



# Competency Development Planning Guide

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*CARE USA*

Competency Development Planning Guide.....	3
Introduction.....	3
Instructions for Using the Guide:.....	3
CARE USA Organizational Competencies .....	4
Values-Based Competencies.....	5
Respect.....	5
Integrity.....	7
Excellence (Personal Work Standards).....	9
Diversity.....	11
Building and Nurturing Relationships .....	13
Building Commitment .....	13
Building Partnerships.....	15
Building Relationships Across Work Units.....	19
Collaboration.....	21
Communicating with Impact.....	23
Customer Oriented.....	26
Negotiation.....	28
Leading Change .....	31
Facilitating Change.....	31
Leading Through Vision & Values.....	34
Political Acumen.....	36
Strategic Decision Making.....	38
Managing Self.....	40
Adaptability.....	40
Initiating Action .....	42
Managing Work .....	44
Innovation .....	46
Proactive Problem-solving.....	48
Stress Tolerance.....	51
Working with Others to Achieve Results .....	54
Coaching .....	54
Contributing to Team Success .....	57
Delegating Responsibility.....	59
Developing Teams .....	62
Information Monitoring .....	65
Management Excellence .....	67
Operational Decision Making.....	72
Planning and Organizing.....	75
Skills and Behaviors .....	77

# Competency Development Planning Guide

## Introduction

The Competency Development Planning Guide is designed to help you and your manager identify development activities that will assist you in building your organizational competencies.

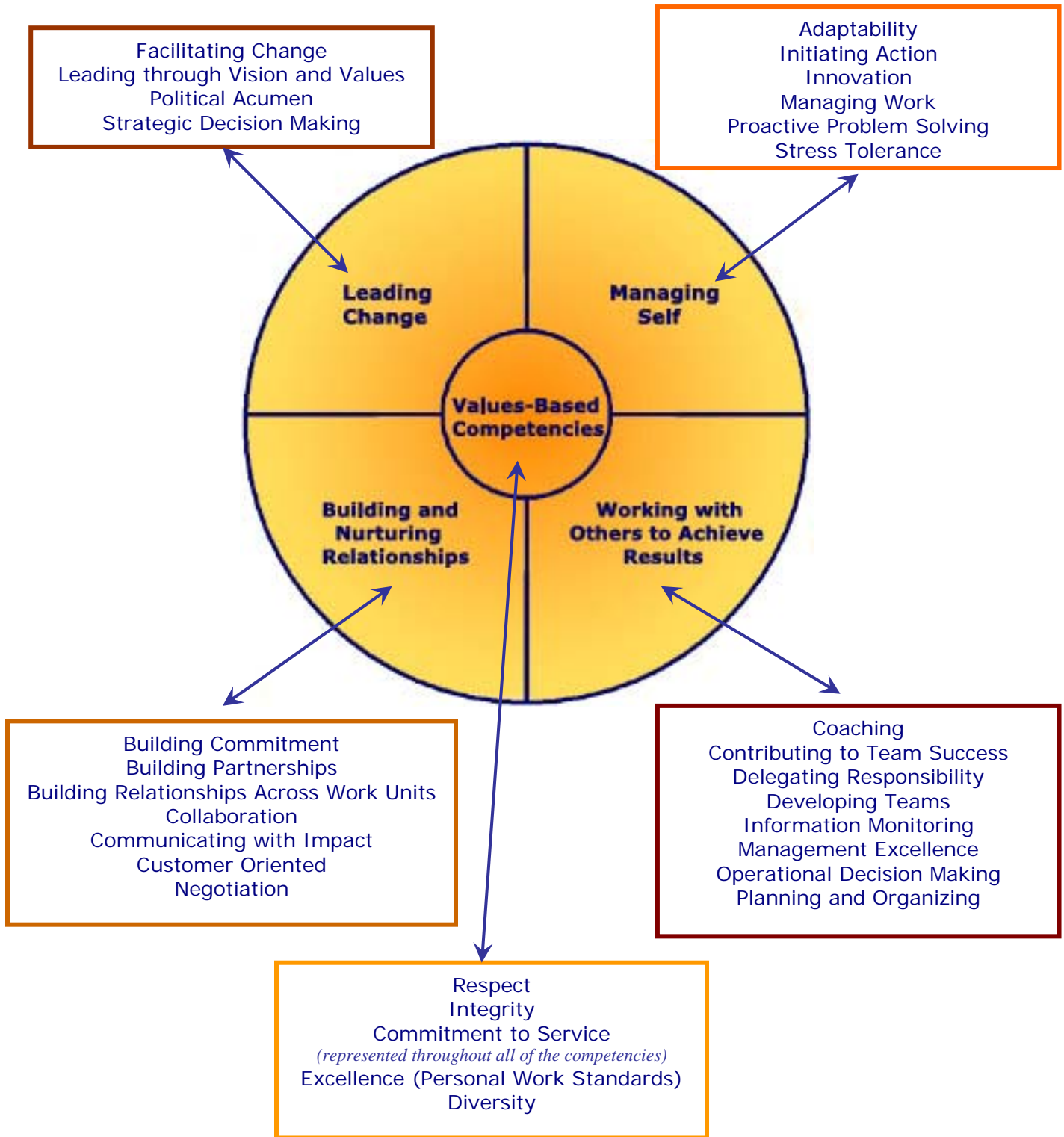
For each competency, we have provided the following:

- Suggestions on ways to build the skill
- Examples of development activities
- Suggestions on reading materials and workshops

## Instructions for Using the Guide:

- With your manager, identify one or two competencies from your current job-specific competency profile to focus on over the next year.
- Choose the competency that you are interested in working on, and review the development suggestions.
- Select one or two activities from the list and/or identify your own. Then update your IOP to include these activities in the personal development plan.
- Also, review your regular IOP objectives in light of the competencies identified. Try to include development activities that enhance these areas so that you are practicing and using the competencies in a variety of ways.
- Share your ideas with your manager and reach agreement on the competency development activities you will integrate into your work.

# CARE USA Organizational Competencies



# Values-Based Competencies

## Respect

Definition	
<p>Behaves in a manner that reflects a true belief in and appreciation for the dignity and potential of all human beings. Gaining other people’s confidence and setting an environment of trust and openness. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Treat others with respect.                             <ul style="list-style-type: none"> <li>• Maintain good interpersonal relationships by valuing the knowledge, roles, and diversity of others.</li> <li>• Enhance the self-esteem of others by communicating openly and respectfully, empathizing with them, and disclosing your own feelings.</li> <li>• Redirect the discussion when others’ self-esteem is threatened.</li> <li>• Involve others in making decisions that affect them and their area of responsibility.</li> <li>• Support others in expressing their needs and interests, and in getting them met.</li> <li>• Avoid minimizing or ignoring others’ feelings or concerns.</li> <li>• Ask people about their interests and needs.</li> <li>• Do not use email for sensitive messages. Whenever possible, make an appointment to speak in person, or if distance is an issue, by phone.</li> </ul> </li> </ul>	<p>Also See <a href="#">Diversity</a>.</p> <ul style="list-style-type: none"> <li>▪ Identify one or two people you find it difficult to work with. Over the next month, concentrate on finding the positive aspects of working with them.</li> <li>▪ Suspend judgment based on people’s background or experience, or what other people say about them. Instead, focus on learning about each individual and how you can work together.</li> <li>▪ Identify a colleague who has good interpersonal relations with a diverse spectrum of people. Request his or her help in learning more about establishing good interpersonal relationships. Ask:                             <ul style="list-style-type: none"> <li>• How do they find out how others prefer to be treated?</li> <li>• What do they do to adapt their own approach so successfully?</li> <li>• Ask for their feedback on how you might modify your own approach.</li> </ul> </li> <li>▪ In both your conversation and your actions, emphasize the importance of understanding and respecting each other’s view of the world. Encourage people to share their worldview.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Acknowledge contributions.                             <ul style="list-style-type: none"> <li>• Notice the contributions of others.</li> <li>• Sincerely compliment others for their contributions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify one or two people whom you believe have recently made a real contribution to CARE overall, to a department, to a partner, or to your own area of responsibility.                             <ul style="list-style-type: none"> <li>• Plan what you can say that will acknowledge the contribution. Be sure to include the specifics – what the person said or did, and the results.</li> </ul> <p>Do not use generalities. For example: “Your spirit of cooperation and teamwork helped our unit meet our donor’s needs.”</p> </li> </ul>

Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Demonstrate advocacy:                             <ul style="list-style-type: none"> <li>• Support deserving colleagues.</li> <li>• Avoid taking sides in conflicts between other people.</li> <li>• Work to build awareness of valuing diversity and inclusiveness. Actively participate in the organization’s efforts to do the same.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Look for opportunities to support people who deserve to get more credit or assistance from others or from the organization than they are getting.</li> <li>▪ If someone has accomplished something significant and it has not been recognized, speak up publicly to acknowledge him or her.</li> </ul>

**Developmental Resources**

**Workshops/E-Learning**

If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for opportunities that address the following:

- How to recognize and work with people who have different styles.
- How to work with difficult people.
- Active listening skills.
- Assertiveness skills.
- How to influence others.
- How to present and support a position that is unusual or unpopular.
- Courses in the culture of the country where you are working, or where you will be stationed soon.

**Books**

The following books are resources on showing respect for others:

Block, Peter. (1996) *Stewardship: Choosing Service Over Self-Interest*. San Francisco: Berrett-Koehler.

Block, Peter. (1991) *The Empowered Manager: Positive Political Skills at Work*. San Francisco: Jossey-Bass.

Bolton, R. H. and Bolton, D. G. (1996). *People Styles at Work: Making Bad Relationships Good and Good Relationships Better*.

Covey, Stephen R. (1990). *The 7 Habits of Highly Effective People*. New York: Simon & Schuster.

Holoviak, Stephen J. (1993) *Golden Rule Management: Give Respect, Get Results*. Perseus Publishing.

Kapur, Vipen. (2000) *Power through People and Principles*. Publisher: McGraw-Hill Trade.

Stone, D. Patton, B. Heen, S. (2000). *Difficult Conversations: How to Discuss What Matters Most*. New York, Penguin Putnam.

Trompenaars, F. and Hampden-Turner, C. (1998). *Riding the Waves of Culture: Understanding Diversity in Global Business*, 2<sup>nd</sup> ed. New York: McGraw-Hill.

Wall, Bob. (1999). *Working Relationships: The Simple Truth about Getting Along with Friends and Foes at Work*. Davies-Black Pubs.

## Integrity

Definition	
<p>Maintaining social, ethical, and organizational norms; firmly adhering to codes of conduct and ethical principles inherent to CARE. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Deal with people in an honest and forthright manner.</li> <li>▪ Represent information and data as accurately and completely as possible.</li> <li>▪ Tell others clearly when you are presenting facts, and when you are stating your own opinions or beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Report information and data as accurately as you are able. Avoid minimizing or exaggerating information to support your own views.</li> <li>▪ When you don't know something, say so. If it is your responsibility to have that information, tell the person requesting it that you will get it for them. Then be sure to follow through on your commitment in a timely manner.</li> <li>▪ When you are stating your own opinions and beliefs, or your own version of events, tell people that you are reporting your own views (rather than representing them as facts). People will respect your honesty if you do this.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Keep commitments.                             <ul style="list-style-type: none"> <li>• Perform actions as you have promised.</li> <li>• Do not share confidential information.</li> <li>• When you are part of a decision-making group and a decision has been made, advocate and support it, even when you are not in full agreement.</li> </ul> </li> </ul>	<p>See also <a href="#">Excellence</a></p> <ul style="list-style-type: none"> <li>▪ When you have said you will do something, do what you have committed to.</li> <li>▪ Be sure that you do not agree to do something that you will be unable (or unwilling) to complete. Practice saying “no” simply, without making excuses.</li> <li>▪ Before you reveal information about others (or about organizational issues), pause to consider whether the information is confidential. If you are unsure, ask the person involved. In the case of an organizational issue, ask your manager or an appropriate staff member.</li> <li>▪ When a course of action you disagree with is proposed in a meeting, raise your objections during the meeting while there is time and opportunity for others to consider them.</li> <li>▪ When you have agreed to something in a meeting, support it after the meeting. This includes situations where you have allowed your silence to give people the impression that you agreed when you did not.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Be consistent in your words and actions.</li> <li>▪ Act consistently in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stand up publicly for what you believe is right. Be open to other's opinions.</li> <li>▪ Give consistent messages to different audiences. While you need to adjust the tone and wording of your message to different audiences, be sure the core message is the same.</li> <li>▪ In each situation, be aware of your own motives. People can be inconsistent when they are not being honest with themselves about what they really want or need.</li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for opportunities that address the following:

- How to manage commitments.
- How to build trust.
- Integrity and ethics.
- How to discuss values and convictions, even when the conversation will be difficult.

### Books

The following books are resources on integrity:

- Badaracco, Joseph L. Jr. (1997) *Defining Moments: When Managers Must Choose Between Right and Right*. Harvard Business School Press.
- Block, Peter. (1991) *The Empowered Manager: Positive Political Skills at Work*. San Francisco: Jossey-Bass.
- Block, Peter. (1996) *Stewardship: Choosing Service Over Self-Interest*. San Francisco, Berrett-Kohler.
- Covey, Stephen R. (1990). *The 7 Habits of Highly Effective People*: New York: Simon & Schuster.
- Kapur, Vipin. (2000) *Power Through People and Principles*. McGraw-Hill Trade.
- Kidder, Rushmore M. (1997). *How Good People Make Tough Choices*. Fireside.
- Kouzes, J.M. and Posner, B.Z. (1995). *Credibility: How Leaders Gain and Lose It, Why People Demand It*. San Francisco: Jossey-Bass Management.
- Nash, Laura N. (1993) *Good Intentions Aside: A Manager's Guide to Resolving Ethical Problems*. Harvard Business School Press
- Seglin, J. L. and Augustine, N.R. (2000) *The Good, the Bad, and Your Business: Choosing Right When Ethical Dilemmas Pull You Apart*. John Wiley & Sons.
- Stone, D. Patton, B. Heen, S. (2000). *Difficult Conversations: How to Discuss What Matters Most*. New York, Penguin Putnam.

## Excellence (Personal Work Standards)

Definition	
<p>Setting high standards of performance for self and/or others; assuming responsibility and accountability for successfully completing assignments or tasks; self-imposing standards of excellence rather than having standards imposed; ensuring interactions and transactions are ethical and convey integrity. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Work collaboratively with others to set standards and procedures that achieve a high level of quality, productivity, or service.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Involve others (colleagues, customers, etc.) in setting standards for the work done by your area of responsibility. Focus on setting standards that are challenging but achievable.</li> <li>▪ Together with your team, develop criteria for effective performance. Include a list of necessary accomplishments. Track these accomplishments and recognize people for achieving them; coach people who fail to do so.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Dedicate time and energy to ensure that no important aspect of the work is neglected.</li> <li>▪ Complete tasks and assignments; when necessary, work to overcome obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>▪ List the work that your area of responsibility is expected to perform.                             <ul style="list-style-type: none"> <li>• Focus your effort on what is important (that which impacts CARE’s vision, mission, values, and objectives), not what is urgent.</li> </ul> </li> <li>▪ Approach challenges from a problem-solving perspective and look for alternatives rather than focusing on why things can’t be done.</li> <li>▪ If you have been unable to solve a problem yourself, seek ideas and suggestions from others.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Monitor, evaluate and adjust your own work to ensure it meets high standards.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyze your work and set your own standards, using these steps:                             <ul style="list-style-type: none"> <li>• Write down your most important responsibilities.</li> <li>• Describe superior performance for each.</li> <li>• Describe average performance for each.</li> <li>• Set your own standards as high as you can between these two levels.</li> </ul> </li> <li>▪ Determine where you spend more time: the important activities, the most easily done, or those that appear to be most urgent. Re-focus on the most important.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Accept responsibility for the outcomes (positive or negative) of your work.</li> <li>▪ Admit to your mistakes and change what you’re doing when it is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ For your major responsibilities, list undesirable outcomes that could result if you make mistakes or neglected an important part of the work. Consider how you will accept responsibility for these results.</li> <li>▪ Seek feedback from others on your ability to balance process with getting results. If you tend to focus too much on how things get done, others may see you as not focused enough on achieving results (outcomes).</li> <li>▪ Seek feedback from others on how they perceive your willingness to admit to your own mistakes.</li> </ul>

Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Encourage and support others in accepting responsibility for the outcomes of their own work.</li> <li>▪ Publicly support people who admit to and correct their own mistakes.</li> <li>▪ Work collaboratively with others to set high standards of performance for their work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To encourage others to accept responsibility for mistakes or for the outcomes of their work, you must first model these behaviors publicly and consistently yourself.</li> </ul>

**Developmental Resources**

**Workshops/E-Learning**

If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for opportunities that address the following:

- Self management and self-development.
- How to develop and sustain a high level of achievement.
- How to develop and maintain trust and credibility.
- How to influence others.
- Setting objectives.
- Assertiveness.

**Books**

The following books are resources on excellence:

Cashman, Kevin. (1999). *Leadership From the Inside Out*. Publisher: Executive Excellence.

Conlow, R. and Young, G. (1999). *Excellence in Management*. Crisp Publications (www.crisplearning.com).

Covey, Stephen R. (1990). *The 7 Habits of Highly Effective People*. New York: Simon & Schuster.

Dawson, Roger. (1997). *The 13 Secrets of Power Performance*. Enlewood Cliffs, N.J.: Prentice Hall.

Gallwey, W. Timothy. (2001). *The Inner Game of Work*. Publisher: Random House.

Iozzi, Anthony J. (2000). *The Personal Success Handbook*. Publisher: iUniverse.com.

Kouzes, J. M. and Posner, B. (1996). *The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations*. San Francisco, CA: Jossey-Bass.

Kouzes, J.M. and Posner, B.Z. (1995). *Credibility: How Leaders Gain and Lose It, Why People Demand It*. San Francisco: Jossey-Bass Management.

Koch, Richard. (1998). *The 80/20 Principle: The Secret of Achieving More with Less*. New York: Currency.

