.</p> <p>Motivates and guides team to generate new ideas in brainstorming sessions.</p>	<p>Encourages team to challenge the status quo.</p> <p>Builds commitment and buy-in for new initiatives.</p> <p>Aligns innovation with strategy and nurtures the climate and process.</p> <p>Continually assesses the market potential of an innovative idea or solution.</p> <p>Collaborates with stakeholders and designs new and better business models.</p>	<p>Identifies and implements broad innovative strategies to achieve desired results.</p> <p>Creates an environment that encourages innovation, diverse thinking and continuous improvement.</p> <p>Creates competitive and breakthrough strategies and plans.</p> <p>Champions strategic innovation initiatives at all levels of the organization.</p> <p>Moves innovation through the necessary channels in the internal/external environment.</p>

CULTIVATES INNOVATION

70%

WORK EXPERIENCES

- Find an existing service that is not doing well. Gather input on how to relaunch it in a new way.
- Facilitate a session to generate new ideas including defining the problem, generating ideas, then defining a solution to implement.
- Study innovations by well-known and nontraditional competitors. Share your results with others.
- Get involved in the innovation process for a new product or service.
- Find a need that is currently not being met, and find ways to fill that gap.

20%

FEEDBACK AND RELATIONSHIPS

- Work with a mentor or coach to identify what gets in your way from thinking more creatively.
- Find someone that excels at encouraging others to think creatively and contribute ideas. Co-facilitate a meeting with them to learn how to do the same.
- Find a direct report or peer that you can teach to be more innovative. As you teach them, you will learn and grow as well.
- Find someone more innovative and willing to try new things. Let them push you to try new things.

10%

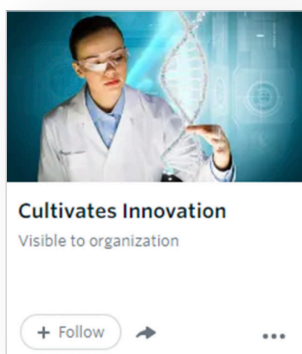
EDUCATION AND TRAINING

- Live Class – Leading for Organizational Effectiveness; facilitated by Talent Development; for Directors
- Online Course – Innovation Strategy; eCornell Certificate Program; retrieved from <https://www.ecornell.com/bhsf-leaders> (\$\$)
- Online Course – Design Thinking; Coursera; retrieved from <https://www.coursera.org/learn/uva-darden-design-thinking-innovation> (\$)
- e-book – HBR Innovation Collection; Harvard Business Review; retrieved from <https://store.hbr.org/product/hbr-innovation-collection/0002BN> (\$)
- Book – “The Innovation Code, The Creative Power of Constructive Conflict”; Jeff DeGraff, Stoney DeGraff (\$)

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STRATEGIC MINDSET

Seeing ahead to future possibilities and translating them into breakthrough strategies.

SKILLED

- Anticipates future trends and implications accurately.
- Readily poses future scenarios.
- Articulates credible pictures and visions of possibilities that will create sustainable value.
- Creates competitive and breakthrough strategies that show a clear connection between vision and action.

UNSKILLED

- Is more comfortable in the tactical here and now.
- Spends little time or effort thinking about or working on strategic issues.
- Contributes little to strategic discussions.
- Lacks the disciplined thought processes to pull together varying elements into a coherent view.

OVERUSED

- May be seen as too theoretical.
- May be so far ahead that others have trouble seeing how the organization will get from here to there.
- May be impatient with day-to-day tactical issues.
- May overcomplicate plans.

OBSERVABLE BEHAVIOR BY LEADERSHIP LEVEL

SUPERVISOR	MANAGER	DIRECTOR	ASSISTANT VP	VICE PRESIDENT
<p>Executes the tactics needed to accomplish the organization's strategic priorities.</p> <p>Ensures the goals of direct reports are aligned to key strategies and tactics.</p> <p>Communicates key strategies and tactics to staff.</p> <p>Monitors that the performance of direct reports are aligned with strategic priorities.</p> <p>Forecasts how the team's goals/tasks impact other areas and solves for it.</p>	<p>Supports the Director in the development of long-range strategic initiatives for the department.</p> <p>Engages direct reports to identify creative solutions to departmental challenges.</p> <p>Is constantly learning and assessing the organization's operational environment to more fully understand future opportunities and challenges.</p>	<p>Studies emerging trends in the industry and marketplace.</p> <p>Benchmarks and researches best practices from other leading organizations.</p> <p>Formulates a clear strategy and maps the steps required to achieve the long-term business strategy.</p> <p>Is a visionary and able to articulately paint credible pictures and visions of the future.</p>	<p>Thinks systematically, making connections, and understanding the impact their decisions have on other parts of the organization.</p> <p>Sees the big picture, constantly imagines future scenarios, and creates strategies to sustain competitive advantage.</p> <p>Studies the market and competition to anticipate organizational implications.</p>	<p>Sees strategy in relation to internal and external forces.</p> <p>Creates a climate where people constantly strive for "what might be."</p> <p>Generates an environment where creativity is admired and values are encouraged.</p> <p>Understands the global trends in relation to the market, economy, society and politics.</p> <p>Can explain the vision for the business at all levels of the organization.</p>

STRATEGIC MINDSET

70%

WORK EXPERIENCES

- Join a project with people from other functions or entities that involves thinking and planning strategically.
- Prepare and present a strategic proposal to your senior leaders that includes the trade-offs of your proposal.
- Conduct an environmental and trend analysis for your function or entity.
- Become a leader in a growing service that is part of one of the organization's strategic priorities.
- Conduct an analysis of how the organization's services compare to its competitors.