## Diversity

Definition	
<p>Promoting, valuing, respecting and fully benefiting from each individual’s unique qualities, background, race, culture, age, gender, disability, values, lifestyle, perspectives or interests; creating and maintaining a work environment that promotes diversity. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Model inclusive behavior.                             <ul style="list-style-type: none"> <li>• Show empathy. Put yourself in the place of others to understand their experience.</li> <li>• Listen, observe, and take into account diverse points of view.</li> <li>• Give equal opportunity to all in such areas as work responsibility, recruitment, promotion, and career development.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Look for opportunities to talk informally with your peers, direct reports, and others. Ask about their backgrounds, families, work and other life experiences.</li> <li>▪ Develop mechanisms to bring people of diverse backgrounds, work styles, and perspectives into your area of responsibility.</li> <li>▪ Be aware and sensitive to incorrect assumptions you unconsciously make about people or stereotypical ways you respond to those that are different from you when you evaluate such areas as performance, skill, and potential.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Operate effectively in a multi-cultural environment.                             <ul style="list-style-type: none"> <li>• Recognize, value and accept others whose perspectives, backgrounds, belief systems or worldviews are different than your own.</li> <li>• Recognize your own cultural values and background to gain a better appreciation for how they may impact your decision-making style, values, and your reactions to different viewpoints.</li> <li>• Use cultural sensitivity in implementing CARE’s strategies, policies and procedures.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ In discussions about CARE’s work, initiatives, and actions ask questions about how the cultural context will influence the outcome.</li> <li>▪ Evaluate how you interact with people who disagree with you. Do you try to understand the basis for their views? Do you ask questions respectfully? Do you work toward mutual understanding?</li> <li>▪ Consider your actions and your group’s work processes from the viewpoint of a person with a different background.</li> <li>▪ Seek to build partnership outside of CARE with diverse organizations and stakeholders to learn from their experience.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Actively promote dialogue, reflection, and shared learning about diversity.                             <ul style="list-style-type: none"> <li>• Promote the value of learning from each individual unique experience and how it can contribute to organizational effectiveness.</li> <li>• Encourage people with different backgrounds, skills, and styles to work on problems, issues, and opportunities in different ways. Meet occasionally to reflect on methods, setbacks and successes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Create the time and safe space for others to reflect, share their thoughts, and learning from each other across the organization.</li> <li>▪ Participate in cross-divisional/unit/functional, and multi-level task forces or project teams to learn from others.</li> <li>▪ Build a support network of colleagues who are interested in more effectively leveraging diversity. Explore ideas with each other and implement them.</li> </ul>

Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Promote diverse representation, broad participation and empowerment.                             <ul style="list-style-type: none"> <li>• Actively seek information and input from people with varying backgrounds and include them in decision-making and problem solving.</li> <li>• Look at issues and opportunities from other people’s viewpoints before making decisions.</li> <li>• Ensure those on your team adequately represent the community or customers being served.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Take the opportunity to go beyond conventional ideas and solutions. Make a point of bringing out the ideas of people who have unique backgrounds or perspectives.</li> <li>▪ Keep re-examining how you judge the characteristics or qualities you look for in high-potential employees, and how this impacts who you include/exclude in your team or project.</li> <li>▪ Be aware and clear of the characteristics and qualities you need on your team to better improve the services you provide.</li> </ul>

Developmental Resources
<p><b>Workshops/E-Learning</b></p> <p>If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for opportunities that address the following:</p> <ul style="list-style-type: none"> <li>▪ What diversity is and how it manifests in the workplace and community.</li> <li>▪ How to work in diverse or multi-cultural environments.</li> <li>▪ How to manage and promote a diverse workforce.</li> <li>▪ How to build multi-cultural partnerships, negotiate across difference, and lead change through diversity.</li> </ul> <p><b>Books/Articles</b></p> <p>The following books and articles are resources on diversity. Contact Joy Shiferaw (<a href="mailto:shiferaw@care.org">shiferaw@care.org</a>) for copies.</p> <p>Aruna, Rao, Rieky, Stuart, and Kelleher, David, (1999), <i>Gender at Work: Organizational Change for Equality</i>: Kumarian Press, Inc: West Hartford Ct.</p> <p>Ely, Robin and David, Thomas (1996), <i>Making Differences Matter: A New Paradigm for Managing Diversity</i>: Harvard Business Review.</p> <p>Kennedy, Debbe, Swenson, S. and Greene, S. K. <i>Accountability: Establishing Shared Ownership</i>. (From the Diversity Breakthrough! Strategic Action Series). San Francisco, CA: Berret-Koehler.</p> <p>McIntosh, Peggy, Working Paper 189 (1988), <i>White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women’s Studies</i>: Wellesley College Center for Research on Women.</p> <p>Porter, Fenella, Smyth, Ines, Sweetman, Caroline, (1999), <i>Gender Works: Oxfam Experience in Policy and Practice</i>: Oxfam GB, Oxford, UK.</p> <p>Roosevelt, R. Thomas, Jr., (1999), <i>Building a House for Diversity: How a Fable About a Giraffe and an Elephant Offers New Strategies for Today’s Workforce</i>: AMACON.</p> <p>Trompenaars, F. and Hampden-Turner, C. (1998). <i>Riding the Waves of Culture: Understanding Diversity in Global Business</i>, 2<sup>nd</sup> ed. New York: McGraw-Hill.</p>

# Building and Nurturing Relationships

## Building Commitment

Definition	
<p>Using appropriate interpersonal styles and techniques to gain acceptance of ideas or plans; modifying one's own behavior to accommodate tasks, situations, and individuals involved. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Recognize when the success of one of your objectives, activities, and/or decisions requires another person's commitment, rather than just their compliance.</li> <li>▪ In these situations, identify the stakeholders whose commitment you need.               <ul style="list-style-type: none"> <li>• Recognize the stakeholders' perspective and concerns regarding your need.</li> <li>• Identify their expectations and ways of working. Take into consideration the cultural norms [both societal and organizational] and their experiences and worldview.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Review your key objectives and activities for the year until you find at least one that requires the commitment of others if you are to achieve it. Do not pick one that people can be expected to cooperate with as a matter of course – pick one that will require their true commitment and active support.</li> <li>▪ For this objective and/or activity, list the names of the people whose commitment you need. For each person:               <ul style="list-style-type: none"> <li>• Identify what you think their needs and concerns are, depending on their jobs, their level in the organization, and what you know about them as people.</li> <li>• Identify what approach you think will work best with each when you ask them for their help.</li> <li>• Consult with your manager or with a trusted colleague to verify your interpretation of the stakeholders' perspective.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>▪ Work with the stakeholders to build commitment.               <ul style="list-style-type: none"> <li>• Make certain there is a commonly shared understanding of the need.</li> <li>• Identify facilitation skills appropriate for building consensus or reaching agreement among different stakeholder groups.</li> <li>• Show persistence: anticipate reactions and objections; plan and use different approaches to overcome them.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Contact the stakeholders you identified and ask for their commitment:               <ul style="list-style-type: none"> <li>• Establish the business case and define the end point.</li> <li>• Verify the stakeholders' expectations. Identify the impact of the change on individual's and groups and any resistance you may encounter (e.g. technical, political, or cultural).</li> <li>• Develop strategies to address resistance and level expectations.</li> <li>• Look for opportunities for people who already support you to act as ambassadors.</li> <li>• Demonstrate your own commitment and flexibility to the change process.</li> </ul> </li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for opportunities that address the following:

- How to work with different sources of personal power and influence.
- How to influence people without direct authority.
- How to sell ideas.
- How to influence others.
- Positive political skills.
- Courses in the culture of the country where you are working, or where you will be stationed soon.

### Books

The following books are resources on building commitment:

Aubuchon, Norbert. (1997). *Anatomy of Persuasion: How to Persuade Others to: Act on Your Ideas, Accept Your Proposals, Buy Your Products or Services, Hire You, Promote You*. New York: AMACOM.

Charvet, Shelle Rose. (1997). *Words that Change Minds: Mastering the Language of Influence*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

Cohen, A. R. and Bradford, D. L. (1990). *Influence Without Authority*. New York: John Wiley & Sons.

Hogan, Kevin. (1996). *The Psychology of Persuasion: How to Persuade Others to Your Way of Thinking*. Gretna, Louisiana: Pelican Publications Co.

## Building Partnerships

Definition	
<p>Identifying opportunities and establishing effective strategic relationships between one's area and other areas, teams, departments, units, or external organizations to help achieve CARE's objectives. <a href="#">Click here for specific skills and behaviors.</a></p>	
Ways to demonstrate this skill	Development Activities
<p>Know yourself and others. Demonstrate by your words and actions that you understand and respect:</p> <ul style="list-style-type: none"> <li>▪ How your own area and activities support CARE's vision and mission.</li> <li>▪ The roles others play in achieving CARE's vision and mission.</li> <li>▪ Your own motives, resources and constraints and those of others.</li> </ul>	<p>Prioritize your personal challenges. Success in partnering requires proficiency in various competencies including <a href="#">Respect</a>, <a href="#">Adaptability</a>, <a href="#">Collaboration</a>, <a href="#">Communicating with Impact</a>, and <a href="#">Building Commitment</a>.</p> <ul style="list-style-type: none"> <li>▪ Review these competencies. Prioritize your strengths and weaknesses. Select areas for improvement. You may need to focus on these first. Challenge yourself to transform your greatest weakness into your greatest strength.</li> </ul>
<p>Forge mutual support links with others. Demonstrate by your words and actions that you:</p> <ul style="list-style-type: none"> <li>▪ Understand how others see things.</li> <li>▪ Can identify opportunities to collaborate around key issues of mutual benefit.</li> <li>▪ Can identify and involve other stakeholders with the power to influence key issues.</li> </ul>	<p>Create opportunities to practice partnering.</p> <ul style="list-style-type: none"> <li>▪ Use partnership principles in your daily relationships with co-workers. These are:                             <ul style="list-style-type: none"> <li>• Building trust.</li> <li>• Finding shared vision, goals, values and interests.</li> <li>• Generating a culture of mutual support and respect for differences.</li> <li>• Committing to mutual accountability.</li> <li>• Addressing relationship difficulties as they occur.</li> <li>• Seeing partnering as a continuous learning process.</li> </ul> </li> <li>▪ Join a team to design or evaluate a partnership.</li> <li>▪ Identify opportunities where a partnership with colleagues from other work units would add value to a work project. Ask them if they would be interested in partnering with you on the work. Bring them into the planning process.</li> <li>▪ Maintain on-going dialogue about issues of mutual interest with colleagues in other parts of CARE or from other organizations even when there is no partnership underway. Some of these relationships may become partnerships.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Negotiate strategic relationships that build on complementary strengths.</li> <li>▪ Work with your partners to formalize partnering agreements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spend enough time talking to potential partners to fully understand each other's objectives and motives.</li> </ul>

Ways to demonstrate this skill	Development Activities
<p>Actively promote the partnership.</p> <ul style="list-style-type: none"> <li>▪ Subordinate your own agenda by understanding and respecting the partnership's potential.</li> <li>▪ Weigh the effect of your actions and decisions on partners.</li> <li>▪ Influence others to support the partnership.</li> <li>▪ Hold yourself and others accountable for fulfilling agreed upon responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ List the ways in which you expect the partnership to achieve more than either partner could separately.</li> <li>▪ Get to know key people who must support the partnership. Keep them informed of the partnership's progress. Listen to their ideas for improving the partnership.</li> <li>▪ Prioritize and work on personal challenges, especially those related respect and integrity.</li> </ul>
<p>Promote effective communication by:</p> <ul style="list-style-type: none"> <li>▪ Sharing information in a timely manner.</li> <li>▪ Maintaining open and frank dialogue about issues affecting the relationship.</li> <li>▪ Resolving conflicts in a prompt, transparent, and respectful manner.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work with your partner to develop formal decision-making processes. Then use them.</li> </ul>
<p>Treat the partnership as a learning opportunity by:</p> <ul style="list-style-type: none"> <li>▪ Keeping an open mind.</li> <li>▪ Listening to others.</li> <li>▪ Demonstrating a self-critical attitude and willingness to learn.</li> <li>▪ Looking at the relationship as an opportunity to ask questions, seek answers, and build knowledge together.</li> <li>▪ Establishing specific learning objectives for the relationship.</li> <li>▪ Documenting and sharing lessons.</li> <li>▪ Celebrating successes, acknowledging mistakes, and taking corrective action based on lessons learned.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read the partnering literature generated by CARE and others (see Resources).</li> <li>▪ Identify ways that partnering can complement your work. Ask your supervisor and colleagues how they have positively used partnerships. Ask them to describe relationships that could make your area more effective.</li> <li>▪ Invite your partners to participate in a lessons learned review. Lead activities wherein the partners assess each other. Invite a person you trust to assess your partnership style.</li> <li>▪ Document an experience where you learned something about partnering. It may be simple – a couple of paragraphs or pages. Ask for feedback from colleagues, especially partners. Challenge yourself to write an article on partnering for publication.</li> </ul>
<p>Become an organizational change agent by:</p> <ul style="list-style-type: none"> <li>▪ Working within your own sphere of influence to assure that CARE's institutional culture, policies and systems enable partnerships to function effectively.</li> <li>▪ Keeping an open mind. Remember that CARE's culture and way of working must constantly evolve. Look for opportunities to improve the organizational culture, structures, and systems.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask partners and colleagues what it will take to make your unit/team, and/or CARE a better partner.</li> <li>▪ Ask yourself and your colleagues what can be changed within your realm of influence to enhance partnering.</li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training a good way for you to learn and develop, look for an opportunity that addresses the following:

- Conflict resolution – consensus building.
- Facilitation.
- Partnering.
- Negotiation.
- Communication.
- Organizational dynamics, organizational development.

### Books

The following books are resources on partnership:

Fowler, Alan. (2000). *Partnerships: Negotiating Relationships. A Resource for Non-Governmental Development Organisations*. This book may be ordered from the INTRAC website: [www.intrac.org](http://www.intrac.org).

Holloway, Richard. (1997). *Exit Strategies: Transitioning from International to Local NGO Leadership*. New York, NY: Pact Publications.

Hunter, Dale, Anne Bailey and Bill Taylor. (1995). *The Art of Facilitation: How to Create Group Synergy*. Cambridge, MA: Fisher Books, the Perseus Books Group.

Katzenbach, Jon R. and Douglas K. Smith. (1994). *The Wisdom of Teams*. New York, NY: HarperCollins Publishers, Inc.

Kott, Michael, Chanya Charles and C. Stark Biddle. (2002). *Designing and Managing Partnerships Between U.S. and Host-Country Entities*. Arlington, VA: USAID Center for Development Information and Evaluation, distributed by USAID Development Experience Clearinghouse. This excellent partnership guide can be downloaded from [http://www.dec.org/partners/guide\\_promo.htm](http://www.dec.org/partners/guide_promo.htm) or from <http://www.aed.org/democracy/projects/bestpractices/>.

Koyle, Michael and David Straus. (1985). *How to Make Meetings Work: The New Interaction Method*. New York, NY: Jove Publications, Inc.

Linden, Russel M. (2002). *Working Across Boundaries: Making Collaboration Work in Government and Nonprofit Organizations*. San Francisco, CA: Jossey-Bass: ISBN: 0787964301.

Quick, Thomas L. (1992). *Successful Team Building: A WorkSmart Book*. New York, NY: AMACOM, a division of the American Management Association.

Snyder, Monteze M. (2001). *Building Consensus: Conflict and Unity*. Earlham Quaker Foundations of Leadership Program, Earlham College, Drawer 97, 801 National Road West, Richmond, IN, 47374-4094, [www.earlham.edu/~consense](http://www.earlham.edu/~consense); Earlham Press.

Susskind, Lawrence and Sarah McKernan and Jennifer Thomas-Larmer. (1999). *The Consensus Building Handbook: A Comprehensive Guide to Reaching Agreement*. Thousand Oaks, CA., London, UK, and New Delhi, India: SAGE Publications, Inc.

### CARE Partnering Literature

Available at <http://www.kcenter.com/phls>.

Burke, Marshall. (1997). *CARE USA's Program Division Partnership Manual*.

Larson, Brian. (2001). *Financial, HR and Administrative Aspects of Partnerships*.

Stuckey, Joseph, Barbara Durr and Gwen M. Thomas. (2001). *Partnership Principles: What We Have Learned About Partnering and Institutional Capacity Building Concepts*.

Stuckey, Joseph, Barbara Durr and Gwen M. Thomas. (2001). *Promising Practices: A Case Study Review*

*of Partnership Lessons and Issues, What We are Learning in CARE.*

Stuckey, Joe. (1995). *Structuring for Flexibility: Options for Providing Technical Support to Partnering Projects in CARE.*

Stuckey, Joe, Gwen Thomas and Patricia Salgado. (1995). *Steps to Partnering, A Process Guide.*

Thomas, Gwen M. (2000). *Partnership and Institutional Capacity Building Bibliographic Resources.*

## Websites

CARE PHLS – Partnership and Household Livelihood Security. This website makes available documents on conceptual approaches, tools and methods, case studies and lessons learned in the areas of Household Livelihood Security, Food Resources, Design, Monitoring and Evaluation, and Partnership. It contains related documents on the rights-based approach (RBA), civil society, and the environment. <http://www.kcenter.com/phls>.

CGIAR – Consultative Group on International Agricultural Research / Organisational Change Program. Has resources on collaborative alliances and knowledge management. <http://www.orgchange.org>.

DEC – Development Experience Clearinghouse. Over 12,000 USAID documents, including partnering strategies and lessons. <http://www.dec.org>.

INTRAC – International NGO Training and Research Centre. Has practical resources on partnering and civil society. [www.intrac.org](http://www.intrac.org).

PACT Partnership Project. Has a partnering and capacity building publications list. [www.pactworld.org](http://www.pactworld.org).

Partnerships On-Line. This is an excellent source of "how-to-partner" publications. They can be downloaded on-line. [www.partnerships.org.uk/part/](http://www.partnerships.org.uk/part/).

PRIA – Society for Participatory Research in Asia. Has resources for community self-help and capacity building. [www.pria.org](http://www.pria.org).

PWBLF – Prince of Wales Business Leaders Forum. Extensive resources on partnering for corporate social responsibility, including partnerships between public, private, and non-profit organizations. [www.pwblf.org](http://www.pwblf.org).

## Journals

The following journal is a recommended resource for a range of issues related to partnership and civil society strengthening.

Eade, Deborah, editor. *Development in Practice*. Website: [www.developmentinpractice.org](http://www.developmentinpractice.org).