20%

FEEDBACK AND RELATIONSHIPS

- Find someone that excels at thinking broadly, and thinking ahead. Seek to understand their mindset and process.
- Find someone else who is working on being a more strategic thinker. Help each other develop this mindset.
- Survey the people around you to learn how they stay on top of the external factors that help them think strategically.
- Find someone outside your function to act as a sounding board for your strategic plans.
- Learn from a higher level leader how to be less tactical and more strategic.

10%

EDUCATION AND TRAINING

- Live Class – Leading for Organizational Effectiveness; facilitated by Talent Development; for Directors
- Online Course – Influencing through Leadership Presence; eCornell Certificate Program; retrieved from <https://www.ecornell.com/bhsf-leaders> (\$\$)
- Live Class – Leadership Accelerator Program; FIU (\$\$\$)
- Book – “Understanding Michael Porter: The Essential Guide to Competition and Strategy”; Joan Magretta (\$)
- Book – “Harvard Business Review Leadership & Strategy Boxed Set” (5 Books); Harvard Business Review; John P. Kotter, Clayton M. Christensen, et al.; retrieved from <https://store.hbr.org/product/harvard-business-review-leadership-strategy-boxed-set-5-books/10078> (\$\$)

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ENSURES ACCOUNTABILITY

Holding self and others accountable to meet commitments.

SKILLED

- Follows through on commitments and makes sure others do the same.
- Acts with a clear sense of ownership.
- Takes personal responsibility for decisions, actions and failures.
- Establishes clear responsibilities and processes for monitoring work and measuring results.
- Designs feedback loops into work.

UNSKILLED

- Fails to accept a fair share of personal responsibility.
- Gathers little information about how things are going.
- Provides inadequate feedback; fails to help others adjust course midstream.
- Prefers to be one of many accountable for an assignment.

OVERUSED

- May not give appropriate credit to others.
- Strictly enforces accountability; doesn't consider situations that are beyond individuals' control.
- Focuses too much on numbers and hard data; measurement becomes a goal and a pursuit of its own.

OBSERVABLE BEHAVIOR BY LEADERSHIP LEVEL

SUPERVISOR	MANAGER	DIRECTOR	ASSISTANT VP	VICE PRESIDENT
<p>Can be relied on to ensure that the work group's plans are delivered.</p> <p>Consistently delivers against commitments.</p> <p>Takes pride in group's attainment of results.</p> <p>Provides feedback to help team members improve performance.</p> <p>Holds direct reports accountable for the results they commit to.</p>	<p>Checks own work quality and challenges self to improve standards.</p> <p>Empowers the team to do their best and take pride in their work.</p> <p>Plans, controls and reviews activities to deliver goals and overcome barriers.</p> <p>Consistently follows through on own and team commitments.</p> <p>Develops ways to monitor and measure progress on task/goals.</p>	<p>Sets clear goals, standards and measures of success.</p> <p>Creates a sense of urgency to drive results.</p> <p>Cultivates a culture of accountability through consistent practices and feedback conversations.</p> <p>Creates a high-performance work environment to ensure the team is focused on key deliverables.</p>	<p>Creates a culture that values, recognizes and rewards achievement.</p> <p>Leverages additional capabilities to deliver results, creating new value for the business.</p> <p>Drives challenging goals and reviews functional performance against them.</p> <p>Designs and directs the organization to ensure it has the necessary capability to deliver against business plans.</p>	<p>Reviews the business strategy and objectives to ensure alignment to the market.</p> <p>Sets the bar where exceptional performance is seen as the norm.</p> <p>Creates programs and builds incentives that reward results.</p> <p>Understands the critical link between the achievement of results and the financial impact on the bottom line.</p>

ENSURES ACCOUNTABILITY

70%

WORK EXPERIENCES

- Offer to resolve a problem that requires help from other people. Learn to identify how others can help you.
- Present a proposal to senior leaders that will require you to deal with pushback and challenging questions. Practice standing your ground.
- Help a project team create or re-establish clear goals for success.
- Work on a project that requires you to analyze performance and provide the feedback to the people involved.
- Create several measures to track current progress on job functions. Review them with your leader, then check in with your progress periodically.

20%

FEEDBACK AND RELATIONSHIPS

- Work with a mentor or coach to identify what gets in the way of holding yourself or others accountable.
- Find someone that excels at accountability. Learn what they do and find things you can try yourself.
- Find someone that learned or is learning how to better ensure accountability. Learn what made them better or more comfortable with accountability.
- Use a sounding board to create strategies for accountability.
- Prepare for having accountability discussions with your team by practicing or role playing with a colleague.

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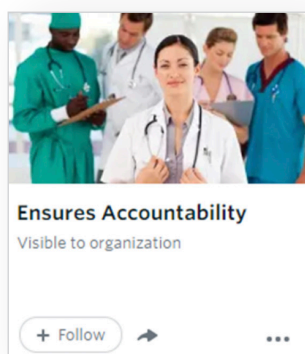
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- Live Class – Maximizing Your Impact; facilitated by Talent Development; for Managers
- Online Course – Communicating for Results; Harvard ManageMentor; retrieved from <https://store.hbr.org/product/communicating-for-results-a-harvard-management-curated-collection/567802#> (\$\$)
- Book – “Crucial Accountability: Tools for Resolving Violated Expectations, Broken Commitments, and Bad Behavior”; Kerry Patterson, Joseph Grenny, Al Switzler, David H. Maxfield, Ron McMillan (\$)
- e-Book – “Dealing with Difficult People”; Harvard Business Review; Tony Schwartz, Mark Gerzon, et al.; retrieved from <https://store.hbr.org/product/dealing-with-difficult-people-hbr-emotional-intelligence-series/10204> (\$)

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FINANCIAL ACUMEN

Interpreting and applying understanding of key financial indicators to make better business decisions.

SKILLED

- Understands the meaning and implications of key financial indicators.
- Uses financial analysis to generate, evaluate and act on strategic options and opportunities.
- Integrates quantitative and qualitative information to draw accurate conclusions.

UNSKILLED

- Is unfamiliar with financial terms.
- Is unclear about the cause-and-effect relationship among different business functions and overall financial performance.
- Pays little attention to financial impact when drawing conclusions.

OVERUSED

- Sees financial indicators as the only decision criteria.
- Narrowly focuses on financial outcomes.
- May sacrifice long-term business objectives for short-term financial gains.

OBSERVABLE BEHAVIOR BY LEADERSHIP LEVEL

SUPERVISOR	MANAGER	DIRECTOR	ASSISTANT VP	VICE PRESIDENT
<p>Is able to explain how the business works.</p> <p>Clearly articulates departmental financial goals.</p> <p>Understands the resource implications of decisions.</p> <p>Understands how financial performance relates to and impacts their team.</p> <p>Understands costs and identifies opportunities to reduce costs.</p>	<p>Understands the business model.</p> <p>Identifies and monitors key financial indicators to gauge performance, identify trends and suggest strategies to drive results.</p> <p>Monitors financial reports to make operational decisions.</p> <p>Understands where our service adds value in relation to other competitors.</p> <p>Communicates business progress to their team and others.</p>	<p>Can interpret their activities within a business context to understand how they drive value.</p> <p>Executes business plans that drive current and future performance.</p> <p>Forecasts department needs, builds business cases and gains support.</p> <p>Fully understands competitor activity in their area and takes action to enhance competitive advantage.</p>	<p>Assesses current and future needs in order to allocate resources effectively.</p> <p>Sees innovative ways to meet customer needs while constantly driving business value.</p> <p>Uses a breadth and depth of knowledge of the competitive marketplace to seek opportunities to grow value or increase market share.</p>	<p>Is well networked outside of the organization and uses these networks to leverage competitive advantage through knowledge sharing.</p> <p>Understands the business and its markets, competitors and customers at a regional/global level.</p> <p>Is able to forecast and predict changes in market or competitor strategy and aligns the business appropriately.</p>

FINANCIAL ACUMEN

70%

WORK EXPERIENCES

- Collaborate with someone from Finance to create a justification for a major purchase.
- Work with the group auditing your function, and present their results to your team. Think ahead and prepare for the questions you think your team will ask.
- Create a resource to help new employees understand the finances for your function.
- Attend a finance meeting for your function or entity.
- Take the lead in creating your function's annual budget for the upcoming year. Build a business case and justification for spending decisions.

20%

FEEDBACK AND RELATIONSHIPS

- Set up a short series of meetings with someone in Finance to help you learn more.
- Invite someone in Finance to attend a team meeting so you and your team can both learn.
- Find a leader that understands financials well. Spend time learning their approach.
- Work with a mentor that can share their experience understanding budgets and finance to manage their function.

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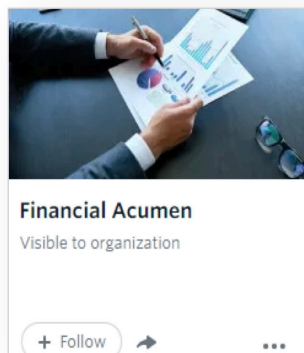
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- Online Course – Introduction to Business Analysis; Continuing Professional Education FIU; retrieved from <https://www.ed2go.com/courses/business/operations/ilc/introduction-to-business-analysis?site=fIU> (\$\$)
- Online Course – Mastering Business Fundamentals; Harvard ManageMentor; retrieved from <https://store.hbr.org/product/mastering-business-fundamentals-a-harvard-managemmentor-curated-collection/567804> (\$\$)
- Book – “How Finance Works: The HBR Guide to Thinking Smart About the Numbers”; Mihir Desai; retrieved from <https://www.amazon.com/How-Finance-Works-Thinking-Numbers/dp/1633696707> (\$)

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VALUES DIFFERENCES

Recognizing the value that different perspectives and cultures bring to an organization.

SKILLED

- Seeks to understand different perspectives and cultures.
- Contributes to a work climate where differences are valued and supported.
- Applies others' diverse experiences, styles, backgrounds and perspectives to get results.
- Is sensitive to cultural norms, expectations and ways of communicating.