## Building Relationships Across Work Units

Definition	
Developing and using collaborative relationships to facilitate the accomplishment of work goals across work units. <a href="#">Click here for associated skills and behaviors.</a>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Look for opportunities to build good working relationships with other people.</li> <li>▪ Establish good interpersonal relationships by helping people feel valued, appreciated, and included in discussions (enhance other people's self-esteem, involve them, empathize with their thoughts and feelings, disclose your own, and offer support).               <ul style="list-style-type: none"> <li>• Show respect for others (see Respect).</li> <li>• Demonstrate that you value diversity (see Diversity).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Avoid all temptation to speak in ways that downplay the value of others. If you hear other persons doing so, ask them to stop or re-direct the conversation.</li> <li>▪ Reach out and offer to include others, in social as well as work situations.</li> <li>▪ When people express unusual points of view (or oppose your own), ask them to explain their views further and listen to fully understand.</li> <li>▪ Look for opportunities to respectfully suggest actions that will help others complete their work more easily, or meet their goals.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Help clarify situations.               <ul style="list-style-type: none"> <li>• Help build understanding and agreement by providing relevant information.</li> <li>• Ask other people what they know that will help clarify the situation.</li> </ul> </li> <li>▪ Help provide and enhance good ideas.               <ul style="list-style-type: none"> <li>• Contribute your own ideas about the issues at hand.</li> <li>• Listen for original ideas offered by others, and do what you can to ensure they are heard. Ask other people for their ideas and encourage them to explain further.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Watch for situations where people are misunderstanding or disagreeing about something because they lack important information. Try different approaches:               <ul style="list-style-type: none"> <li>• Find and provide the missing information yourself.</li> <li>• Ask the people present if they know something that will help clarify the situation. Ask them to share what they know.</li> <li>• If those who have the greatest knowledge about the situation aren't present, suggest the discussion be tabled until they can be consulted.</li> </ul> </li> <li>▪ Identify your own criteria for an "original" idea.</li> <li>▪ Listen with respect to other people and give their ideas serious consideration. Use active listening and questioning skills to be sure you (and others present) understand.</li> </ul>
<ul style="list-style-type: none"> <li>▪ When meeting or working with others, spend more time focusing on the group's goals than you do on your own particular interests.</li> <li>▪ Work to build agreements. Help others gain acceptance for their ideas, and encourage people to move from discussion to taking action.</li> <li>▪ Provide a well-thought-out rationale to explain the value of actions you want people to take, or to support others in getting their ideas acted upon.</li> </ul>	<ul style="list-style-type: none"> <li>▪ When meeting with people from other work units:               <ul style="list-style-type: none"> <li>• Go out of your way to ask others about their goals and interests, and work to remember them.</li> <li>• Then work to ensure that the needs of both the group and the organization are satisfied.</li> </ul> </li> <li>▪ Work with someone you can trust who is objective.               <ul style="list-style-type: none"> <li>• Identify one or two things you have done recently, and practice explaining to this person why you did them.</li> <li>• Practice until you can explain clearly and without defensiveness.</li> </ul> </li> </ul>

## Developmental Resources

### Workshops

If you find workshops a good way for you to learn and develop, and there are funds available, look for classes or workshops that address the following:

- Working in collaboration with others
- Building positive work relationships
- Task force or team skills
- Networking skills
- How to influence others
- How to work with people who have different styles
- Dealing with difficult people.

### Books

The following books are resources on building good working relationships:

Bolton, R. & D. G. (1996) *People Styles at Work: Making Bad Relationships Good and Good Relationships Better*. Publisher: AMACOM. ISBN 0814477232.

Maisel, Eric. (2001) *20 Communication Tips at Work: A 30-Minute Guide to Successful Business Relationships*. Publisher: New World Library. ISBN 157731128.

Hargrove, Robert A. (1997) *Mastering the Art of Creative Collaboration*. New York: McGraw-Hill Professional.

Lyles, Dick. (2000). *Winning Ways: 4 Secrets for Getting Great Results by Working Well With People*. Publisher: Penguin Putnam, Inc.

Parikh, Jagdish. (2001). *Managing Relationships: Having a Life While Making a Living*. Capstone Publishers. ISBN 1900961180.

## Collaboration

Definition	
<p>Working effectively and cooperatively with others toward shared objectives; establishing and maintaining principle-centered working relationships. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Work to establish and maintain good interpersonal relations with others.               <ul style="list-style-type: none"> <li>• Show respect for others (See <a href="#">Respect</a>).</li> <li>• Demonstrate that you value diversity (see <a href="#">Diversity</a>).</li> <li>• Whenever possible, offer ideas and suggestions for how to achieve others' objectives, particularly those shared by the group.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ When people express points of view that are unusual or even in opposition to your own, ask them to explain their views further and listen to fully understand.</li> <li>▪ Ask others about their objectives and interests, and work to remember them.</li> <li>▪ Look for opportunities, both day-to-day and in meetings, to suggest actions that will help others accomplish their objectives.</li> </ul>
<ul style="list-style-type: none"> <li>▪ When meeting or working with others, spend more time focusing on team or organizational objectives than you do on your own particular interests.</li> <li>▪ When a group you are part of makes a decision that you do not completely agree with, support that decision anyway and help to get it implemented.</li> <li>▪ Be willing to give or share credit for accomplishments with other people, whoever they are.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In meetings with people outside your immediate work group:               <ul style="list-style-type: none"> <li>• Initiate or encourage discussion of how the meeting relates to the organization's objectives.</li> <li>• Work to ensure that the needs of both the organization and the meeting participants are satisfied.</li> </ul> </li> <li>▪ If you are in a meeting where a group is making a decision you do not agree with:               <ul style="list-style-type: none"> <li>• State your concerns clearly and early enough in the discussion that your views can be taken into account.</li> <li>• If the group still makes a decision you don't agree with, ask what the group needs from you to support the decision.</li> <li>• Ask someone to clearly state the group's reasons for the decision so you can pass the reasoning along when you are questioned about it.</li> <li>• Use the reasons the group provided to respond when you need to discuss the decision with others. Deliver the explanation in a clear and neutral way.</li> </ul> </li> </ul>

Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Offer to help others accomplish tasks, even if you are not formally responsible for the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Use daily conversations to show an interest in other people’s work assignments and challenges.</li> <li>• Think about whether you have resources or contacts that would be useful to them.</li> <li>• If you have resources to share (e.g. an expert staff member’s time and ability), decide how much you can spare and be clear about that when you make the offer.</li> <li>• Think about whether your particular expertise and experience could be helpful.</li> </ul>

Developmental Resources
<p><b>Workshops/E-Learning</b></p> <p>If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for classes or workshops that address the following:</p> <ul style="list-style-type: none"> <li>▪ Working in collaboration with others.</li> <li>▪ Using positive politics at work.</li> <li>▪ Task force or team skills.</li> <li>▪ Networking skills.</li> <li>▪ How to influence others.</li> </ul> <p><b>Books</b></p> <p>The following books are resources on collaboration:</p> <p>Bennis, W.G. and Biederman, P.W. (1998) <i>Organizing Genius: Secrets of Creative Collaboration</i>. Reading, MA:Perseus Press.</p> <p>Hargrove, Robert A. (1997) <i>Mastering the Art of Creative Collaboration</i>. New York: McGraw-Hill Professional.</p> <p>Straus, David. (2002) <i>Making Collaboration Work</i>. San Francisco: Berrett Koehler.</p> <p>Linden, Russel M. (2002). <i>Working Across Boundaries: Making Collaboration Work in Government and Nonprofit Organizations</i>. San Francisco, CA:Jossey-Bass: ISBN: 0787964301.</p> <p>Lyles, Dick. (2000). <i>Winning Ways: 4 Secrets for Getting Great Results by Working Well with People</i>. Publisher: Penguin Putnam, Inc.</p>

## Communicating with Impact

Definition	
<p>Clearly conveying information and ideas through a variety of media to individuals or groups in a manner that engages the audience and helps them understand and retain their message. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Communicate with impact by:               <ul style="list-style-type: none"> <li>• Conveying ideas and information clearly and logically.</li> <li>• Adjusting your words or terminology for different people to ensure they understand.</li> </ul> </li> <li>▪ Use tact and sensitivity when communicating information to others. Some examples are:               <ul style="list-style-type: none"> <li>• Discuss personal information or feedback in a private setting.</li> <li>• Avoid delivering bad news when the timing is clearly poor for the recipient.</li> <li>• Do not use email for sensitive messages. Whenever possible, make an appointment to speak in person, or if distance is an issue, by phone.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Observe an effective communicator. Make notes of the skills this person uses and ask him or her for tips on how to learn these.</li> <li>▪ Participate on committees, task forces, and/or cross-divisional projects. Take opportunities to provide written reports and/or oral presentations.</li> <li>▪ Ask a manager, peer, and/or a direct report to give you feedback on your current use of tact and sensitivity when you communicate information to others. Ask them to focus particularly on how you handle giving bad news or corrective feedback.</li> <li>▪ Determine what is most important for you to change in order to make your use of tact and sensitivity appropriate for the demands of your job. This might mean you need to be more tactful, or that you need to be more blunt and forthright.</li> </ul>
<ul style="list-style-type: none"> <li>▪ When communicating orally:</li> </ul>	<ul style="list-style-type: none"> <li>▪ When you sense your emotions are rising in a discussion, pause, and concentrate on controlling yourself before proceeding. If necessary, take a break and continue the discussion later.</li> <li>▪ Audiotape or videotape yourself making a presentation. Listen to what you say and watch how you express yourself.</li> <li>▪ Before a presentation:               <ul style="list-style-type: none"> <li>• Identify the listeners' needs and list questions and objections that might arise.</li> <li>• Outline what you want to say; include an opening and closing that you can practice.</li> <li>• Practice using gestures to dramatize a point and make your presentation more visually interesting.</li> </ul> </li> <li>▪ When you can't answer a question or don't understand what a speaker is saying, say so or ask the audience for its understanding and ideas.</li> <li>▪ Join organizations that help you develop speaking skills (e.g., Dale Carnegie, Toastmasters International).</li> <li>▪ Prepare a feedback form, and ask listeners to evaluate your presentation.</li> </ul>

Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ When communicating in writing use the style and grammar that is appropriate to the style of document (e.g., informal for email, formal for a technical report).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keep a dictionary and thesaurus handy for checking definitions and looking up new words.</li> <li>▪ Ask a manager or respected colleague to help you collect excellent examples of the kinds of documents you are expected to produce: reports, summaries, letters, and so on. Find examples by excellent communicators who write with the style and grammar that are appropriate to each type of document.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Use good listening skills, including paying attention to non-verbal clues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Limit distractions, maintain eye contact, and stay focused on understanding the speaker's message.</li> <li>▪ Ask questions, then paraphrase and summarize to check that you have understood the other person correctly.</li> <li>▪ Do not assume that you understand what the speaker means. Ask clarifying questions to find out the other person's complete message (feelings and content).</li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for classes or workshops that address the following:

- Public speaking.
- Presentation skills.
- Business writing skills.
- Report writing.
- Active listening skills.
- Courses in the business culture and etiquette of the country where you are working, or where you will be stationed soon.
- Understanding the process and problems of communication.
- Identifying common barriers to communication.
- Communicating in a way that builds relationships and minimizes negative reactions.
- Analyzing the situation and audience so you can tailor your communication appropriately.
- Using your words and body to convince and persuade.

### Books

The following books are resources on communicating with impact:

Bailey, E.P. (2001). *Writing & Speaking at Work: A Practical Guide for Business Communication* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Berkley, S. (1999). *Speak to Influence: How to Unlock the Hidden Power of Your Voice*. Englewood Cliffs, NJ: Campbell Hall Press.

Booher, D. (2001). *E-Writing: 21st Century Tools for Effective Communication*. New York: Pocket Books.

Collins, J. (1999). *Perfect Presentations: The Essential Guide to Thinking and Working Smarter*. New York: AMACOM.

Harkins, P.J. (1999). *Powerful Conversations: How High-Impact Leaders Communicate*. New York: McGraw-Hill.

Kearny, L. (1995). *Graphics for Presenters: How to Get Your Ideas Across*. Crisp Publications ([www.crisplearning.com](http://www.crisplearning.com)).

McKenna, C. (1998). *Powerful Communication Skills: How to Communicate with Confidence*. Franklin Lakes, NJ: Career Press.

Roman, K., & Raphaelson, J. (2000). *Writing That Works* (3rd ed.). New York: Quill.

Stockard, O. (1999). *The Write Approach: Techniques for Effective Business Writing*. San Diego, CA: Academic Press.

Zelazny, G. (2001). *Say It with Charts: The Executive's Guide to Visual Communication* (4th ed.). New York: McGraw-Hill.

## Customer Oriented

Definition	
<p>Making customers and their needs a primary focus of one’s actions; developing and sustaining productive customer relations. A customer is defined as any person inside or outside the organization with whom you have a service relationship. It includes supervisors and other employees. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Actively seek information to help you understand customers’ circumstances, their problems, their needs, and their expectations.</li>   <li>▪ Educate customers by sharing information with them. Help to build their understanding of issues and of CARE’s capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ List your customers – all people for whom you provide a service. For each important customer:                             <ul style="list-style-type: none"> <li>• List who <i>their</i> customers are – who do <i>they</i> have to satisfy? This will tell you a lot about what your customer’s needs and problems are. Consult with others to refine your list.</li> <li>• Use your list to ask your customers what you got right, and what you have missed.</li> </ul> </li>   <li>▪ When you are unable to provide all that your customer expects, explain what issues or constraints prevent your unit or CARE from being able to meet them. Practice this with a colleague first.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Build rapport and cooperative relationships with customers.                             <ul style="list-style-type: none"> <li>• Establish mutual respect.</li> <li>• Set the groundwork for cooperation by supporting customers’ needs and goals.</li> </ul> </li> <li>▪ Acknowledge your mistakes right away and take remedial action.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show respect for all individuals (see Respect).</li> <li>▪ Go out of your way to ask customers about their needs and goals, and remember them.</li> <li>▪ Look for opportunities to suggest actions that will help your customers meet their needs and goals.</li> <li>▪ Discuss with a trusted colleague the occasions when people have won your respect by acknowledging mistakes, and vice versa.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Before implementing new plans or actions, consider how they will affect your customers</li>   <li>▪ When customer needs or problems arise, act quickly to resolve them.</li>   <li>▪ When possible, proactively avoid customer problems by looking ahead.</li> <li>▪ Based on customer feedback plus your knowledge of CARE’s vision and values, propose improvements to CARE policy, processes or procedures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To the extent possible, discuss new plans, policies or procedures with the customers who will be affected. Work with them to identify both problems and benefits of the new approach, and collaboratively address problems as needed.</li>   <li>▪ When customers identify a need or a problem, do something right away to address it: at the very least, acknowledge it and say when it will be resolved. Use your own knowledge, your colleagues, manager and internal network to find quick, practical solutions. Be realistic in your promises. If resolving the issue will require time, create a tickler file so it isn’t forgotten. Keep the customer informed of progress.</li> <li>▪ Identify opportunities to do something beyond what a customer expects.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Set up a customer feedback system to monitor and evaluate how well you and your work area are handling:                             <ul style="list-style-type: none"> <li>• Customer concerns and issues</li> <li>• Providing satisfaction</li> <li>• Anticipating customer needs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Regularly ask customers what you are doing that is helpful to them, and what could be improved. Also ask what needs are on the horizon for them, so you can anticipate what will need to be done.</li>   <li>▪ Keep a tickler file on customer requests, fulfillments, and problems in order to track what you promised and what they received.</li> </ul>

## Developmental Resources

### Workshops

If you find workshops a good way for you to learn and develop, and there are funds available, look for classes or workshops that address the following:

For Employees at all levels:

- General skills in active listening and building rapport with others
- Specific skills in listening to customers, establishing rapport, identifying needs, handling complaints, and confirming customer satisfaction
- Discussing ways to improve service
- Managing customer relationships.

For Managers and Supervisors:

- Keeping customer service standards and techniques as a priority throughout the organization
- Using effective leadership, communication, and listening skills
- Coaching and supporting direct reports in service activities.

### Books

The following books are resources on Customer Orientation:

Anderson, K. and Zemke, R. (1998) *Delivering Knock Your Socks Off Service*. Publisher: AMACOM. ASIN: 0814479707.

Karten, N. and Wienberg, G. M. (1994) *Managing Expectations: Working With People Who Want More, Better, Faster, Sooner, Now!* Publisher: Dorset House. ISBN: 0932633277.

Griffiths, Andrew (2003) *101 Ways to Really Satisfy Your Customers*. Publisher Allen & Unwin Pty., Limited. ISBN: 1865087440.

Linden, Russell M. (2002). *Working Across Boundaries: Making Collaboration Work in Government and Nonprofit Organizations*. San Francisco, CA: Jossey-Bass. ISBN: 0787964301.

Morgan, Rebecca L. (1996) *Calming Upset Customers (The 50-Minute Series)*. Menlo Park, CA: Crisp Publications. ASIN: 1560523840. ([www.crisplearning.com](http://www.crisplearning.com))

## Negotiation

Definition	
<p>Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties, and builds collective support or agreement. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Recognize when it is both necessary and appropriate to negotiate with another party.</li> <li>▪ Identify where you and the other party agree, and where you disagree.                             <ul style="list-style-type: none"> <li>• Use agreement to build common ground.</li> <li>• Use disagreements in a constructive manner to focus the discussion.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify a situation at work where you need to negotiate with someone in order to accomplish some part of your job (for example, negotiating for information, resources or for their support).</li> <li>▪ Working either independently or with someone whose judgment you have confidence in:                             <ul style="list-style-type: none"> <li>• List the areas where you believe you and the other party agree and disagree.</li> <li>• Use a resource like “Getting to Yes” to plan your meeting with the other party.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>▪ Keep the discussions focused.                             <ul style="list-style-type: none"> <li>• Focus foremost on the objectives of the organization, the needs of both parties, and areas of disagreement.</li> <li>• Discuss feelings and perceptions as legitimate information.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Prepare yourself to handle possible objections, think through explanations about the benefits.</li> <li>▪ Based on your planning, above, hold a meeting to negotiate for what you need (e.g., support or resources).</li> <li>▪ Be sure to state what you want from the negotiation simply and clearly, and ask what the other party wants. Listen carefully and ask good questions. Write both sets of stated needs on a chart. Identify areas of agreement and disagreement.</li> <li>▪ During the meeting, work on maintaining a good working relationship as well as trying to move toward both of your objectives.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Find one or several alternatives that best achieve the objectives of the organization and the needs of the parties involved.                             <ul style="list-style-type: none"> <li>• Expand the possible solutions by having all parties brainstorm options.</li> <li>• Work together to evaluate and prioritize the options. Use CARE’s vision, mission, and values as evaluation and/or selection criteria.</li> <li>• Improve the preferred alternatives by refining and augmenting them so the needs of CARE and of each party can be met.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask someone who is good at win-win negotiation to work with you as a model or as a coach.</li> <li>▪ If you feel you are ready, conduct a negotiation meeting yourself.</li> <li>▪ After the meeting, evaluate whether you got what you needed, whether the other person also got what s/he needed, and how well you were able to follow your plan.</li> </ul>

Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Build support in the organization for the alternative(s) that were successfully negotiated (see <a href="#">Building Commitment</a>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ When the negotiation meeting is over, do everything you can to honor your side of the agreement and support the other party.</li> <li>▪ If the other party has not honored their negotiated agreement, discuss the issue with the individual and the implications of their actions.</li> <li>▪ Think of who else needs to know about the agreements you have both made, and who besides the two of you will need to support them. Take the initiative to communicate with all parties concerned in a prompt and positive way.</li> <li>▪ Even if the agreements didn't end up exactly the way you wanted them, maintain a positive and supportive attitude when speaking of it and encourage other people to cooperate.</li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for opportunities that address the following:

- How to identify and work with different sources of personal power and influence.
- Win-win negotiation skills.
- Sales skills such as: asking good questions, listening, uncovering needs, explaining benefits and handling objections.
- How to influence others.

### Books

The following books are resources on negotiation:

Fisher, R. and Ury, W. (1991). *Getting to Yes: Negotiating Agreement Without Giving In*. New York: Penguin USA

(Note to CARE readers: this slim paperback is still THE resource on negotiation. Using a win-win approach developed by the Harvard Negotiation project, it has been used in Camp David and around the world.)

Kozicki, Stephen. (1998). *Creative Negotiating: Proven Techniques for Getting What You Want from Any Negotiation*. Holbrook, Massachusetts: Adams Media.