UNSKILLED

- Lacks awareness of other cultures.
- Treats everybody the same without regard to their differences.
- Expects everyone to adapt to their way of thinking and communicating.
- Lacks curiosity and interest in different people's backgrounds and perspectives.

OVERUSED

- May prioritize valuing differences over achieving results.
- May make too many allowances for members of a particular group.
- Is overly sensitive to different groups when delivering tough messages.

OBSERVABLE BEHAVIOR BY LEADERSHIP LEVEL

SUPERVISOR	MANAGER	DIRECTOR	ASSISTANT VP	VICE PRESIDENT
<p>Avoids negative and/or demeaning stereotypes.</p> <p>Hires a varied, diverse workforce, focusing on skills and abilities, irrespective of other differences.</p> <p>Encourages a patient-centric approach that supports diversity and inclusion.</p> <p>Comfortable with the diversity in our employees, patients and families.</p> <p>Effective with groups much different from themselves; finds ways to work together.</p>	<p>Promotes a team environment that values, encourages and supports differences.</p> <p>Treats everyone the same regardless of their differences.</p> <p>Sees people as individuals, not just members of a group.</p> <p>Senses how differences will play out in terms of needs, values and motivators.</p> <p>Open to a variety of opinions and acknowledges every member on their team.</p>	<p>Open to all manner of people, supporting equal treatment and opportunity for all.</p> <p>Supports the business value of diversity and inclusion.</p> <p>Solicits points of view from diverse team members.</p> <p>Reads people well, understands how they operate and/or what purposes they serve.</p> <p>Ensures that different experiences, styles, backgrounds and perspectives are leveraged appropriately.</p>	<p>Applies equal standards and criteria to all people.</p> <p>Balances people processes, allowing all members to have access to information, challenging jobs, relating, skill building and networking.</p> <p>Open to working with other functions and professions.</p> <p>Promotes different groups of people working together to find common ground and using their differences to add value to their work.</p>	<p>Supports equal and fair treatment and opportunity for all.</p> <p>Models how to deal effectively with people.</p> <p>Makes a business case to support diversity and inclusion.</p> <p>Assembles diverse groups who have the skills to do the job irrespective of other differences.</p>

VALUES DIFFERENCES

70%

WORK EXPERIENCES

- Join a project team with people who have different backgrounds and perspectives than you. Learn to appreciate their input.
- Engage in a task that requires interacting with people from different walks of life.
- Work with a mentor who is different than you.
- Work with a team that has conflicting relationships. Try to resolve conflicts among people who don't agree or get along.

20%

FEEDBACK AND RELATIONSHIPS

- Find someone with an opposing view. Spend time with them solely focused on trying to understand and value their point of view. Ask questions; make no judgments.
- Seek input from a coach or mentor that can help you challenge your preconceived notions about a person or group.
- Seek advice from someone you normally don't agree with.
- Get feedback from trusted peers that will truthfully tell you if you demonstrate any biases.

10%

EDUCATION AND TRAINING

- Live Class – Frontline Leadership Program; facilitated by Talent Development; for Supervisors
- Online Class – Virtual Roundtable Discussions; facilitated by Talent Development and Diversity & Inclusion. Check D&I Intranet site for dates.
- Online Course – Diversity and Inclusion; eCornell Certificate Program; retrieved from <https://www.ecornell.com/certificates/leadership-and-strategic-management/diversity-and-inclusion/> \$\$
- Podcast – The Six Signature Traits of Inclusive Leadership; Deloitte Insights Podcast; retrieved from <https://www2.deloitte.com/us/en/insights/multimedia/podcasts/six-signature-traits-of-inclusive-leadership.html>
- Personality Assessment – Social Styles Inventory; administered by Talent Development
- Book – “Harvard Business Review’s 10 Must Reads on Diversity”; Harvard Business Review; retrieved from <https://store.hbr.org/product/hbr-s-10-must-reads-on-diversity-with-bonus-article-making-differences-matter-a-new-paradigm-for-managing-diversity-by-david-a-thomas-and-robin-j-ely/10275> (\$)

(\$) Under 100 | (\$\$) 101 – 500 | (\$\$\$) 501 – 2000 | (\$\$\$\$) 2000+
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EXPLORE YOUR RESOURCES

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DRIVES VISION AND PURPOSE

Consistently achieving results, even under tough circumstances.

SKILLED

- Talks about future possibilities in a positive way.
- Creates milestones and symbols to rally support behind the vision.
- Articulates the vision in a way everyone can relate to.
- Creates organization-wide energy and optimism for the future.
- Shows personal commitment to the vision.

UNSKILLED

- Fails to personally connect with the organization's vision.
- Has difficulty describing the vision in a compelling way.
- Can't simplify enough to help people understand complex strategy.
- Struggles to energize and build excitement in others.

OVERUSED

- May lack follow-through to execute the vision.
- Communicates at a high level too often.
- May lack patience when others don't share the same vision and sense of purpose.