***If you find worksheets helpful:***

Fisher, R. and Ury, D. (1995). *Getting Ready to Negotiate: The Getting to Yes Workbook*. New York: Penguin USA.

***If you must negotiate where your working relationship with the other party is difficult or at risk:***

Fisher, R. and Brown, S. (1989). *Getting Together: Building Relationships as We Negotiate*. New York: Penguin USA

***If you must negotiate in a hostile or highly confrontational situation:***

Ury, W. (1991). *Getting Past No: Negotiating Your Way from Confrontation to Cooperation*. New York: Penguin USA.

# Leading Change

## Facilitating Change

Definition	
<p>Encouraging others to seek and act upon opportunities for different and innovative approaches to addressing problems and opportunities; critically analyzing evolving and fluid situations; facilitating the implementation and acceptance of change within the workplace; actively engaging with resistance to change. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Challenge yourself and others to review and question the effectiveness of the status quo.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brainstorm with others and identify a list of things that could be done differently in your unit. Ask everyone not to judge the ideas until the end of the brainstorming session.</li> <li>▪ Think about whether your actions are consistent with your message about change. For example, do you ask others to question established work practices but continue to reward those who don't examine new ways of doing things or accept new ideas?</li> </ul>
<ul style="list-style-type: none"> <li>▪ Encourage and support new and innovative thinking.               <ul style="list-style-type: none"> <li>• Remain open to others' ideas.</li> <li>• Encourage diverse thinking.</li> <li>• Recognize and reward useful ideas and changes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Reward innovation even if a venture is unsuccessful. Seek to have all learn from these efforts.</li> <li>▪ Provide opportunities for the team or the organization to learn from external people who have different ideas and experience.</li> <li>▪ Brainstorm and explore options with people when they say something can't be done. Encourage them to think imaginatively.</li> <li>▪ Set up formal and informal ways to reward people for embracing change.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Model good change management behavior by:               <ul style="list-style-type: none"> <li>• Proactively discussing change and the benefits of change when appropriate.</li> <li>• Cooperating with change efforts throughout CARE by taking appropriate action and speaking positively about change.</li> <li>• Offering to lead or help lead change efforts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Observe others at CARE who identify opportunities for change and manage the change process effectively. Identify strategies you can use.</li> <li>▪ Ask for feedback from others who have direct knowledge of your effort to manage change.</li> <li>▪ Assess your own actions during past changes. Evaluate what you did successfully to manage the change.</li> </ul>

Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Clarify direction and smooth the process of change:               <ul style="list-style-type: none"> <li>• Explain the need for change, along with the objectives and intent behind a change effort.</li> <li>• Reduce complexity.</li> <li>• Avoid or minimize contradictions.</li> <li>• Provide encouragement and support during a long, complex or painful change process.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Think of ways to explain the benefits of change to head off resistance.</li> <li>▪ Formulate a clear, simple way to communicate the purpose of a change and its process.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Act to reduce peoples' resistance to change:               <ul style="list-style-type: none"> <li>• Find out what is causing resistance to a change.</li> <li>• Help individuals understand and overcome their own reluctance to change.</li> <li>• Identify what particular aspect of change is most difficult for those involved.</li> <li>• Show empathy for people who are experiencing loss because of a change.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Assess your own reactions to past changes. Evaluate what caused your resistance, and how you successfully overcame it.</li> <li>▪ List those who will be affected by change and note how they will be affected. Think of ways to make them feel comfortable with change.</li> <li>▪ Plan ways of listening and responding with empathy to people who will lose status or authority due to a change.</li> <li>▪ Address concerns that grow out of anxiety created by change.</li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for opportunities that address the following:

- Rewarding people for their ideas.
- Dealing with resistance to change.
- Communicating complex messages in a clear, simplified manner.
- Evaluating all ideas before making a decision.
- Involving others in developing solutions.
- Rewarding and retaining talent during change.

### Books

The following books are resources on initiating action:

Anderson, D. and Anderson, L.A. (2001). *Beyond Change Management: Advanced Strategies for Today's Transformational Leaders*. San Francisco: Jossey-Bass/Pfeiffer.

Anderson, L.A. (2001). *The Change Leader's Roadmap*. San Francisco: Jossey-Bass/Pfeiffer.

Axelrod, R.H. (2000). *Terms of Engagement: Changing the Way we Change Organizations*. San Francisco: Berrett-Koehler.

Bennett, J.L. (2000). *Leading the Edge of Change: Building Individual and Organizational Capacity for the Evolving Nature of Change*. Mooresville, NC: Paw Print Press.

Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco: Jossey-Bass.

Gorman, C.K. and Manber, B. (1993). *Adapting to Change: Making It Work for You*. Crisp Publications ([www.crisplearning.com](http://www.crisplearning.com)).

Hultman, K. (1998). *Making Change Irresistible: Overcoming Resistance to Change in Your Organization*. Palo Alto, CA: Davies-Black.

Kouzes, J. and Posner, B.Z. (1999) *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others*. San Francisco: Jossey-Bass Management Series.

Laszlo, C., & Laugel, J. (2000). *Large Scale Organizational Change: An Executive's Guide*. Boston: Butterworth-Heinemann.

Pendlebury, J., Meston, F., & Grouard, B. (1998). *The Ten Keys to Successful Change Management*. Chichester, NY: Wiley.

Scott, C.D. and Crisp, M. (1995). *Managing Change at Work: Leading People through Organizational Transitions*. Crisp Publications ([www.crisplearning.com](http://www.crisplearning.com))

## Leading Through Vision & Values

Definition	
<p>Keeping CARE’s vision, mission and values at the forefront of decision-making and action; passionately advancing CARE’s strategies. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Refer to CARE’s vision, mission, and values when you talk about initiatives, problems, and priorities. Incorporate them into the way you communicate recommendations for action.</li> <li>▪ Help individuals see how their work supports the organization’s vision, mission, values, and objectives.</li> <li>▪ As appropriate, help individuals understand CARE’s vision, values, and mission. Make sure anyone reporting to you understands them, and can talk about them to others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify how your work relates to the vision and values, and explain it to a colleague. Ask them how their work relates. After you have practiced, have the same discussion with your manager.</li> <li>▪ Whenever you discuss work initiatives or problems, discuss how they relate to the mission, vision and values. Do this in group meetings as well as individual conversations.</li> <li>▪ Think about whether your actions are consistent with your message about the mission, vision and values. For example, do you ask others to link their work to the vision, but continue to focus your attention on old priorities?</li> </ul>
<ul style="list-style-type: none"> <li>▪ When you advocate a course of action, express your recommendations in terms of the mission, vision and values.</li> <li>▪ When you assign work to others, relate the assignment to the mission, vision and values.</li> <li>▪ Recognize and reward your staff members when they do things that support the mission, vision and values.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the vision, mission and values to communicate the reasons for making work assignments and establishing priorities.</li> <li>▪ Pay attention to others’ actions, and speak up to acknowledge them when they do something to support the mission, vision and values. Develop ways to reward and recognize your subordinates when they do this.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Use CARE’s mission, vision and values to shape your own work and set your priorities.                             <ul style="list-style-type: none"> <li>• Consider them in deciding what to do on a long, intermediate and short-range basis.</li> <li>• Communicate your decisions and priorities to others by explaining them in terms of the mission, vision and values.</li> <li>• When you must make difficult decisions, use the mission, vision and values to help you decide. If priorities seem unclear seek to have them clarified by your manager.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Learn the mission, vision and values well enough to relate them to your work and any programs you are involved in. Develop a habit of discussing them with your manager, peers and subordinates.</li> <li>▪ Each time you make a decision or assign a priority, first explain it to yourself in terms of the mission, vision and values. Then use this language to communicate your decisions to others.</li> <li>▪ If priorities seem unclear, express your dilemma in terms of the mission, etc. and seek to have them clarified by your manager.</li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for opportunities that address the following:

- How to communicate mission, vision and values.
- Providing visionary leadership.
- How to inspire people through the use of analogies, metaphors and stories.
- How to motivate and/or inspire others.
- How to recognize and reward values-based behavior.

### Books

The following books are resources on leading through vision and values:

Bilanich, Bud. (2000). *Using Values to Turn Vision into Reality*. Publishers: iUniverse, Inc.

Block, Peter. (2001). *The Answer to How Is Yes: Acting on What Matters*. San Francisco: Berrett-Koehler.

Block, Peter. (1993). *Stewardship: Choosing Service Over Self-Interest*. San Francisco: Berrett-Koehler.

Davidson, Hugh. (2002). *The Committed Enterprise: How to Make Vision and Values work*. Publishers: Butterworth-Heinemann.

Greenleaf, R.K. and Spears, L.C. (2002). *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. Paulist Press.

Harvey, E.L. and Lucia, A. (1995). *Walk the Talk: And Get the Results You Want*. Performance Publishing Company.

Hunt, Michelle. (1998). *Dreammakers: Turning Vision and Values into Reality*. Consulting Psychologists Press.

Kouzes, J. and Posner, B.Z. (1999) *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others*. San Francisco: Jossey-Bass Management Series.

## Political Acumen

Definition	
<p>Understanding the socio-cultural, historical, political, and economic context within which CARE operates; integrating understanding of the organization's global approach with awareness of global trends. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Build and maintain a good basic understanding of local, regional and global issues that relate to your job, your current posting, the programs that you are involved in, and CARE’s work.</li> <li>▪ Before you make a decision, analyze the political/cultural context and assess how your decision will impact and be impacted by the realities of the situation (local, regional, and if relevant, international).</li> <li>▪ Demonstrate by your words and actions that you understand the forces that shape the actions of program participants, local governments, donors, and other stakeholders. Find opportunities to discuss these forces with your subordinates, peers, and management.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keep up with world news events through a combination of media sources (e.g. radio, newspapers, websites, and television). Choose one or two periodicals that summarize current global events. Read them consistently (See Resources for suggestions). Compare and contrast the different reports.</li> <li>▪ Include processes for analyzing the political and cultural context of a decision, separate from the technical and logical considerations that you usually consider. (Note: this is for use on non-routine decisions, not for every decision you make.)</li> <li>▪ In discussions about CARE’s work, ask questions about how the political and/or cultural context will influence the outcome.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Stay up-to-date on current events around the globe, particularly those that may impact CARE. Find opportunities to discuss them your subordinates, peers, and management.</li> <li>▪ Stay up-to-date on CARE’s strategies and continually examine the implications of external events.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Identify and seek to understand key power/political relationships as an important input to understanding your work, building relationships, and assisting you with the decision-making process. (Note: this does not mean abandoning a values-based approach, it just means understanding the organizational dynamics.</li> <li>▪ Demonstrate in your actions and your speech that you are sensitive both to cultural and to power/political issues around you, and in the communities and partner organizations you operate with.</li> <li>▪ Show that you understand the local, national and global implications of actions taken, particularly those taken by CARE.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Find a person you see as “politically savvy” and ask them to mentor and advise you in understanding power and political relationships. Analyze not only CARE but the communities and the partner organizations you work with.</li> <li>▪ Familiarize yourself with one of the research-based models for analyzing culture (e.g. the Trompenaars model and data base). Use it to identify your own cultural preferences, and then the preferences of the cultures you work with.</li> <li>▪ Each time you make a decision or take an action that will affect others, incorporate what you have learned about the political and cultural context into both your thinking and your actions.</li> <li>▪ If decisions are announced that seem to ignore important political or cultural issues, find a discreet, private way to ask your management to clarify the decision and its ramifications.</li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for classes or workshops that address the following:

- How to identify and work with different sources of personal power.
- A “power lab” that explores the dynamics, uses and abuses of power.
- Marketing skills.
- How to influence others.
- How to do journalistic research.
- Courses in the history and culture of the country where you are working, or where you will be stationed soon.

### Books

The following books are resources on political acumen:

#### *Organizational Politics*

Buchanan, D. A. and Badham, R.J. (1999). *Power, Politics and Organizational Change: Winning the Turf Game*. Corwin Press.

Deluca, Joel R. (1999). *Political savvy: Systematic Approaches to Leadership Behind the Scenes*. Publisher: The Evergreen Business Group.

Wood, Karen G. (2000). *Don't Sabotage Your Success! Make Office Politics Work*. Enlightened Concepts Publishing.

#### *Global Politics and Culture*

Friedman, Thomas L. (1999). *The Lexus and the Olive Tree*. New York: Farrar Straus Giroux.

O'Hara-Devereaux, M., Johansen, R. and the Institute for the Future. (1994). *Global Work: Bridging Distance, Culture & Time*. San Francisco: Jossey-Bass. (Note to CARE readers: this is a book on integrating work, culture, and technology to get things done. Despite some business language and examples in the book, Mary O'Hara Devereaux did much work with education and community development in South and Central America.)

Trompenaars, F. and Hampden-Turner, C. (1998). *Riding the Waves of Culture: Understanding Diversity in Global Business*, 2<sup>nd</sup> ed. New York: McGraw-Hill.

### Periodicals

The following periodicals are good resources for keeping an eye on current international events:

*The Economist*: an outstanding all-around journal that has been called “the best all-around source of information on what is happening in the world.”

*Foreign Affairs*: a journal of thought about international relations.

*The Manchester Guardian Weekly*: a British journal that draws news stories from three important and interesting newspapers: the Manchester Guardian, Le Monde, and the Washington Post.

## Strategic Decision Making

Definition	
<p>Establishing and supporting a course of action to achieve CARE’s long-range objectives or vision after developing alternatives based on logical assumptions, contextual and systems analysis, available resources, constraints, and organizational values. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Plan strategies for achieving (or contributing to) CARE’s vision and long-range objectives:                             <ul style="list-style-type: none"> <li>• Generate ideas, options, and alternatives.</li> <li>• Set criteria (cost, risk, impact).</li> <li>• Select best option(s).</li> <li>• Identify &amp; evaluate barriers to implementation.</li> </ul> </li> <li>▪ Work with others to develop implementation plans.</li> <li>▪ Check new initiatives/plans against CARE’s vision and values and against other initiatives currently underway. Determine if they are in conflict. Also check whether they would be better achieved by being combined, or worked in partnership.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask your manager for a role in your organization’s planning processes (or similar process).</li> <li>▪ If you are responsible for establishing strategic direction, test your approach with people who have been successful in similar areas.</li> <li>▪ Identify strategies within your office/work unit and investigate what went right and wrong with them.</li> <li>▪ List the sources you must consult with before developing alternative strategies.</li> <li>▪ List alternatives before selecting the most appropriate strategy or strategies. Consider potential negative outcomes.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Recommend and be an advocate for the strategies you have developed.</li> <li>▪ Work to influence others to adopt and work toward the strategies.</li> <li>▪ Review, evaluate and discuss strategies others have recommended.</li> <li>▪ When recommending and/or evaluating strategies, keep linking them back to CARE’s vision, values and long-range objectives.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look for opportunities to work with senior management during annual planning periods when strategic direction will be discussed.</li> <li>▪ Involve internal or external partners during the early stages of establishing a strategic direction.</li> <li>▪ Participate in start-up or new program development opportunities in which your partners will be involved in establishing strategic direction.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Develop an implementation/project plan (or assist in its development).                             <ul style="list-style-type: none"> <li>• Involve stakeholders in planning.</li> <li>• Identify key action steps (including change management).</li> <li>• Identify key resources required.</li> <li>• Identifies risks and contingency actions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Write the key elements associated with a strategic direction and systematically evaluate them during the implementation.</li> <li>▪ Use a checklist during the implementation to ensure that you’ve covered everything.</li> <li>▪ Identify possible barriers to implementing your strategies and how to overcome them.</li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for opportunities that address the following:

- Basic principles of setting strategy.
- Translating vision into action.
- Large-scale change efforts.
- Product realization efforts.
- Role of business partners or customers in establishing strategic direction.
- Generating, considering, and evaluating alternatives.
- Tracking and monitoring progress.
- Systematic use of planning skills in establishing strategic direction.
- Determining the ROI (Return on Investment) of selected strategies.
- Evaluating threats and opportunities associated with strategy selection.

### Books

The following books are resources on initiating action:

Aaker, D.A. (2001). *Developing Business Strategies* (6th ed.). New York: John Wiley & Sons.

Bryson, J.M. and Alston, F.K. (1996). *Creating and Implementing Your Strategic Plan: A Workbook for Public and Non-Profit Organizations*. San Francisco: Jossey-Bass.

Courtney, H. (2001). *20/20 Foresight: Crafting Strategy in an Uncertain World*. Boston: Harvard Business School Press.

Haynes, Marion E. (2002). *Project Management: Practical Skills for Success*. Menlo Park, CA: Crisp Publications ([www.crisplearning.com](http://www.crisplearning.com)).

Jacobs, Robert W. (1994). *Real Time Strategic Change: How to Involve an Entire Organization in Fast and Far-Reaching Strategic Change*. San Francisco: Berrett-Koehler (Note: this approach is very congruent with CARE's culture and values.)

Kaplan, R.S., & Norton, D.P. (2000). *The Strategy-Focused Organization: How Balanced Scorecard Companies Thrive in the New Business Environment*. Boston: Harvard Business School Press.

Ritchie-Dunham, J.L., Rabbino, H.T. (2001). *Managing from Clarity: Identifying, Aligning and Leveraging Strategic Resources*. New York: John Wiley & Sons.

# Managing Self

## Adaptability

Definition	
<p>Effectively managing changing environments in the organization, global, economic, and political matters, maintaining effectiveness when dealing with multiple and conflicting priorities across different cultural settings, or during emergency and crisis situations. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>Prepare yourself and your organization for upcoming change. Looking ahead, try to predict what is most likely to change about your job. How might you react to these changes? Consider how you might prepare to make sudden adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>Identify things that are likely to change about your job in the next year (new responsibilities, new processes or procedures) and plan how you can modify your work to absorb the change.</li> <li>Develop a network of individuals throughout the organization that can help you interpret and navigate uncertainty and change.</li> </ul>
<ul style="list-style-type: none"> <li>Actively seek to learn about how others perceive your ability to adapt and manage change.</li> </ul>	<ul style="list-style-type: none"> <li>Think of a recent, significant change you made in your job. Ask a trusted colleague to comment on your approach to the change. Find out what you could have done better.</li> <li>As you manage a situation or task with changing variables, request feedback from others regarding your style and effectiveness.</li> <li>Remain open to feedback. Insist that feedback include both strengths and opportunities for improvement.</li> </ul>
<ul style="list-style-type: none"> <li>Keep learning and building your capacity to adapt to change.</li> </ul>	<p>Identify people you respect in CARE who seem to adapt to change readily. Ask them how they go about adapting themselves and their work to the new situation.</p> <ul style="list-style-type: none"> <li>Observe someone who effectively manages change and identify behaviors you could use. How do they view change? Do they succeed in turning the change into an opportunity? Ask yourself how you can incorporate their ideas into your own approach to change.</li> <li>Read articles and books about managing changes and dealing with changing variables in the work environment (See Resources).</li> <li>Read about organizations that successfully adapted to major structural or organizational changes.</li> </ul>
<ul style="list-style-type: none"> <li>Respond to change situations by showing initiative and helping others adapt to the change.</li> </ul>	<ul style="list-style-type: none"> <li>Volunteer to lead a task force managing a change initiative.</li> <li>Implement a new process or function within your office/work unit.</li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training a good way for you to learn and develop, look for opportunities that address the following:

- Understanding your reaction to change.
- Responding to change in a positive, productive manner.
- Adapting quickly to new environments, responsibilities, and people.
- Working with different personal styles and/or difficult people.

### Books

The following books are recommended resources on adaptability:

Chan-Allen, R., & Bechard, R. (2001). *Guiding Change Journeys: A Synergistic Approach to Organization Transformation*. San Francisco: Jossey-Bass.

Garber, P.R. (1999). *Turbulent Change: Every Working Person's Survival Guide*. Palo Alto, CA: Davies-Black.

Hultman, K. (1998). *Making Change Irresistible: Overcoming Resistance to Change in Your Organization*. Palo Alto, CA: Davies-Black.

Johnson, S. (1998). *Who Moved My Cheese? An Amazing Way to Deal with Change in Your Work and in Your Life*. New York: G.P. Putnam's Sons.

Pritchett, P. (1999). *New Work Habits for the Next Millennium: 10 New Ground Rules for Job Success*. Dallas, TX: Pritchett and Associates

## Initiating Action

Definition	
<p>Taking prompt action to accomplish objectives; taking decisive action to achieve objectives in times of uncertainty or in fluid contexts; being proactive. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ When you are asked to make a change in your work, figure out how do it, decide what can be done now, and put it into action.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make a list of things that you know need to be done that you have been procrastinating. Schedule yourself to initiate at least one of them this week and finish it before the end of next week. Then pick a more challenging one and schedule a realistic but challenging start and completion date.</li> <li>▪ Identify things that are likely to change about your job in the next year (new Information System, new responsibilities, new processes or procedures) and plan how you can modify your work to absorb the change.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Next time there is a proposed change in your office, volunteer to organize the change effort. Then do what you offered to do, within a short time-frame.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Volunteer to assist another person who is currently leading a task force or managing a change initiative, and use the experience to help you initiate and lead the next one.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Look at the processes and procedures in your office/work unit and find one you think should be improved. Find a way to make it more effective or more efficient.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make a list of processes and procedures in your office/work unit that could be improved. List what you think is wrong with them. For each, list at least three things you could do to make them better. Next, pick one and take the actions you identified to improve it.</li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for opportunities that address the following:

- Overcoming procrastination or hesitancy to act.
- Taking initiative and encouraging others to take action.
- Planning and managing projects.

### Books

The following books are resources on initiating action:

Allen, David (2002) *Getting Things Done: The Art of Stress-Free Productivity*. S&S Sound Ideas.

Fiore, Neil A. (1989). *The NOW Habit: A Strategic Program for Overcoming Procrastination*. J.P. Tarcher.

Haynes, Marion E. (2002). *Project Management: Practical Skills for Success*. Menlo Park, CA: Crisp Publications ([www.crisplearning.com](http://www.crisplearning.com)).

Levinson, S. & Greider, P.C. (1998). *Following Through: A Revolutionary New Model for Finishing Whatever You Start*. Kensington Pub. Corp.

Morgenstern, Julie (2000) *Time Management From the Inside Out: The Foolproof System for Taking Control of Your Schedule and Your Life*. Publisher: Henry Holt

Tracy, Brian. (2001). *Eat that Frog! 21 Great Ways to Stop Procrastinating and Get More Done in Less Time*. San Francisco, CA: Berrett-Kohler.

Tracy, Brian. (2001). *Focal Point: A Proven System to Simplify Your Life, Double Your Productivity, and Achieve All Your Goals*. AMACOM.

## Managing Work

Definition	
Effectively managing one's time and resources to ensure that work is completed efficiently. <a href="#">Click here for associated skills and behaviors.</a>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Prioritize your work.               <ul style="list-style-type: none"> <li>• Identify which of your activities and tasks are critical, and which are less so.</li> <li>• Keep reviewing and adjusting your work priorities as factors inside and outside of the organization change.</li> <li>• Periodically check your priorities with your manager to ensure mutual agreement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Make a list of your tasks and rank them according to how critical they are. Then discuss your rankings with your manager to ensure that you have a shared understanding of priorities. Modify your priorities as needed.</li> <li>▪ Identify things that are likely to change about your job in the next year (new information system, new responsibilities, new processes or procedures) and plan how you can modify your work and your priorities to absorb the change.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Organize your resources and your schedule.               <ul style="list-style-type: none"> <li>• Make sure the materials and equipment you and others need are in appropriate locations so that everyone's work can be done effectively.</li> <li>• Take the initiative and use available resources (individuals, processes, departments, and tools) to complete your work efficiently.</li> <li>• Coordinate your schedule with others' to avoid gaps in coverage, or conflict over access to resources (rooms, equipment, etc.) Bring problems due to lack of resources to your manager's attention.</li> <li>• Allocate your own time so that you complete your work.</li> <li>• Ensure your most critical tasks are always completed effectively and on time. If there are obstacles to completing them, do all you can to clear the obstacles yourself. Inform your management ahead of time if your own efforts are not enough to keep the tasks on track.</li> <li>• Do your best to complete the less critical tasks on time, but do not let this interfere with completing the most critical ones.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify shared resources and other constraints that can create problems for completing your most critical work on time.               <ul style="list-style-type: none"> <li>• First, identify three or four ways you can prevent the problems, such as working with others to schedule use of scarce resources, changing when you do particular tasks, etc.</li> <li>• Then, share these ideas with your manager and discuss what are other ways you can handle the situation, and whether s/he can help.</li> </ul> </li> <li>▪ Work to make sure the top priority tasks are done first on a daily and weekly basis. If you encounter conflicts, discuss them with your manager.</li> <li>▪ Set some short-term goals for using your work time more effectively (for example: spending four hours a day for a week focused on your three most critical tasks), track your use of time, identify obstacles, and do some problem solving. Concentrate on solving as many problems as possible before asking for help from management. Plan a reward for yourself when you reach the goal, like buying a good book, sharing a nice lunch, or going to a film.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Stay focused.               <ul style="list-style-type: none"> <li>• Use the time you have effectively.</li> <li>• Don't let irrelevant issues or distractions interfere with your work.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Observe how other people react to distractions and interruptions. Note both effective and ineffective behaviors. Work to adopt some of the effective ones.</li> </ul>

## Developmental Resources

### Workshops

If you find workshops a good way for you to learn and develop, look for workshops or classes that address the following:

- Time management
- Setting and maintaining priorities
- Working as part of a team
- Working with different personal styles and/or difficult people.

### Books

The following books are recommended resources on managing your work:

Alan, David. (2001). *Getting Things Done: The Art of Stress-free Productivity*. Viking Press. ISBN 0670899240.

Covey, Steven. (1990) *Seven Habits of Highly Effective People*. Publisher: Simon & Schuster. ISBN 0671708635.

Lakein, Alan. (1996). *How to Get Control of Your Time and Your Life*. Publisher: New American Library. ISBN 0451167724.

Mackenzie, Alec. (1997) *The Time Trap*. AMACOM Publishers. ISBN 081447926X.

Pritchett, P. (1999). *The Employee Handbook of New Work Habits for a Radically Changing World: 13 Ground Rules for Job Success*. Dallas, TX: Pritchett and Associates. ISBN 0944002153.

Tobias, Cynthia Ulrich. (1999) *The Way We Work: What You Know About Working Styles Can Increase your Efficiency, Productivity, and Job Satisfaction*. Broadman & Holdman Publishers. ISBN 0805418334.

## Innovation

Definition	
<p>Generating innovative solutions; trying different and novel ways to deal with work challenges, opportunities, and organizational change; being creative and taking risks. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Find new and creative ways to accomplish existing tasks and routines in your area of responsibility.</li> <li>▪ Identify significant (existing or upcoming) work issues in your area of responsibility that have not yet been dealt with, and that you think require an innovative approach. Volunteer to lead the effort to develop a creative solution.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look at things that you are currently doing in a routine way and identify two or three that you think aren't as good as they could be. List the ways in which you think the current approach falls short.</li> <li>▪ Working independently or with others in your work unit (your area of responsibility), brainstorm alternative ways of accomplishing the needed results. Refine the brainstormed list to come up with at least two new approaches that will overcome any shortfalls you identified.</li> <li>▪ If you need help coming up with new ideas, use techniques from one of the books or card packs listed on Page 3. The Facilitator's Toolkit has a number of tools for generating ideas.</li> </ul>
<ul style="list-style-type: none"> <li>▪ When you must solve a problem, acquire a resource, initiate a new procedure, or decide on a course of action, first develop several alternatives and evaluate which one will best achieve your objectives, considering the realities of your situation. Document your options and the reasons for making the choice you did.</li> <li>▪ If others will make the final decision, present the alternatives you developed. Highlight your own recommendation and why you think it is the best choice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use creative techniques, above, to come up with a wide range of possible solutions or actions that could be taken.</li> <li>▪ Narrow them down to the three or four most promising options. For each of these list the pros and cons (do a risk/benefit analysis).</li> <li>▪ Select the most promising option and document your thought process: why you made the choice you did.</li> <li>▪ Prepare a presentation if needed.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Look for new ideas and information that relate to CARE's mission and objectives.</li> <li>▪ Make a habit of sending copies of relevant and interesting articles to your colleagues and co-workers throughout CARE. Also recommend books and courses or workshops that you believe would be of interest.</li> <li>▪ When it is relevant in a conversation or meeting at CARE, bring up current events and new technical or specialized information you have learned about. Offer it in the spirit of helping the organization make better, more informed decisions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make a weekly habit of scanning a few reputable newspapers and periodicals for articles that relate to CARE's (and to your) concerns, interests and initiatives.</li> <li>▪ Look for and read books that relate to your area of specialty, to current developments in the world, and to CARE's concerns, interests and initiatives.</li> <li>▪ Continue to take courses, workshops, and other training that relate to your own expertise and/or move you toward your own long-term objectives.</li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops a good way for you to learn and develop, and there are funds available, look for classes or workshop that address the following:

- Re-framing or other techniques for developing different perspectives on problems and issues.
- Creativity and innovation.
- Further education in your own field of interest and specialty.

### Books

The following books are resources on innovation and creativity:

Schwartz, Peter. (1996 Edition) *The Art of the Long View: Planning for the Future in an Uncertain World*. New York: Currency Doubleday.

Fairhurst, G. T. and Saar, R. A. (1996) *The Art of Framing: Managing the Language of Leadership*. San Francisco: Jossey Bass.

Giovagnoli, M. and Whitney, D. (1997) *75 Cage-Rattling Questions to Change the Way You Work: Shake-em-up Questions to Open Meetings, Ignite Discussion, and Spark Creativity*. New York: McGraw-Hill

Michalko, Michael. (1991) *Thinkertoys: A Handbook of Business Creativity for the 90s*. Berkeley, CA: Ten Speed Press. Also strongly recommended: *The Thinkpak: A brainstorming card deck*. Sold with Thinkertoys on Amazon.com.

Miller, William C. (1987) *The Creative Edge: Fostering Innovation Where You Work*. Reading, Mass: Addison-Wesley.

Grossman, S.R., Rodgers, B.E., and Moore, B.R. (1988). *Innovation, Inc: Unlocking Creativity in the Workplace*. Plano Texas: Wordware Publishing.

Von Oech, Roger. (Revised 1998) *A Whack on the Side of the Head: How You Can Be More Creative*. Publisher: Warner Books. Also highly recommended: *The Creative Whack Pack (brainstorming cards)*, sold with *A whack on the side of the head* at Amazon.com.

Kearny, Lynn. (1995) *The Facilitator's Toolkit: Tools for Generating Ideas and Making Decisions in Groups*. Amherst, Mass: HRD Press.

### Periodicals

The following periodicals are good resources for learning in order to maintain innovation and creativity in a modern international organization:

*The Economist*: an outstanding all-around journal that has been called “the best all-around source of information on what is happening in the world.”

*Foreign Affairs*: a journal of thought about international relations.

*The Manchester Guardian Weekly*: a British journal that draws news stories from three important and interesting newspapers: the Manchester Guardian, Le Monde, and the Washington Post.

*The New Scientist*: a British science journal that discusses emerging science news and the policy implications of new technologies.

## Proactive Problem-solving

Definition	
<p>Makes routine decisions in the course of work. Understands the issues, compares data from different sources to draw conclusions, and chooses a course of action that is consistent with authority delegated to the position. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Recognize the need for problem solving, without waiting to be told.                             <ul style="list-style-type: none"> <li>• Keep your eye on issues, problems, or opportunities that arise, either within CARE or with an external vendor, donor, etc.</li> <li>• Determine which will impact your organization, and whether you need to take action.</li> </ul> </li> <li>▪ Determine if others should be involved, and reach out to them.                             <ul style="list-style-type: none"> <li>• Identify the stakeholders. Seek to draw them into your problem solving, from information gathering and analysis to generating, choosing and implementing solutions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Find someone you respect that makes decisions well and acts on them. Ask if s/he will mentor you to improve your skills in identifying issues and solving problems.</li> <li>▪ Before you undertake any problem solving, discuss the issues with your mentor. Find out how your mentor would gather information, involve others in the problem-solving process, and take action on the solution.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Gather and interpret relevant information.                             <ul style="list-style-type: none"> <li>• Recognize when you need more information to understand the issue, problem or opportunity. Gather this information from several different sources to increase your objectivity.</li> <li>• Integrate the information, and analyze it to see if it reveals any trends or patterns. Document these so you can explain decisions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ When you uncover issues, problems or opportunities, decide if you are relying on the same people and resources every time. Identify all the sources of information that you could use, and use some new ones to expand your perspective.</li> <li>▪ Do an initial analysis of the information you gathered, looking for trends and relationships. Then discuss your analysis with a trusted colleague to get another perspective.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Generate alternatives.                             <ul style="list-style-type: none"> <li>• First, identify the outcomes you want.</li> <li>• Then, generate several practical alternatives for achieving them.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify your solution for the problem you have selected or the outcome you desire for an opportunity you have spotted. Then try to explain these simply and understandably to several individuals.</li> <li>▪ Practice and use brainstorming and prioritizing methods.</li> </ul>

Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Choose an appropriate course of action.               <ul style="list-style-type: none"> <li>• Formulate criteria that the solution must meet, including such core issues as cost, time to implement, organizational acceptability, and impact on the original problem.</li> <li>• Evaluate the alternative solutions against the criteria, and choose the most effective one.</li> <li>• If it is outside your level of authority, present your analysis and recommendations to the person who has the authority to decide.</li> </ul> </li> <li>▪ Commit to the course of action you chose.</li> </ul>	<ul style="list-style-type: none"> <li>▪ List all the criteria that you would like the solution to meet. Then ask yourself which are “nice to have” and which are “must have.” Discuss these with a colleague. Then discuss them with any stakeholders. The “must have” will be your most important selection criteria.</li> <li>▪ Rank your top three alternative solutions, based on how well they meet the criteria. List the pros and cons for each. Look for ways you can improve and combine the top alternatives to come up with a solution all can support.</li> </ul>

## Developmental Resources

### Workshops

If you find workshops a good way for you to learn and develop, and there are funds available, look for a workshop that addresses the following:

- Problem solving and decision-making
- Critical thinking and/or creative thinking.

Consider also looking for a class that addresses:

- Taking initiative and encouraging others to take action.

### Books

The following books are resources on initiating action:

Bazerman, Max. H. 1997. *Judgment in Managerial Decision Making*. New York: John Wiley & Sons. ISBN 0471178071. Note to readers: this is a short, practical, experiential book.

Hammond, John, 1998. *Smart Choices: A Practical Guide to Making Better Decisions*. Boston: Harvard University Press. ISBN 0875848575.

Heller, R. and Hindle, T. 1999. *Essential Managers: Making Decisions (DK Business Guides)*. New York: DK Publishing, Inc. ISBN 078942889X. Note to readers: this is a toolkit for managers.

Kearny, Lynn. 1995. *The Facilitator's Toolkit: Tools and Techniques for Making Decisions in Groups*. Amherst, MA: HRD Press, Inc. ISBN 0874252687.

Klein, Gary. 1998. *Sources of Power: How People Make Decisions*. Cambridge, MA: MIT Press. ISBN 0262112272.

Levinson, S. & Greider, P.C. (1998). *Following Through: a Revolutionary New Model for Finishing Whatever You Start*. Kensington Pub. Corp.

Mitroff, Gary. 1998. *Smart Thinking for Crazy Times: The Art of Solving the Right Problems*. San Francisco: Berrett-Koehler. ISBN 1576750205.

## Stress Tolerance

Definition	
<p>Maintaining effective performance under pressure or adversity; handling stress in a manner that is consistent with CARE's core values. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Stay focused and accomplish your work effectively under the following stressful working conditions:                             <ul style="list-style-type: none"> <li>• Frequent interruptions and distractions.</li> <li>• Unclear or conflicting expectations.</li> <li>• Work volume changing from high to low and back unpredictably.</li> <li>• Rush situations and tight deadlines.</li> <li>• When you must deal with people who are difficult or challenging to work with.</li> <li>• When you must work with people who have different work styles than your own.</li> <li>• Other situations that may be stressful to you personally.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ List the three or four most common ways you react to high levels of stress. Do you withdraw? Become angry? Postpone making decisions? Privately list any unproductive things you typically do and say. Consider asking a trusted colleague to help you identify these things. Then watch for situations that bring out these behaviors in you. The behaviors are what you will work to control and change. The situations will give you a chance to practice.</li> <li>▪ Make a list of “stressors:” things that you know make you feel stressed, and that detract from your productivity. For each, write the most typical way you react to it. Then for each stressor, list at least two different ways you could handle it (things you could do or say) that would help you stay focused, productive, and accomplish your work (e.g. when you feel yourself getting stressed, go for a walk and talk yourself through the issue). For the next month, focus on using these approaches when you encounter any of your stressors.</li> <li>▪ Keep private notes for yourself on what stressful situations you have encountered, and how you handle them. Keep reviewing them and keep working on strengthening your ability to work well under stress. Consider sharing this information with a trusted colleague who will listen and give you advice.</li> <li>▪ Work either alone or with others in your work unit (or your area of responsibility) to identify job-related situations that challenge your values, or that raise ethical issues. Together build a list of what these are, and then identify one or two ways that each could be handled with a minimum of stress.</li> </ul>

Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ When you are under stress, behave the same way toward the people around you as you would under normal conditions.</li> <li>▪ Help other people deal with stressful conditions by communicating a positive and hopeful outlook.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask people you work with whether you seem to treat them differently when you are in a stressful situation, such as working under a tight deadline. Ask them to describe how you behave differently. Then list how you would <i>like</i> to behave in a stressful situation. Be specific. Consider your willingness to listen, your rate and tone of speech, your gestures and speed of movement.</li> <li>▪ Add these desired behaviors to the list of ways you want to respond in stressful situations, and track how you are using them. Consider sharing this information with a trusted friend or colleague who will listen and give you advice.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Manage the physical side of stress and encourage staff members to do the same.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look for local classes in stress management, or in disciplines that bring calm and relaxation. Some examples are Yoga, meditation, and Tai Chi. Try local adult schools, athletic clubs and community centers.</li> <li>▪ Develop and use some form of regular physical exercise that is appropriate to the setting you are in. This may include walking, dancing, bicycling, hiking, jogging, swimming, tennis, aerobics, and so on.</li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for opportunities that address one of the following:

- Stress management.
- Ways of focusing mind and energy, like Yoga, Tai Chi, or other meditation techniques.
- Martial arts like Judo, Tai-kwan-do, Ju-jitsu, etc.