OBSERVABLE BEHAVIOR BY LEADERSHIP LEVEL

SUPERVISOR	MANAGER	DIRECTOR	ASSISTANT VP	VICE PRESIDENT
<p>Aligns actions and behaviors to the vision and purpose of the organization.</p> <p>Is optimistic about future possibilities.</p> <p>Communicates a vision or sense of purpose to those within sphere of influence.</p> <p>Challenges themselves and others in a constructive way to set and meet/exceed goals.</p> <p>Maintains focus and resiliency during times of uncertainty.</p> <p>Inspires and motivates the team.</p>	<p>Helps team members understand the importance of their role to the vision and purpose of the organization.</p> <p>Communicates vision and purpose with enthusiasm and encourages others to buy in.</p> <p>Talks beyond today and is optimistic about the team's role in impacting the future.</p> <p>Steadfastly pushes self and others for results.</p> <p>Consistently inspires and motivates others.</p>	<p>Paints a compelling picture of the vision and strategy that motivates others to action.</p> <p>Generates a sense of expectancy and optimism in others, vibrantly recruiting support for the vision.</p> <p>Inspires and motivates entire units or organizations.</p> <p>Cultivates a culture of high performance and resiliency.</p>	<p>Communicates the vision with a sense of purpose about the future.</p> <p>Instinctively discerns what drives an audience and deftly ignites and steers their sense of purpose to a common goal.</p> <p>Anticipates future trends, creating a compelling vision, and communicating that vision.</p>	<p>Is a gifted visionary, anticipating future trends and artfully crafting a broad vision incorporating many groups and organizations.</p> <p>Impassions others with a strong sense of purpose and convinces them of the need and urgency to wholeheartedly give their support.</p>

DRIVES VISION AND PURPOSE

70%

WORK EXPERIENCES

- Be a change champion for a new initiative.
- Help a misguided team create a vision and purpose that re-energizes the team.
- Join a strategic initiative for a new product or service. Offer to present the vision of this new offering to a critical audience.
- Join or lead a team implementing a pilot or start-up project where you can help create a team charter to bring the team together.

20%

FEEDBACK AND RELATIONSHIPS

- Meet with a leader two levels above you, or higher, to better understand the vision of the organization.
- Get input from someone outside your function on the vision you are promoting.
- Discuss your approach at driving vision with your mentor.
- Attend a meeting where another leader is discussing vision and purpose with their team. Look for new things for you to try yourself.

10%

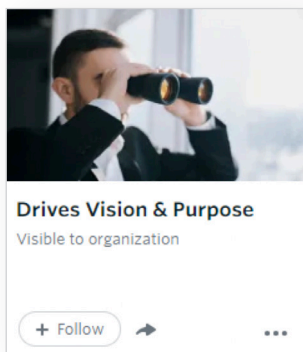
EDUCATION AND TRAINING

- Live Class – Leading for Organizational Effectiveness; facilitated by Talent Development; for Directors
- Live Class – The High-Impact Leadership Program; FIU (\$\$)
- Live Class – Leadership at the Peak Executive Program; Center for Creative Leadership; retrieved from <https://www.ccl.org/open-enrollment-programs/leadership-at-the-peak/> (\$\$\$\$)
- Online Class – Influencing Through Leadership Presence; eCornell Certificate Program; retrieved from <https://www.ecornell.com/portal/bhsf-leaders/> (\$\$)
- Book – “Start With Why”; Simon Sinek (\$)

(\$) Under 100 | (\$\$) 101 – 500 | (\$\$\$) 501 – 2000 | (\$\$\$\$) 2000+
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COURAGE

Courage – Stepping up to address difficult issues; saying what needs to be said.

SKILLED

- Readily tackles tough assignments.
- Faces difficult issues and supports others who do the same. Adheres to Baptist Health’s values in times of turmoil.
- Provides direct and actionable feedback.
- Is willing to champion an idea or position despite dissent or political risk.
- Is widely trusted; seen as direct and truthful.

UNSKILLED

- Shies away from difficult issues or challenging assignments.
- Expresses points of view in an indirect manner.
- Avoids giving corrective feedback.
- Fails to take a stand on important issues.

OVERUSED

- Struggles to identify which battles to take on and when to back down.
- Shares point of view on everything and could be seen as intimidating or a know-it-all.
- Communicates bluntly and fails to recognize the impact on relationships with others.
- Neglects own work in favor of getting involved in multiple difficult issues.