### Books

The following books are resources on Stress Tolerance:

Allen, David (2002) *Getting Things Done: The Art of Stress-Free Productivity*. S&S Sound Ideas.

Carlson, R. (1998) *Don't Sweat the Small Stuff at Work: Simple Ways to Minimize Stress and Conflict While Bringing Out the Best in Yourself and Others*. Publisher: Hyperion.

Loehr, James E. and McCormack, M. (1998). *Stress for Success*. Times Books. (Note for CARE readers: this book, while targeted to a corporate audience, is drawn from the world of sports and has valuable strategies and ideas that will translate well to CARE's unique and often stressful environment.)

McGee-Cooper, A. Trammell, D. Lau, B. (1992) *You Don't Have to Go Home from Work Exhausted: A Program to Bring Joy, Energy and Balance to Your Life*. Publishers: Bantam Doubleday Dell.

Morgenstern, Julie (2000) *Time Management from the Inside Out: The Foolproof System for Taking Control of Your Schedule and Your Life*. Publisher: Henry Holt

Newman, John E. (1992) *How to Stay Calm, Cool and Collected When the Pressure Is On*. Publisher: AMACOM. (Note to CARE readers: while this book directly addresses business people, there is nothing about it that is specific for business. It has been equally helpful to parents and to the previously unemployed.)

Wall, Bob. (1999). *Working Relationships: The Simple Truth about Getting Along with Friends and Foes at Work*. Davies-Black Pubs.

# Working with Others to Achieve Results

## Coaching

Definition	
<p>Setting challenging performance expectations while clearly communicating confidence in the individual's ability to excel; addressing performance gaps; rewarding and celebrating accomplishments. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Make sure that direct reports clearly understand what is expected of them and hold them accountable for:                             <ul style="list-style-type: none"> <li>• Performance standards.</li> <li>• Expected behavior.</li> <li>• Knowledge and level of skill required.</li> </ul> </li> <li>▪ Seek information and listen to understand:                             <ul style="list-style-type: none"> <li>• Reasons for current behavior.</li> <li>• Any misconceptions or misunderstandings that are affecting performance.</li> </ul> </li> <li>▪ Take individual style and cultural preferences into account when deciding whether to accept or modify behavioral issues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work with your direct reports to identify the specific ways in which their work contributes to your team's or department's objectives and supports the organizational strategy. Identify work activities that do not support this focus. Discuss the feasibility of modifying those activities to better support the strategic plan.</li> <li>▪ With staff, develop performance objectives that are observable, quantifiable and measurable.</li> <li>▪ Encourage staff members to work toward performance improvement with specific objectives in mind; coach on how to follow a systematic improvement process. Consider providing guidance in writing.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Help people develop skills:                             <ul style="list-style-type: none"> <li>• Give clear direction and explanations.</li> <li>• Make sure they have a good model to observe.</li> <li>• Encourage questions and provide clear, timely answers.</li> </ul> </li> <li>▪ Hold your direct reports accountable for having development plans for their direct reports.                             <ul style="list-style-type: none"> <li>• Coach your direct reports on developing their staff members.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify a peer or leader recognized for providing developmental opportunities. Ask for advice about how to bring the same focus to your work.</li> <li>▪ Ask your staff how they define developmental improvement; try to reach a common definition that they can adopt as their own.</li> <li>▪ List what you are doing to meet the following criteria. To what extent are your direct reports:                             <ul style="list-style-type: none"> <li>• Involved in development planning?</li> <li>• Understanding their role and responsibilities in carrying out various tasks?</li> <li>• Encouraged to improve?</li> <li>• Trained in developing and improving necessary job skills?</li> <li>• Documenting their individual progress milestones?</li> <li>• Recognized for continuous, consistent quality improvement?</li> </ul> </li> <li>▪ Create a development plan with each team member, prioritize the objectives, identify specific and achievable measures of success, and agree on when and how the plan will be reviewed.</li> </ul>

Ways to demonstrate this skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Give people feedback on how they are doing that is:               <ul style="list-style-type: none"> <li>• Timely.</li> <li>• Specific about what it is they are or are not doing.</li> </ul> </li> <li>▪ Express confidence in people’s ability to do what you (or others) have asked them to do.</li> <li>▪ When you see someone performing below requirements, discuss it right away and work with them to correct it in a timely manner.</li> <li>▪ Reinforce people when you see them doing whatever you are trying to encourage, whether good performance, better skills or desirable behavior.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintain accurate files for each employee, including performance and personal development objectives, meeting notes, records of conversations, etc.</li> <li>▪ Create an environment in which feedback is expected and accepted.</li> <li>▪ Provide timely, accurate, clear, and continuous feedback.</li> <li>▪ Provide a balance between positive and constructive feedback.</li> <li>▪ Evaluate performance on a regular basis against established performance standards in order to identify developmental needs.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Maintain good interpersonal relations with others by:               <ul style="list-style-type: none"> <li>• Valuing what they know, the role they fulfill, and their uniqueness.</li> <li>• Building trust and encouraging dialogue.</li> </ul> </li> <li>▪ As much as possible, adjust your coaching approach to the individual’s learning or preferred working style. For example, an individual may value:               <ul style="list-style-type: none"> <li>• Discussions related to personal issues vs. Business only.</li> <li>• Direct vs. Indirect feedback.</li> <li>• Details.</li> <li>• High relationship vs. High task (Situational Leadership Styles taught in CARE’s How to Manage for Results Seminar).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in a confidential 360-Degree Feedback process to assist in identifying your strengths and areas for improvement.</li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training programs a good way for you to learn and develop, and there are funds available, look for opportunities that address the following:

- Preparing and maintaining the workplace for change and obtaining commitment to improvement efforts.
- Evaluating performance against quality standards and providing coaching and reinforcement.
- Developing performance objectives that are observable, quantifiable, and measurable.
- Gaining direct reports' commitment to action plans.
- Communicating performance objectives clearly.
- Ensuring the skills and resources are in place to support developmental plans and opportunities.
- How to influence others.

### Books

The following books are resources on coaching:

Bell, C.R. (2002). *Managers as Mentors: Building Partnerships for Learning* (2nd ed.). San Francisco: Berrett-Koehler.

Blanchard, K., Hybels, B., & Hodges, P. (1999). *Leadership by the Book: Tools to Transform Your Workplace*. New York: William Morrow.

Crane, T.G., & Patrick, L. (2001). *The Heart of Coaching: Using Transformational Coaching to Create a High-Performance Culture* (Rev. ed.). San Diego, CA: FTA Press.

Foster, B., & Seeker, K.R. (1999). *Coaching for Peak Employee Performance: A Practical Guide to Supporting Employee Development*. San Francisco: Jossey-Bass/Pfeiffer.

Herbelin, S., & Guiney, P. (2000). *Work Team Coaching: An Interpersonal Approach to High Performance* (Rev. ed.). Riverbank, CA: Riverbank Books.

Holliday, M. (2001). *Coaching, Mentoring, and Managing: A Coach Guidebook* (Rev. ed.). Franklin Lakes, NJ: Career Press.

Hudson, R.M. (1999). *The Handbook of Coaching: A Comprehensive Resource Guide for Managers, Executives, Consultants, and Human Resource Professionals*. San Francisco: Jossey-Bass.

Kegan, R. and Lahey, L.L. (2001) *How the Way We Talk Can Change the Way We Work*. San Francisco CA: Jossey-Bass, A Wiley Company. (Note: this is an extremely powerful approach to getting people to change ineffective behaviors and commit to actual change in how they work and how they relate to each other. Highly recommended for any effort where you must influence others to do things differently.)

Logan, D.C., & King, J.P. (2001). *The Coaching Revolution: How Visionary Managers are Using Coaching to Empower People and Unlock Their Full Potential*. Holbrook, MA: Adams Media Corporation.

Whitworth, L., House, H., Sandahl, P., & Kimsey-House, H. (1998). *Co-Active Coaching: New Skills for Coaching People Toward Success in Work and Life*. Palo Alto, CA: Davies-Black.

## Contributing to Team Success

Definition	
<p>Actively participating as a member of a team to move the team/work unit toward the completion of goals.  <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Actively help the team or work unit accomplish its goals.               <ul style="list-style-type: none"> <li>• Ask what are the team’s specific goals and objectives. If there are none, work with other team members to create some. Do all you can to ensure they are measurable.</li> <li>• Find out what are the team’s milestones, dates and check-in times to make sure the team can track progress toward goals. If there are none, work with other team members to create them.</li> <li>• Find out what are the roles and responsibilities of the team members. If there are none, work with other team members to define these.</li> <li>• Suggest procedures or processes for achieving team goals. Help the team obtain resources as necessary.</li> <li>• Where possible, help clear away obstacles to the team’s accomplishments.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Find a respected colleague or friend that you see as a good team player and ask them to mentor and advise you as you develop these skills in yourself.</li> <li>▪ Treat your work unit as a team and try out some of the team behaviors described here with them. Discuss your experiences with the mentor you identified, above.</li> <li>▪ If your team or work unit runs into organizational or other obstacles, look for ways to help the team get around the obstacles yourselves. Help your teammates brainstorm sources, contacts, and approaches.</li> <li>▪ Ask managers or senior staff to help you and other team members build a “business case” for requesting any resources that the team needs but is finding it hard to get.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Involve others and keep them informed.               <ul style="list-style-type: none"> <li>• In team decisions and actions, actively seek the input of quiet team members, and ask what would make it easier for them to participate.</li> <li>• Listen to others respectfully and fully. Recognize and use the differences and talents of others.</li> <li>• Share information with everyone on the team.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Together with your team, make a list of decisions and actions the team must make in the next couple of months. Pick three or four of the most important ones.</li> <li>▪ For each, list the stakeholders – people who will in some way be affected by the decision (their support will be needed, their work will be impacted, etc.). Work with the team to identify ways to involve these stakeholders.</li> <li>▪ Use the behaviors described in the next column to keep everyone interested and involved.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Model commitment.               <ul style="list-style-type: none"> <li>• Energetically and publicly pursue the team’s goals, and adhere to the team’s defined roles, responsibilities, and processes.</li> <li>• Demonstrate enthusiasm and commitment for the team’s projects and initiatives as a way of motivating yourself and others. Choose to have a can-do attitude; approach challenges with optimism and energy.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ If you disagree with something the team is doing, raise your objection with the team. When you are in public, speak out in support of the team’s initiatives and decisions.</li> <li>▪ When your team or work unit encounters problems or setbacks, work at responding with energy, interest, and enthusiasm for finding a way to solve the problem.</li> <li>▪ Avoid revisiting past history of problems, except to look for data that will help the team solve the current one.</li> </ul>

## Developmental Resources

### Workshops

If you find workshops a good way for you to learn and develop, and there are funds available, look for classes or workshops that address the following:

- How to be a good team member
- Good listening skills
- How to influence others
- How to lead effective meetings
- Group process skills.

### Books

The following books are resources on developing teams:

#### ***Team Building***

Beich, Elaine. (2001). *The Pfeiffer Book of Successful Team Building Tools: Best of the Annuals*. San Francisco: Pfeiffer-Jossey/Bass.

Harrington-MacKin, Deborah (1993). *The Team-Building Tool Kit: Tips, Tactics and Rules for Effective Workplace Teams*. AMACOM.

Jude-York, D., Davis, L.D., and Wise, S.L. (2000) *Virtual Teaming: Breaking the Boundaries of Time and Place*. Crisp Publications ([www.crisplearning.com](http://www.crisplearning.com)).

Sibbet, D. and Drexler, A. (2000) *Team startup: Creating Gameplans for Success*. Publisher: Grove Consulting International ([www.grove.com](http://www.grove.com)).

#### ***Facilitating Effective Team Meetings and Managing Multi-stakeholder Dialogues***

Kaner, Sam. (1996). *The Facilitator's Guide to Participatory Decision Making*. Philadelphia, PA: New Society Publishers.

Kearny, Lynn (1995) *The Facilitator's Toolkit: Tools and Techniques for Developing Ideas and Making Decisions in Groups*. Amherst, MA: HRD Press.

Strauss, David. (2002) *How To Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems and Make Decisions* San Francisco: Berrett-Koehler Publishers.

Spencer, Laura J. (1989). *Winning Through Participation: The Group Facilitation Methods of the Institute of Cultural Affairs*. Dubuque, Iowa: Kendall/Hunt.

#### ***Changing the way people interact and work together***

Kegan, R. and Lahey, L.L. (2001) *How the Way We Talk Can Change the Way We Work*. San Francisco CA: Jossey-Bass, A Wiley Company.

## Delegating Responsibility

Definition	
<p>Allocating decision-making authority and/or responsibility as appropriate to maximize the organization's and individuals' effectiveness; inspiring collective ownership of decisions and required actions. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ In your area of responsibility identify what tasks and decisions you must absolutely keep for yourself, due to the nature of your job. All other tasks and decisions are candidates for delegation to others (e.g. direct reports, direct reports' employees, peers, consultants).</li> <li>▪ Work with your direct reports to identify their skills, interests, and development needs (See <a href="#">Coaching</a> and <a href="#">Managing Performance</a>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Examine staff members' performance history, noting in particular the nature and importance of past assignments. Create a staff development needs analysis.</li> <li>▪ Meet individually with staff members to discuss how their responsibilities relate to department/area and organization operations; recognize their contributions. Ask about their interests and developmental objectives, then discuss needs that you see.</li> <li>▪ Use your analysis and input from staff to provide staff members with challenging, visible, critical, and skill-enhancing assignments. Track their progress.</li> <li>▪ Identify tasks that could be entrusted to direct reports and/or others and plan the delegation as soon as possible.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Delegate tasks to your direct reports and/or others, based on their organizational roles and their skills, interests and developmental needs.                             <ul style="list-style-type: none"> <li>• When you delegate a task or responsibility, delegate the necessary decision-making authority with it.</li> <li>• Include any required actions, deadlines, and constraints.</li> <li>• Be very clear about any limits to the authority you have granted.</li> <li>• Express confidence in the individual and inform others (e.g. those within the organization, external constituents, etc.) about his/her new responsibility.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Delegate for development purposes, empowering staff to determine what to do and how to do it.</li> <li>▪ Encourage staff to participate on committees or work groups that will increase their visibility and networking opportunities. Occasionally, let staff members participate in such activities in your place.</li> <li>▪ Give assignments individually to staff members. Discuss the specifics, including needed resources, and reassure them of your support and your confidence in them.</li> <li>▪ Develop a follow-up system than includes formal and informal communication. Recognize accomplishments. Provide support when there are challenges.</li> <li>▪ Request feedback from peers and direct reports about the clarity of the delegation and the effectiveness of your follow-up system. Seek ideas for improvements or additions. Make appropriate behavior changes.</li> </ul>

Ways to Demonstrate this Skill	Development Activities
<p><i>If you are a manager of managers:</i></p> <ul style="list-style-type: none"> <li>▪ Hold direct reports accountable for delegating challenging assignments to their staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work with direct reports to identify assignments, particularly those for development, they can delegate to their staffs. Coach direct reports on empowering their staffs to determine how to accomplish delegated tasks.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Provide support by offering ideas, suggesting resources, etc., but not by doing the delegated function yourself.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support a project team as a coach; other members will have most of the responsibility for accomplishing the task.</li> <li>▪ Be available to people working on a project; ask questions and provide guidance as needed. Stay out of the way when not needed to allow individuals to fully "own" the work.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Establish procedures for:               <ul style="list-style-type: none"> <li>• Keeping informed about how the assignment is going.</li> <li>• Ensuring the quality and timeliness of completed actions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish several interim deadlines over the course of a project to pinpoint when specific tasks must be completed.</li> <li>▪ Set regular update meetings during a project to review progress and to ensure that objectives are being met.</li> <li>▪ Check progress by talking informally with people throughout a project (i.e., manage by walking around).</li> <li>▪ Request activity status reports describing a project's progress.</li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for opportunities that address the following:

- Motivating employees.
- Understanding the dynamics of power and control in an organization.
- Finding ways to reward accomplishment.
- Developing team attitude and spirit.
- Delegating responsibility (i.e., relinquishing control) with complete confidence and trust.
- Giving visibility to others.
- Building relationships.
- Understanding the power of trust in the business community.

### Books

The following books are resources on delegating responsibility:

Blanchard, K.H., Carlos, J., & Randolph, A. (1999). *The Three Keys to Empowerment: Release the Power within People for Astonishing Results*. San Francisco: Berrett-Koehler.

Blanchard, K.H., Carlos, J., & Randolph, A. (2001). *Empowerment Takes More Than a Minute* (2nd ed.). San Francisco: Berrett-Koehler.

Katzenbach, J.R. (2000). *Peak Performance: Aligning the Hearts and Minds of Your Employees*. Boston: Harvard Business School Press.

Maxwell, J.C. (2001). *The Seventeen Indisputable Laws of Teamwork: Embrace Them and Empower Your Team*. Nashville, TN: Thomas Nelson.

Roebuck, C. (1999). *Effective Delegation: The Essential Guide to Thinking and Working Smarter*. New York: AMACOM.

Terex, T. (2000). *Twenty-two Keys to Creating a Meaningful Workplace*. Holbrook, MA: Adams Media.