OBSERVABLE BEHAVIOR BY LEADERSHIP LEVEL

SUPERVISOR	MANAGER	DIRECTOR	ASSISTANT VP	VICE PRESIDENT
<p>Provides feedback to others that is current, direct, complete and actionable.</p> <p>Lets people know where they stand.</p> <p>Faces up to people problems quickly and directly.</p> <p>Not afraid to take negative action or make unpopular decisions when necessary.</p> <p>Faces conflict well and is willing to take the heat of controversy.</p> <p>Delivers sensitive messages with tact and kindness.</p> <p>Is trusted by those whom he/she works with.</p>	<p>Reads situations quickly and steps up to conflicts, seeing them as opportunities.</p> <p>Provides tough and constructive feedback when necessary.</p> <p>Brings solutions and can be seen as a problem solver.</p> <p>Helps others see the consequences of critical actions.</p> <p>Communicates with tact and diplomacy and passes difficult messages in person.</p> <p>Feels comfortable managing conflict and helps others be at ease.</p> <p>Has high standards or integrity and values.</p>	<p>Takes the lead when necessary to deal with problems and difficult situations.</p> <p>Is looked to for providing direction during crisis.</p> <p>Is not afraid to take negative action when necessary.</p> <p>Provides balanced feedback when addressing issues and invites many perspectives.</p> <p>Is effective in dealing with people without being intimidating.</p> <p>Uses common ground and obtains cooperation with minimum noise.</p> <p>Presents the unvarnished truth in an appropriate manner.</p>	<p>Does not hold back anything that needs to be said.</p> <p>Is not intimidated by others in power.</p> <p>Knows how to present a tough position.</p> <p>Has a balanced approach to many perspectives.</p> <p>Encourages direct and tough debate but is not afraid to end it and move on.</p> <p>Faces adversity head on.</p> <p>Tolerant of other people’s way of doing things.</p> <p>Is cool under pressure and is not afraid of criticism.</p> <p>Demonstrates the necessary sensitivity to the ethics and values of the organization.</p>	<p>Relishes leadership as a role model; takes tough stands and gets others to believe in where they are headed.</p> <p>Comfortable in leading during crises conditions.</p> <p>Open to feedback and communication during prickly situations.</p> <p>Possesses leadership presence with strong command skills.</p> <p>Cool under pressure and inspires the same in others.</p> <p>Communicates succinctly and keeps it to the facts when needed.</p> <p>Creates a culture of trust up and down the organization.</p>

COURAGE

70%

WORK EXPERIENCES

- Lead a group that is facing a significant business challenge that requires making difficult decisions.
- Manage a project that involves cutting resources or a reorganization.
- Identify a project that was not successful and conduct a post-action analysis.
- Propose a new process, product or service. Present it to your senior leadership team.

20%

FEEDBACK AND RELATIONSHIPS

- If you don't feel confident about your decisions, seek input from someone that can help you validate your convictions.
- If you need to prepare for a difficult conversation, have someone help you practice and hone your key statements.
- Seek feedback about your approach when delivering a difficult message. Have someone observe you in these moments and give you feedback.
- Identify someone who became good at demonstrating courage over time. Learn how they did it.

10%

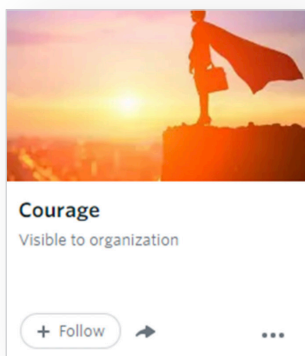
EDUCATION AND TRAINING

- Live Class – Frontline Leadership Program; facilitated by Talent Development; for Supervisors
- Live Class – Maximizing Your Impact; facilitated by Talent Development; for Managers
- Live Class – Results Through Relationships: Core Strengths; facilitated by Talent Development; for Directors and Managers
- Live Class – How to Communicate with Diplomacy and Tact; Dale Carnegie (\$\$)
- Online Tools – Daring Leadership and Dare to Lead Hub; Brené Brown; retrieved from <https://daretolead.brenebrown.com> (\$)
- White Paper – Influencing: The Skill of Persuasion; retrieved from <https://www.ccl.org/wp-content/uploads/2017/01/Influencing-the-skill-of-persuasion.pdf>

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EXPLORE YOUR RESOURCES

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DEVELOPS TALENT

Developing people to meet both their career goals and the organization's goals.

SKILLED

- Places a high priority on developing others.
- Develops others through coaching, feedback, exposure and stretch assignments.
- Aligns employee career development goals with organizational objectives.
- Encourages people to accept developmental moves.

UNSKILLED

- Doesn't take time to work on the development of others.
- Is a check-the-box developer; goes with the easiest option to fulfill talent development obligations.
- Doesn't make use of available organizational resources and systems to develop others.
- Has difficulty identifying developmental moves or assignments.

OVERUSED

- Concentrates on the development of a few at the expense of many.
- Overestimates people's capacity for growth.
- May be too quick to adopt faddish development approaches.

OBSERVABLE BEHAVIOR BY LEADERSHIP LEVEL

SUPERVISOR	MANAGER	DIRECTOR	ASSISTANT VP	VICE PRESIDENT
<p>Provides timely, constructive, actionable feedback.</p> <p>Leverages each team member's strengths.</p> <p>Provides technical guidance and serves as subject-matter expert.</p> <p>Under the direction of the manager, provides general performance feedback, including but not limited to corrective action and developmental performance reviews.</p>	<p>Provides meaningful and timely coaching to encourage performance.</p> <p>Holds development discussions to encourage career growth.</p> <p>Promotes learning and sharing of knowledge.</p> <p>Grows and develops others by understanding their strengths and weaknesses.</p> <p>Utilizes all learning resources and networks.</p>	<p>Challenges and stretches others to grow.</p> <p>Creates development plans and follows through.</p> <p>Actively seeks unique opportunities for team and individual development.</p> <p>Champions the learning opportunities/ systems/processes within the business.</p> <p>Creates opportunities or projects for development and stretch assignments.</p>	<p>Builds functional capability by using the individual strengths of the team.</p> <p>Actively encourages team members to contribute to the development of others.</p> <p>Extracts value from internal and external networks.</p> <p>Leads by example through own personal development.</p> <p>Identifies future talent needs and implements long-term strategies for development.</p>	<p>Understands the current organizational capability and aspirations of their team and develops talent toward future goals.</p> <p>Creates an environment where learning is an expected behavior.</p> <p>Creates and drives opportunities to ensure succession coverage.</p> <p>Ensures we have succession plans and the right talent in place to support organizational goals.</p>

DEVELOPS TALENT

70%

WORK EXPERIENCES

- Identify stretch assignments for your staff.
- Encourage your staff members to participate in any task force that can enhance their strengths.
- Conduct regular feedback and coaching conversations.
- Encourage the creation of IDPs with actionable activities to develop a core competency.
- Use My Career tools to have conversations with key direct reports and follow up periodically.
- Delegate a project, follow up and ask questions to reflect on the learning opportunity.

20%

FEEDBACK AND RELATIONSHIPS

- Use a sounding board to discuss your strengths and opportunities to be able to develop talent.
- Discuss with a mentor or a coach your specific areas for development such as listening, feedback delivery and providing opportunities to others for growth.
- Role-play a career coaching conversation you are going to have.
- Take a Leadership Assessment to learn about your leadership style.

10%

EDUCATION AND TRAINING

- Online Resource – My Career; retrieved from <https://mycareer.baptisthealth.net/>
- Video – The GROW Model of Coaching and Mentoring; MindTools; retrieved from https://www.mindtools.com/pages/article/newLDR_89.htm
- Webinar – Learning from Experience: Making Leadership Development Intentional, Not Incidental; Center for Creative Leadership; retrieved from <https://www.ccl.org/multimedia/video/learning-from-experience-making-leadership-development-intentional-not-incidental-hrdq-u-webinar/>
- Book – “Learning Agility: Unlock the Lessons of Experience”; Center for Creative Leadership; retrieved from <https://solutions.ccl.org/Learning-Agility-Unlock-Lessons-Experience>

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DRIVES ENGAGEMENT

Creating a climate where people are motivated to do their best to help the organization achieve its objectives.

SKILLED

- Structures the work so it aligns with people's goals and motivators.
- Empowers others.
- Makes each person feel their contributions are important.
- Invites input; shares ownership and visibility.
- Shows a clear connection between people's motivators and the organizational goals.

UNSKILLED

- Does not understand the importance of engagement.
- Has little insight into what motivates others.
- Doesn't give people enough flexibility and autonomy to do their work.
- Does little to create enthusiasm.
- Is unwilling to share ownership and give up control of assignments.

OVERUSED

- May accommodate others' motivators at the expense of getting needed work done.
- May empower beyond people's capacity.
- May avoid giving constructive feedback if it could negatively impact engagement.

OBSERVABLE BEHAVIOR BY LEADERSHIP LEVEL

SUPERVISOR	MANAGER	DIRECTOR	ASSISTANT VP	VICE PRESIDENT
<p>Works side by side with team members to lead by example.</p> <p>Builds trust and rapport with team members.</p> <p>Encourages team cohesiveness and collaboration.</p> <p>Solicits feedback and suggestions from team members.</p> <p>Partners with the manager to address any concerns and challenges affecting the employee experience.</p>	<p>Connects with team members to understand individual strengths and motivators.</p> <p>Energizes the team by supporting a common goal.</p> <p>Solicits feedback and suggestions on how to improve the work environment.</p> <p>Takes action on feedback and closes the loop.</p> <p>Appreciates and recognizes individual and team contributions.</p>	<p>Inspires commitment toward a common goal.</p> <p>Engages in collaborative goal-setting where everyone's voice is heard.</p> <p>Removes obstacles and barriers to success.</p> <p>Makes decision-making processes as transparent and inclusive as possible.</p> <p>Recognizes and rewards team progress toward goals.</p> <p>Celebrates team contributions and milestones.</p>	<p>Keeps the pulse of engagement and develops strategies to maintain and/or improve it.</p> <p>Inspires and motivates team members toward vision and purpose.</p> <p>Ensures that the team's contributions are connected to strategic priorities and plans.</p> <p>Gives leaders the tools needed to motivate and retain talent.</p> <p>Informs team members of organizational changes and updates.</p>	<p>Monitors the correlation between engagement and key performance indicators.</p> <p>Inspires and mobilizes employees at all levels toward a common goal, vision and purpose.</p> <p>Empowers employees to be their best.</p> <p>Energizes team members about the future of the organization.</p> <p>Develops global strategies to drive engagement and productivity.</p>

DRIVES ENGAGEMENT

70%

WORK EXPERIENCES

- Gather a group of creative people from different parts of the organization to overcome challenges the organization faces.
- Offer to lead a change initiative that is meeting considerable pushback. Try to empathize with resistors and help them.
- Lead an engagement task force within your entity and present results to the senior leadership team.
- Choose a failing project to lead. Try to re-engage the team and make the project a success. Give the team the opportunity to contribute ideas and be accountable for the result.

20%

FEEDBACK AND RELATIONSHIPS

- If others don't share your own motivation and engagement, take time to find out what does motivate them.
- Learn from colleagues that have a highly engaged team.
- Work with your Organizational Development Consultant to create a targeted engagement strategy for your team.
- Find a colleague that will help keep you accountable for continually focusing on engagement.