## Developing Teams

Definition	
<p>Using appropriate methods and a flexible interpersonal style to help build a cohesive team; facilitating the completion of team objectives. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Ensure the team is set up for success.                             <ul style="list-style-type: none"> <li>• Make sure the team has a clear charter or mission statement.</li> <li>• Make sure the team has specific and measurable objectives.</li> <li>• Assist the team with writing their own set of operating principles (those practices they want supported and modeled in their environment).</li> <li>• Make sure team has established milestones, dates, and check-in times to ensure that progress toward objectives is on track.</li> <li>• Make sure the team has established clear roles and responsibilities.</li> <li>• Make sure the team has leadership and a process for reviewing its progress.</li> <li>• Make sure the team has the support it needs to succeed: for example access to information, resources, and the people they need to interact with.</li> </ul> </li> <li>▪ Model commitment by energetically and publicly pursuing the team objectives, and by adhering to the team’s defined roles, responsibilities, and processes.</li> <li>▪ Set priorities consistent with your and your team’s objectives. Establish priorities that will exceed expectations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Find a respected colleague or friend that you see as a good team leader and ask them to mentor and advise you as you develop these skills in yourself.</li> <li>▪ If you are not in a situation where you have a team to work with:                             <ul style="list-style-type: none"> <li>• If you have no team experience, ask to be assigned to a multi-functional team.</li> <li>• If you have some team experience, volunteer to lead a multi-functional team.</li> </ul> </li> <li>▪ In work and task force meetings, look for ways to support the teams and their objectives, both in your words and deeds. Be careful not to inadvertently undermine their efforts in the process of pursuing other objectives.</li> <li>▪ When a team brings you problems or setbacks, work at responding with energy, interest, and enthusiasm for finding a way to solve the problem.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Provide ongoing support as needed.                             <ul style="list-style-type: none"> <li>• Suggest procedures or processes for achieving team objectives.</li> <li>• Help the team obtain resources as necessary.</li> <li>• Where possible, help clear away organizational or other obstacles to the team’s accomplishments.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ If a team you are helping has run into organizational or other obstacles to their accomplishments, look for ways to coach the team members in finding ways around the obstacles themselves. Help them brainstorm sources, contacts, and approaches. Help them build a “business case” for requesting resources they need.</li> <li>▪ Look for ways you can help the team build internal strength and organizational savvy, rather than simply clearing the path for them. Clear the path only after they have tried and still encountered major resistance.</li> </ul>

Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Be inclusive.                             <ul style="list-style-type: none"> <li>• Involve others in team decisions and actions.</li> <li>• Listen to others respectfully and fully.</li> <li>• Practice open and honest communications by coaching others on handling disagreements directly (rather than triangulating problems).</li> <li>• Reinforce and appreciate intelligent risk-taking, not punishing or blaming individuals for mistakes.</li> <li>• Encourage and reinforce team initiative.</li> <li>• Include people from different levels and different backgrounds.</li> <li>• Make sure all have equal opportunity to participate in strategic processes (as well as support processes).</li> <li>• Share information with everyone on the team.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Together with the team, make a list of decisions and actions the team must make in the next couple of months. Pick two or three of the most important ones. For each, list the stakeholders – people who will in some way be affected by the decision (their support will be needed, their work will be impacted, etc.). Work with the team to identify ways to involve these stakeholders.</li> <li>▪ Make a list of the team members and stakeholders. Then list the kinds of decisions and activities they have been asked to take part in. Look for patterns in the kind of decisions and activities each has been included in: is there a mix of strategic and routine assignments for all?</li> </ul>
<ul style="list-style-type: none"> <li>▪ Develop team members.                             <ul style="list-style-type: none"> <li>• Provide opportunities to develop skills and knowledge.</li> <li>• Give feedback on both individual and team performance.</li> </ul> </li> <li>▪ Publicly recognize individual achievers who contribute to the team’s success by exceeding the scope of their position.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spend some time with each team member to find out what he or she is interested in, and what skills and knowledge she or he wants to develop. Look for opportunities to give each person assignments that will exercise those skills. To the extent you can, help team members find and access courses, workshops and books.</li> <li>▪ List things you think the team as a whole is doing well, and at least one or two things each team member is doing well. Find opportunities to deliver this feedback.</li> <li>▪ Make all your feedback direct, specific and non-attributive.</li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for opportunities that address the following:

- How to develop and motivate teams.
- Leading teams.
- Coaching and feedback skills.
- How to influence others.
- How to lead effective meetings.
- Group process skills.
- Any courses on the history and behavior of teams or small groups in the culture where you are (or will be) stationed.

### Books

The following books are resources on developing teams:

#### ***Team Building***

Beich, Elaine. (2001). *The Pfeiffer Book of Successful Team Building Tools: Best of the Annuals*. San Francisco: Pfeiffer-Jossey/Bass.

Deeprope, Donna. (1995). *The Team Coach*. AMACOM.

Harrington-MacKin, Deborah (1993). *The Team-Building Tool Kit: Tips, Tactics and Rules for Effective Workplace Teams*. AMACOM.

Huszczko, Gregory. (1996). *Tools for Team Excellence*. Davies-Black Publishing.

Jude-York, D., Davis, L.D., and Wise, S.L. (2000) *Virtual Teaming: Breaking the Boundaries of Time and Place*. Crisp Publications ([www.crisplearning.com](http://www.crisplearning.com)).

Sibbet, D. and Drexler, A. (2000) *Team Startup: Creating Gameplans for Success*. Publisher: Grove Consulting International ([www.grove.com](http://www.grove.com)).

Wilcox, G. and Morris S. (1992). *Successful Teambuilding*. AMACOM.

#### ***Facilitating Effective Team Meetings and Managing Multi-stakeholder Dialogues***

Kaner, Sam. (1996). *The Facilitator's Guide to Participatory Decision-Making*. Philadelphia, PA: New Society Publishers.

Spencer, Laura J. (1989). *Winning through Participation: The Group Facilitation Methods of the Institute of Cultural Affairs*. Dubuque, Iowa: Kendall/Hunt.

#### ***Changing the way people interact and work together***

Kegan, R. and Lahey, L.L. (2001) *How the Way We Talk Can Change the Way We Work*. San Francisco CA: Jossey-Bass, A Wiley Company.

(Note: this is an extremely powerful approach to getting people to change ineffective behaviors and commit to actual change in how they work and how they relate to each other. Highly recommended for any effort where you must influence others to do things differently.)

## Information Monitoring

Definition	
Setting up ongoing procedures to collect, review, and synthesize information needed to manage a function, or the work within a function. <a href="#">Click here for associated skills and behaviors.</a>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Determine what information needs to be collected and/or monitored in order to do your job or manage a unit function effectively. Look for information that will require some action or planning on your part.               <ul style="list-style-type: none"> <li>• Consider categories such as: volume of requests, work completed, expenditures vs. budget, number of complaints, etc.</li> <li>• Decide how often you need this information: Is it daily, weekly, or monthly?</li> <li>• Determine what external information needs to be tracked, for example, changes in CARE policy, economic or political trends affecting your customers or donors, new technical developments like a new computer system at CARE or changes on the internet (such as an increase in viruses).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify a trusted colleague who always seems to have the latest information available, and ask what s/he does to stay informed. Then develop your own information-gathering process.</li> <li>▪ Work with your peers and direct reports to identify what information you need in order to manage your area of responsibility, anticipate problems, and develop contingency plans.</li> <li>▪ Once you have identified the kinds of information you think you need, discuss it with your manager to check for agreement. S/he may know about important things you and your group were unaware of, or may identify something on your list that you needn't bother about. S/he may also be very helpful in identifying how to obtain the information.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Once you have decided what information you need, set up a system to collect and synthesize it on a regular basis.               <ul style="list-style-type: none"> <li>• Identify what information is already being collected automatically (e.g. number of phone calls handled, number of requests fulfilled, money spent on salaries and purchases).</li> <li>• Determine how to collect any information not already being gathered automatically. For example, consider having your staff record and tally customer complaints, so you can identify trends and troubleshoot them.</li> <li>• Decide whether the information is useful as it is, or if it needs to be summarized in some way.</li> <li>• Decide how the information should be stored so that you and others will be able to find and use it easily.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk with peers, direct reports and your manager to identify sources of information that you can use.</li> <li>▪ When you have identified ways you could collect data, discuss them with others to refine and simplify them as much as possible.</li> <li>▪ When you decide how to store the information, discuss your plan with your manager and direct reports. Refine it and make sure it is easy to access and does not add to your unit's workload unnecessarily. If people outside the unit will need the information, discuss your storage and access plan with a few of them too.</li> <li>▪ Periodically review the information you are gathering and monitoring, and eliminate any that is no longer needed. Inform others when you do this.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Scan the information regularly and identify anything you need to act on. Make a habit of communicating the information to others who will be affected by it.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk with your peers and your supervisor about what information each of you is collecting. Discuss what information each of you needs, how to avoid duplication of effort, and how best to make it available.</li> </ul>

## Developmental Resources

### Workshops

If you find workshops a good way for you to learn and develop, and there are funds available, look for classes or workshops that address the following:

- Data gathering and analysis techniques
- How to create data gathering tools, like tallies and surveys
- Organizing information quickly and systematically
- Simplifying complex information
- Identifying gaps in an information base
- Developing a grasp of the meaning of information, especially the broader issues.

### Books

The following books are resources on monitoring information:

***Factors inside the organization:***

Brown, Mark Graham. (1996). *Keeping Score: Using the Right Metrics to Drive World-Class Performance*. New York: Quality Resources. Also distributed by AMACOM.

***Factors outside the organization: See the resources list for [Political Acumen](#).***

Daniels, William R. (1995). *Breakthrough Performance: Managing for Speed and Flexibility*. Mill Valley, CA: ACT Publishing.

Hronec, Steven M. (1993). *Vital Signs: Using Quality, Time and Cost Performance Measurements to Chart Your Company's Future*. New York: AMACOM.

Olve, N., Roy, J. and Wetter, M. (1997) *Performance Drivers: A Practical Guide to Using the Balanced Scorecard*. New York: John Wiley & Sons.

## Management Excellence

Definition	
<p><i>Makes the connection between values and performance. Influences the performance of others, and ultimately, the performance of the organization. Sets direction, coaches &amp; develops, promotes staff wellness &amp; safety, practices &amp; promotes compliance, models gender equity &amp; diversity, communicates effectively. <a href="#">Click here for associated skills and behaviors.</a></i></p>	
Ways to Demonstrate these Skills	Development Activities
Setting Direction	
<ul style="list-style-type: none"> <li>▪ Define and clarify roles, priorities and expectations of the people in your area of responsibility.</li> <li>▪ Set performance objectives that link directly with CARE’s priorities.                             <ul style="list-style-type: none"> <li>• Together with direct reports set specific performance standards and measures of success for each objective.</li> <li>• Ensure that each objective is SMART (Specific, Measureable, Attainable, Relevant, and Timebound)</li> <li>• Work with your direct reports to identify the behaviors, knowledge and skills required to achieve the objectives. Track and evaluate their use through CARE’s performance management process (APAA).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ List both the routine functions and the long-range objectives of your area of responsibility. (See <a href="#">Strategic Decision-Making.</a>) Together with your direct reports, identify:                             <ul style="list-style-type: none"> <li>• What roles must be fulfilled to accomplish these? Who is responsible, who has final authority, who should be consulted, and who needs to be informed on progress?</li> <li>• What are the specific objectives that must be met, and how will they be measured?</li> <li>• Who is responsible for fulfilling each of these roles?</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>▪ Make adjustments when change occurs                             <ul style="list-style-type: none"> <li>• Understand the need for change</li> <li>• Determine the impact of the change, including people, processes, workload, emotions, skills and relationships. Be clear about what adjustments need to be made in plans and budgets.</li> <li>• Communicate the reasons and drivers for change. Ensure that those impacted understand the need for change. Establish an open dialogue to generate ideas to manage it.</li> <li>• Have a change plan that identifies milestones for celebrating progress or identifying solutions to obstacles.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Observe others at CARE who identify opportunities for change and manage the change process effectively. Identify strategies you can use.</li> <li>▪ Formulate a clear, simple way to communicate the purpose of a change and its process.</li> <li>▪ Engage employees in discussions on what will be different for them in their roles as a result of the change.</li> <li>▪ Be open to different degrees of receptivity to the change.</li> <li>▪ Make yourself available and visible for informal conversations.</li> <li>▪ See <a href="#">Facilitating Change.</a></li> </ul>

Ways to Demonstrate these Skills	Development Activities
<b>Coaching and Developing</b>	
<ul style="list-style-type: none"> <li>▪ Initiate and continue efforts to build the skills and capacities your direct reports need to meet the objectives:               <ul style="list-style-type: none"> <li>• Find and create opportunities for learning and skill development: training, assignments, etc.</li> <li>• Establish personal development objectives and action plans for each direct report.</li> <li>• Provide the same level of learning opportunity to all employees.</li> </ul> </li> <li>▪ Track and evaluate the performance of your direct reports.               <ul style="list-style-type: none"> <li>• Hold formal discussions at least quarterly and informal discussions on a regular basis with each person.</li> <li>• Review overall performance and progress toward objectives, make adjustments where necessary.</li> <li>• In evaluating people’s performance, base your assessment on accurate records and concrete examples.</li> <li>• Do not allow your personal preferences to influence how you evaluate different individuals.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Find a manager or respected colleague who is good at staff development. Ask that person what strategies and tools they use to develop their staff.</li> <li>▪ Identify learning resources for your direct reports, such as books, articles, manuals, job aids, stretch assignments, professional organizations and CARE or other training. Help direct reports create development plans that take advantage of these resources.</li> <li>▪ Keep current records showing what assignments each employee has been given, and how they have performed on these assignments. The records should reflect the result of the work: quality, quantity, timeliness, and customer or stakeholder satisfaction. If you do not have these records, make it your first priority to create a system for gathering this information and recording it.</li> <li>▪ Let your staff know how they contribute to CARE’s success. Encourage them to increase their contributions.</li> <li>▪ Learn about and practice <a href="#">situational leadership</a>, adjusting your management style to the needs of your direct reports and directing, coaching, supporting, or delegating, as appropriate.</li> <li>▪ Practice the GROW model in a coaching session – Establish the <b>Goal</b> of the session, examine the current <b>Reality</b>, explore the <b>Options</b> discussed, and clarify what your direct report <b>Will</b> do and <b>When</b>.</li> <li>▪ Ask great questions, listen well to the answers.</li> <li>▪ See <a href="#">Coaching</a></li> </ul>
<b>Promoting Staff Wellness &amp; Safety</b>	
<ul style="list-style-type: none"> <li>▪ Promote workplace and environmental safety for all direct reports.</li> <li>▪ Provide support to direct reports that fosters good mental, social and physical well-being</li> </ul>	<ul style="list-style-type: none"> <li>▪ Familiarize yourself and your staff with CARE’s Critical Incident Protocol. Identify those actions you can take to be more sensitive to employee’s well-being.</li> <li>▪ Take CARE’s <a href="#">Coping with Traumatic Stress</a> course</li> <li>▪ Be self-aware of how you model and practice taking care of your own mental, physical, emotional and professional needs.</li> </ul>

Ways to Demonstrate these Skills	Development Activities
<b>Practicing &amp; Promoting Compliance</b>	
<ul style="list-style-type: none"> <li>▪ Promote high ethical standards and conduct in accordance with CARE’s Code of Ethics and Conduct.</li> <li>▪ Comply with CARE’s policies and procedures, including those of the departments of finance, travel, procurement, information technology, program and donor requirements.</li> <li>▪ Provide timely reporting of division, unit and/or team results as required for organizational performance tracking.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Familiarize yourself and your staff with with CARE’s <a href="#">Code of Ethics and Conduct</a> and Core Values.</li> <li>▪ Refer to CARE’s <a href="#">compliance website</a> for questions on compliance</li> <li>▪ Become familiar with <a href="#">Ubora</a>, CARE’s organizational performance management system, and the information you will need to report.</li> <li>▪ Be able to explain what each of these are and how they relate to your work and that of your staff.</li> </ul>
<b>Modeling Gender Equity &amp; Diversity</b>	
<ul style="list-style-type: none"> <li>▪ Seek broad participation and perspectives in decision-making (where appropriate), planning and conversations.</li> <li>▪ Display sensitivity to and for the perspectives and interest of those from different cultural backgrounds, belief systems, and worldviews.</li> <li>▪ Demonstrate an awareness of power relations and status, and advocate for fairness and equal opportunity in decision-making (where appropriate) and in implementing policies and practices.</li> <li>▪ Practice self-awareness by being conscious of and seeking input from your own predispositions to increase self-understanding.</li> </ul>	<ul style="list-style-type: none"> <li>▪ When assuming a new team role or welcoming new members, take time to orient everyone on work preferences, styles and expectations.</li> <li>▪ Participate in Diversity 101, 102 or 103 as offered by <a href="#">CARE Academy</a></li> <li>▪ Look for opportunities to talk informally with your peers, direct reports, and others. Ask about their backgrounds, families, work and other life experiences.</li> <li>▪ Develop self-awareness about your own biases, comments and assumptions about people.</li> <li>▪ Demonstrate an ability to shift your communication style so that people feel you respect their needs and frames of reference.</li> <li>▪ See <a href="#">Diversity</a></li> </ul>

Ways to Demonstrate these Skills	Development Activities
<b>Communicating</b>	
<ul style="list-style-type: none"> <li>▪ Share business information on a regular and timely basis.</li> <li>▪ Inform direct reports of changes in the organization and how they may affect their work.</li> <li>▪ Provide opportunities to celebrate achievements and exchange knowledge and solutions to problems.</li> <li>▪ Foster two-way communication and seek feedback from direct reports on communication effectiveness.</li> <li>▪ Avoid potential communication problems by:               <ul style="list-style-type: none"> <li>• Listening first without interruption</li> <li>• Not jumping to an assumption or conclusion</li> <li>• Asking questions and probing for understanding</li> <li>• Stating your understanding</li> <li>• Coming to an agreement on a solution</li> </ul> </li> <li>▪ Resolve conflict by:               <ul style="list-style-type: none"> <li>• Naming the issue</li> <li>• Selecting a specific example that illustrates the behavior or situation you want to change</li> <li>• Describing your emotions around the issue</li> <li>• Clarifying why it is important</li> <li>• Identifying your contribution(s) to the problem</li> <li>• Indicating your wish to resolve the issue</li> <li>• Inviting your partner to respond.</li> </ul> </li> <li>▪ Use your tone of voice, body language, and words to show that you are truly actively listening to the other person. Ask questions, then paraphrase and summarize to check that you have understood the other person correctly.</li> <li>▪ Limit distractions, maintain eye contact, and stay focused on understanding the speaker’s message.</li> <li>▪ Provide positive and constructive feedback specifically and as soon as possible after performance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask direct reports how they prefer to receive updates – verbally, in writing, email, etc., and respect these preferences.</li> <li>▪ Have regularly scheduled times when information-sharing happens.</li> <li>▪ Encourage direct reports to own responsibility for sharing information.</li> <li>▪ Use input and clues from listeners to shape your message.</li> <li>▪ Ask a manager, peer, and/or a direct report to give you feedback on your current use of tact and sensitivity when you communicate information to others. Ask them to focus particularly on how you handle giving bad news or corrective feedback.</li> <li>▪ Determine what is most important for you to change in order to make your use of tact and sensitivity appropriate for the demands of your job. This might mean you need to be more tactful, or that you need to be more blunt and forthright.</li> <li>▪ See <a href="#">Communicating with Impact</a></li> </ul>

## Developmental Resources

### CARE Academy Resources

[Key Resources for Project Managers, Guide 4, People Management](#)

[Coping with Traumatic Stress](#)

[Building Trust in Diverse Teams](#)

[Staff Training And Resource Tool \(START\)](#)

[Change Management Toolkit](#)

[Harvard Management Series](#)

Manager's Forum Webinar Series

### Books

Blanchard, Kenneth and Zigarmi, Patricia. *Leadership and the One Minute Manager: Increasing Effectiveness through Situational Leadership*, Blanchard Management Corporation, 1985.