10%

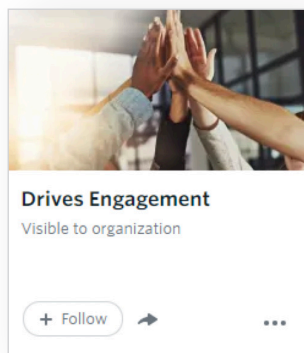
EDUCATION AND TRAINING

- Live Class – Engagement Forums; facilitated by Talent Development
- Live Class – Frontline Leadership Program; facilitated by Talent Development; for Supervisors
- e-Book – “Employee Engagement Collection: How to Keep Them Fully Charged and Motivated”; Harvard Business Review; retrieved from <https://store.hbr.org/product/employee-engagement-ebook-collection-how-to-keep-them-fully-charged-and-motivated/1012BN> (\$)
- Book – “The 5 Languages of Appreciation in the Workplace”; Gary Chapman and Paul White; retrieved from <https://www.amazon.com/Languages-Appreciation-Workplace-Organizations-Encouraging/dp/080246176X> (\$)

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COMPETENCY DEVELOPMENT TRACKS BY LEVELS

In addition to the core leadership competencies, each leadership level includes additional competencies. Like the core competencies, these competencies can be utilized for talent acquisition, talent management and career planning development. The additional competencies allow for a comprehensive description of what success looks like at individual levels of leadership.

VP	AVP	DIRECTOR
<p>Instills Trust Gaining the confidence and trust of others through honesty, integrity and authenticity.</p>		
<p>Global Perspective Taking a broad view when approaching issues, using a global lens.</p>		<p>Collaborative Building partnerships and works collaboratively with others to meet shared objectives.</p>
<p>Balances Stakeholders Anticipating and balancing the needs of multiple stakeholders.</p>	<p>Builds Networks Effectively building formal and informal relationships networks inside and outside the organization.</p>	<p>Balances Stakeholders Maneuvering comfortably through complex policy, processes and people-related organizational dynamics.</p>
<p>Tech Savvy Anticipating and adopting innovations in business building digital and technology applications.</p>		<p>Communicates Effectively Developing and delivering multimode communications that convey a clear understanding of the unique needs of different audiences.</p>
<p>Manages Ambiguity Operating effectively, even when things are not certain or the way forward is not clear.</p>		<p>Manages Complexity Making sense of complex, high-quantity and sometimes contradictory information to effectively solve problems.</p>
<p>Resourcefulness Securing and deploying resources effectively and efficiently.</p>	<p>Situational Adaptability Adapting approach and demeanor in real time to match the shifting demands of different situations.</p>	<p>Decision Quality Making sound decisions, even in the absence of complete information.</p>
<p>Self-Development Actively seeking new ways to grow and be challenged using both formal and informal development channels.</p>		<p>Self-Awareness Using a combination of feedback and reflection to gain productive insight into personal strengths and weaknesses.</p>



COMPETENCY DEVELOPMENT TRACKS BY LEVELS

MANAGER	SUPERVISOR
Manages Conflict Handling conflict situations effectively with minimal noise.	
Communicates Effectively Developing and delivering multimode communications that convey a clear understanding of the unique needs of different audiences.	
Being Resilient Rebounding from setbacks and adversity when facing difficult situations.	
Directs Work Providing direction, delegates and removes obstacles to get work done.	Plans and Aligns Planning and prioritizing work to meet commitments aligned with organizational goals.
	Action-Oriented Taking on new opportunities and tough challenges with a sense of urgency, high energy and enthusiasm.
Manages Complexity Making sense of complex, high-quantity and sometimes contradictory information to effectively solve problems.	Optimizes Work Processes Knowing the most effective and efficient processes to get things done, with a focus on continuous improvement.

WANT TO LEARN MORE?

Scan the QR Code for additional information and resources



**When it comes
to engaging our
teams**

WE'RE ALL IN



SECTION FOUR

How to Create an IDP for Development

To Create an Individual Development Plan (IDP) You Should Include the Following Steps:

- Set Your Career Goals
- Identify Your Strengths and Areas of Development
- Have an IDP Conversation with Your Leader
- Create your IDP in PeopleSoft
- Implement and Review Your IDP with your Leader, Coach or Mentor
- Ask for Actionable Feedback
- Follow the 70-20-10 Rule

THE 70-20-10 RULE

70%

WORK EXPERIENCES

This amount of time should be spent expanding your current role. Take on stretch assignments or special projects. Shadow another area or department. Volunteering is also a great way to learn and grow.

20%

FEEDBACK AND RELATIONSHIPS

Ensure that meaningful career discussions take place during your midyear or year-end review. This amount of time should be spent networking with others and building relationships. Find a mentor for guidance. Join a professional association.

10%

EDUCATION AND TRAINING

Enroll in a live class or sign up for one online. Get up to speed by reading books and journals on a particular topic of interest. Attend a conference or obtain a professional certification.

Learning is a career-long process. After you achieve one big goal in your IDP, set your sights on the next one. That's how you make learning a part of your normal routine. The more you do that, the less likely you are to stop.

ADDING ACTIVITIES TO YOUR IDP

1



To start your IDP, log in to PeopleSoft, then click on “Performance Management”

2



Next, click on the “Performance Management” access button

3



Click “Add” under Development Activities

4



Select your entry method