Blanchard, Kenneth, Fowler, Susan, and Hawkins, Laurence. *Self-Leadership and the One Minute Manager: Increasing Effectiveness through Situational Leadership*, William Morrow, 2005

Bridges, William. *Managing Transitions*

Daniels, W.R. *Breakthrough Performance: Managing for Speed and Flexibility*. Mill Valley, CA: ACT Publishing, 1995.

Hale, Judith. *Performance-Based Management: What Every Manager Should Do to Get Results*. Pfeiffer Books, John Wiley & Sons Publishers, 2004.

Hersey, Paul and Blanchard, Kenneth. *Management of Organizational Behavior, Utilizing Human Resources*. 7<sup>th</sup> Edition, Prentice Hall 1996.

Harkins, P.J. (1999). *Powerful Conversations: How High-Impact Leaders Communicate*. New York: McGraw-Hill.

### Other Resources

[The Headington Institute](#) – various online training modules on managing and reducing stress

CARE – Critical Incident Protocol –



Critical Incident  
Protocol\_ENG.pdf

*These are just examples of the many resources that exist both on CARE Academy and elsewhere related to management excellence.*

## Operational Decision Making

Definition	
<p>Makes timely and sound decisions through identifying and understanding issues, priorities, problems, opportunities and probable consequences, comparing data from different sources to draw conclusions (contextual and systems analysis), and using effective approaches for choosing a course of action or developing appropriate solutions. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Recognize issues, problems and opportunities that relate to your area of responsibility.</li> <li>▪ Identify potential problems before they occur.</li> <li>▪ Involve stakeholders in identifying and analyzing organizational issues, problems and opportunities.</li> <li>▪ Having identified an issue, problem or opportunity, determine whether (and by when) action is needed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observe how others involve stakeholders in planning and decision-making.</li> <li>▪ List issues you need to address (in your area of responsibility) and identify individuals to involve in the decision-making process.</li> <li>▪ Find a senior manager or colleague whose decision-making abilities you respect. Ask if they will act as your sounding-board as you examine a problem, issue or opportunity. Discuss with them whether action should be taken and why. Seek to understand their reasoning. Also discuss timing issues.</li> <li>▪ Volunteer for a special project or task force charged to address an organizational problem that involves data gathering and analysis, involving key stakeholders in the problem-solving process, and building commitment and accountability.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Gather information from multiple sources in order to understand issues, problems and opportunities.</li> <li>▪ Analyze the information and identify trends, links, and cause-and-effect relationships.</li> </ul>	<ul style="list-style-type: none"> <li>▪ When starting tasks requiring analysis, clarify the information needed, sources of information, and ways to relate pieces of information. Review your plan with someone (e.g., a peer) whose strength is analysis and get his or her suggestions. Write out your completed analysis and ask the same individual to review it.</li> <li>▪ Ask someone whose opinion you respect to help you review some key decisions in your area of the organization. Review successes and failures and discuss how analysis contributed to successful results. Discuss how better analysis could have led to better decisions in unsuccessful situations.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Use your understanding of the information (above) to generate options for acting on the issues, problems, and opportunities.</li> <li>▪ To the extent possible, involve others in generating options and choosing a course of action.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take an issue, problem or opportunity in your area of responsibility, do some data gathering and analysis, and generate as many options as you can for dealing with the situation.</li> <li>▪ For two or three best options, do a +/- evaluation of each to identify its strengths and weaknesses. Then try to re-work the options to strengthen them, or create another option that has the best features of the others but fewer weaknesses.</li> </ul>

Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Make decisions in situations where the needs of the individual, the unit, and the organization are in conflict. To the extent possible, produce a decision that resolves the conflicting needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify someone who builds commitment effectively and ask him or her to help you review your execution strategies. Ask them to identify areas for you to enhance commitment and accountability.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Communicate the decision and initiate action within an appropriate timeframe.</li> <li>▪ Where group action is required, establish clear next steps, milestones, ownership and accountabilities.</li> </ul>	

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for opportunities that address the following:

- Using effective questioning techniques to gather relevant information.
- Organizing information quickly and systematically.
- Simplifying complex information.
- Identifying gaps in an information base.
- Developing a grasp of significant parts of information, especially the broader issues.
- Drawing conclusions that are difficult to challenge because of well-developed rationale.
- Checking conclusions and developing contingency plans.

### Books

The following books are resources on operational decision-making:

Altier, W.J. (1999). *The Thinking Manager's Toolbox: Effective Processes for Problem Solving and Decision Making*. New York: Oxford University Press.

Hammond, J.S., Kenney, R.L., & Raiffa, H. (1999). *Smart Choices: A Practical Guide to Making Better Decisions*. Boston: Harvard Business School Press.

Hoening, C.W. (2000). *The Problem Solving Journey: Your Guide to Making Decisions and Getting Results*. Reading, MA: Perseus Press.

Jones, M.D. (1998). *The Thinker's Toolkit: Fourteen Powerful Techniques for Problem Solving*. New York: Times Books.

Koller, G.R. (2000). *Risk Modeling for Determining Value and Decision Making*. Boca Raton, FL: Chapman & Hall/CRC Press.

Sanders, R. (1999). *The Executive Decision Making Process: Identifying Problems and Assessing Outcomes*. Westport, CN: Quorum Books.

## Planning and Organizing

Definition	
<p>Establishing courses of action for self and others to ensure that work is completed efficiently and effectively in accordance with CARE’s core values. <a href="#">Click here for associated skills and behaviors.</a></p>	
Ways to Demonstrate this Skill	Development Activities
<ul style="list-style-type: none"> <li>▪ Prioritize the work in your area of responsibility.                             <ul style="list-style-type: none"> <li>• Prioritize in collaboration with stakeholders: both those in your area of responsibility and those who are affected by its work.</li> <li>• Identify what work is critical and what is less so.</li> <li>• Make work assignments in accordance with the priorities you have set, and communicate the priorities along with other requirements.</li> <li>• Make sure people’s responsibilities and project assignments take priorities into account. For example, make sure that individual’s understand the priorities when they have multiple work assignments that compete for time and attention. Make sure nobody gets only low-priority assignments.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Find someone who has a reputation for being good at setting and managing priorities. Ask this person to coach or mentor you as you build your skills in prioritizing. Consider requesting assistance from your manager and/or work colleague in identifying this individual.</li> <li>▪ Identify the three most important things done in your area of responsibility. At least one should be routine (i.e. something you have to do on an ongoing basis) and at least one should be a special project (i.e. a new initiative or something that is a one-time effort).                             <ul style="list-style-type: none"> <li>• Prioritize them according to importance and urgency.</li> <li>• Check your thinking with an experienced advisor who is good at managing priorities.</li> <li>• Then move on to break them down into tasks (see below).</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>▪ Break both regular assignments and special projects down into tasks, in enough detail to identify:                             <ul style="list-style-type: none"> <li>• An individual task and its deliverable.</li> <li>• The effort, skill, and time required.</li> <li>• The equipment and other resources required.</li> </ul> </li> <li>▪ (Leverage resources) Identify the resources available for completing the tasks; e.g. people, tools, processes, contacts and influence.                             <ul style="list-style-type: none"> <li>• Work with both internal and external partners to locate and access resources.</li> <li>• Allocate the resources to the tasks. If resources are scarce, prioritize.</li> <li>• Delegate responsibility for completing tasks, recognizing that the final accountability is still yours.</li> <li>• Manage the resources within existing budgets.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Break your three most important assignments into tasks. You have a useful breakdown for planning when each task has a clear deliverable and can be done by one person in 40 hours or less of normal work. If any tasks are bigger than that, they need to be broken down into more detail.</li> <li>▪ Then identify for each task what skills, time, equipment, and resources will be needed.</li> <li>▪ Check your task breakdown with someone who is good at task planning or project work. Accept their coaching and fix any omissions or weaknesses in your plan.</li> <li>▪ Using one of your task breakdowns, allocate the resources needed to get it done. Resources should include at least:                             <ul style="list-style-type: none"> <li>• Names of people who will do the tasks.</li> <li>• Equipment and supplies that will be used.</li> <li>• Any money that will be spent (salary is a cost that should be accounted for).</li> </ul> </li> </ul>

## Developmental Resources

### Workshops/E-Learning

If you find workshops and/or web-based training a good way for you to learn and develop, and there are funds available, look for opportunities that address the following:

- Planning and scheduling work in a service environment.
- Project planning.
- Project management.
- Delegating effectively.
- Setting and managing priorities.

### Books

The following books are resources on planning and organizing work:

Baker, S. and Baker, K. (1998) *The Complete Idiot's Guide to Project Management*. New York: Alpha Books.

Brassard, M. and Ritter, D. (1994). *Memory Jogger II: A Pocket Guide of Tools for Continuous Improvement and Effective Planning*. Salem, NH: Goal/QPC

DuBrin, A. J. and Coates, T. (1999). *The Active Manager: How to Plan, Organize, Lead and Control your Way to Success*. Publisher: Southwestern.

Hupp, T. with Polak, C. and Westagaard, O. (1995) *Designing Work Groups, Jobs, and Workflow*. San Francisco: Jossey-Bass.

Verzuh, Eric. (1999) *The Fast Forward MBA in Project Management*. New York: John Wiley & Sons.

Williams, Paul B. (1996). *Getting a Project Done on Time: Managing People, Time, and Results*. New York: AMACOM.

## Skills and Behaviors

### Respect

#### Definition

Behaves in a manner that reflects a true belief in and appreciation for the dignity and potential of all human beings. Gaining other people's confidence and setting an environment of trust and openness.

#### Skills and Behaviors

##### **Treats others with respect:**

- Maintains good interpersonal relationships by valuing, the knowledge, roles, and diversity of others (enhances self-esteem, communicates, empathizes, involves, discloses, supports).

##### **Acknowledges contributions:**

- Sincerely compliments others contributions; redirects the discussion when others' esteem is threatened.

##### **Supports disclosure:**

- Shows empathy and understanding in response to stated concerns.
- Avoids minimizing or ignoring others' feelings or concerns.
- Focuses on facts rather than by relying on own preferences or self-interest.

##### **Behaves consistently:**

- Ensures that words and actions are consistent.
- Behaves consistently across situations.
- Keeps commitments around agreed upon actions.

##### **Demonstrates advocacy:**

- Supports deserving associates.
- Actively pursues recognition, rewards, and resources for strong performers.
- Defends strong performers, even in the face of challenge.
- Avoids taking sides.
- Actively promotes and participates in awareness building efforts on valuing diversity and inclusiveness.

##### **Displays integrity and openness:**

- Demonstrates openness in dealing with others.
- Shares personal agenda.
- Acts in a manner consistent with organizational, social, and moral values.

## Integrity

### Definition

Maintaining social, ethical, and organizational norms; firmly adhering to codes of conduct and ethical principles inherent to CARE.

### Skills and Behaviors

**Demonstrates honesty:**

- Deals with people in an honest and forthright manner.
- Represents information and data accurately and completely.

**Keeps commitments:**

- Performs actions as promised.
- Does not share confidential information.
- Advocates and supports the group decision, even if not in full agreement.

**Behaves consistently:**

- Ensures that words and actions are consistent.
- Behaves consistently across situations.
- Builds sensitivity and intolerance to discrimination and harassment in all its forms.

**Accountability:**

- Holds self and others accountable for actions and behaviors.

## Excellence (Personal Work Standards)

### Definition

Setting high standards of performance for self and/or others; assuming responsibility and accountability for successfully completing assignments or tasks; self-imposing standards of excellence rather than having standards imposed; ensuring interactions and transactions are ethical and convey integrity.

### Skills and Behaviors

**Sets standards for excellence:**

- Collaboratively establishes criteria and/or work procedures to achieve a high level of quality, productivity, or service.

**Ensures high quality:**

- Dedicates required time and energy to assignments or tasks to ensure that no aspect of the work is neglected.
- Works to overcome obstacles to completing tasks or assignments.
- Monitors, evaluates and adjusts work of self to ensure high standards are being met.

**Takes responsibility:**

- Accepts responsibility for outcomes (positive or negative) of one's work.
- Admits mistakes and refocuses efforts when appropriate.

**Encourages others to take responsibility:**

- Provides encouragement and support to others in accepting responsibility.
- Collaboratively sets high standards of performance for others.

**Is dependable:**

- Demonstrates dependability and responsibility in fulfilling obligations.

## Diversity

### Definition

Promoting, valuing, respecting and fully benefiting from each individual's unique qualities, background, race, culture, age, gender, disability, values, lifestyle, perspectives or interests; creating and maintaining a work environment that promotes diversity.

### Skills and Behaviors

#### **Demonstrates inclusive behavior:**

- Establishes effective relationships built upon trust and genuine acceptance of people from backgrounds and experiences different from one's own.
- Shows and fosters respect and appreciation for each person.

#### **Operates effectively in a multi-cultural environment:**

- Exhibits sensitivity to and respect for the perspectives and interests of those from different cultural backgrounds and with a different belief system and worldview.
- Demonstrates flexibility and adaptability to diverse multi-cultural contexts.

#### **Demonstrates awareness of status and power relations within one's work:**

- Seeks to actively balance and share power to counter the effects of marginalization and subordination.
- Advocates for the dignity, rights, and responsibility of all stakeholders.

#### **Actively promotes dialogue, reflection, facilitation, and shared learning about diversity:**

- Engages in self-reflection and learning, and in ongoing organizational learning about diversity, and in sharing that learning with others.
- Actively engages and integrates different perspectives, cultural wisdom and life experiences within one's work.
- Facilitates safe space and environment to encourage honest dialogue, trust building, innovation and risk-taking.

#### **Promotes diverse representation, broad participation and empowerment:**

- Actively solicits representation and participation from a wide range of actors to reflect communities being served.
- Pays attention to and incorporates different perspectives and approaches when making decisions.
- Can identify and address with sensitivity the historical legacies people carry that may be barriers to full participation or empowerment.

#### **Operationalizes diversity principles in all procedures, policies, and processes:**

- Promotes fairness and equal opportunity in implementing policies and procedures such as hiring, promotion, and benefits.
- Ensures commitment to diversity is sustained through recognizing and rewarding those who promote diversity.
- Maintains confidentiality.
- Does not condone (by silence, collusion, or active agreement) any derogatory action or speech about others.

## Building Commitment

### Definition

Using appropriate interpersonal styles and techniques to gain acceptance of ideas or plans; modifying one's own behavior to accommodate tasks, situations, and individuals involved.

### Skills and Behaviors

**Builds a constituency:**

- Identifies stakeholders and their needs and concerns in order to build a foundation for consensus and commitment.
- Demonstrates sensitivity to different agendas, expectations, cultures, and ways of working.

**Facilitates agreement:**

- Uses appropriate influence strategies (such as demonstrating benefits) to gain genuine agreement.
- Persists by using different approaches as needed to gain commitment at different levels within the organization.
- Anticipates reactions and objections and undertakes actions to overcome them.

**Ensures closure and ongoing action:**

- Summarizes outcomes of discussions and establishes next steps and areas of responsibility, communicates plans to all appropriate parties.

**Treats others with respect:**

- Maintains good interpersonal relationships by valuing the knowledge, roles, and diversity of others (enhances self-esteem, communicates, empathizes, involves, discloses, supports).

## Building Partnerships

### Definition

Identifying opportunities and establishing effective strategic relationships between one's area and other areas, teams, departments, units, or external organizations to help achieve CARE's objectives.

### Skills and Behaviors

#### Identifies partnership needs:

- Analyzes the organization and own area to identify key internal and external relationships that should be initiated or improved to further the attainment of objectives within one's area of responsibility.

#### Explores partnership opportunities:

- Exchanges information with potential partners to clarify benefits and collaboratively determine the scope of mutual expectations.
- Seeks ways to collaborate with diverse groups (internal or external to CARE).
- Develop sustainable strategic partnerships and collaborative agreements with external agencies and / or between own area and other areas within CARE.

#### Formulates action plans:

- Collaboratively determines courses of action to realize mutual objectives.
- Facilitates agreement on each partner's responsibilities and needed support.

#### Subordinates own area's agenda:

- Places higher priority on organization's objectives than on own objectives.
- Anticipates effects of own actions and decisions on partners.
- Influences others to support partnership objectives.

#### Monitors partnership:

- Implements effective means for monitoring and evaluating the partnership process, relationship and the attainment of mutual objectives.
- Advocates for internal and external partners to ensure that their needs are being addressed.
- Ensures that areas within CARE act in the best interest of CARE as a whole (in line with mission, vision, and values).

## Building Relationships Across Work Units

### Definition

Developing and using collaborative relationships to facilitate the accomplishment of work goals across work units.

### Skills and Behaviors

**Seeks opportunities:**

- Proactively tries to build effective working relationships with other people.
- Establishes good interpersonal relationships by helping people feel valued, appreciated, and included in discussions (enhances self-esteem, empathizes, involves, discloses, supports).

**Clarifies the current situation:**

- Probes for and provides information to clarify situations.

**Develops others' and own ideas:**

- Seeks and expands on original ideas, enhances others' ideas, and contributes own ideas about the issues at hand.

**Personal goals:**

- Places higher priority on team or organization goals than on own goals.
- Facilitates agreement:
- Gains agreement from others to support ideas or take action;
- Uses sound rationale to explain value of actions.

## Collaboration

### Definition

Working effectively and cooperatively with others toward shared objectives; establishing and maintaining principle-centered working relationships.

### Skills and Behaviors

**Shows respect for others:**

- Establishes good interpersonal relationships by valuing the knowledge, roles, and diversity of others (enhances self-esteem, communicates, empathizes, involves, discloses, supports); offers suggestions for achieving group objectives.

**Subordinates personal agenda:**

- Places higher priority on team or organization objectives than on own agenda.
- Support and continue to advocate for group decisions even when not in total agreement.
- Shares credit for accomplishments with peers, team members, and/or others.

**Volunteers assistance:**

- Offer to provide appropriate assistance on a task for which you are not responsible because it will help a co-worker, the unit/department/organization.

**Builds / maintains relationships:**

- Demonstrates ability to balance or focus on task with attention to relationships.
- Identifies and cultivates relationships with key stakeholders representing a broad range of functions and levels.
- Establishes and promotes trust to facilitate collaboration; shares information with others.

## Communicating With Impact

### Definition

Clearly conveying information and ideas through a variety of media to individuals or groups in a manner that engages the audience and helps them understand and retain their message.

### Skills and Behaviors

#### Impact:

- Diplomatically, clearly, and logically conveys information and ideas through a variety of media to individuals or groups in a manner that engages the recipient/audience and helps them understand and retain the message.
- Adjusts words or terminology to ensure audience understanding (e.g. explaining policies, strategies, processes, plans, etc. to diverse groups).
- Able to deal with others with tact and sensitivity.
- Considers translating documents into other languages (French, Spanish) when the communication is intended to reach an audience at the country office level.

#### Clarifies:

- Asks questions to obtain information or to gain clarification to ensure understanding.

#### Oral Communication:

- Communicates clearly and concisely.
- Communicates CARE's policies effectively in a group or public setting; participates actively in meetings.
- Is sensitive to words used (culturally and to people's feelings).

#### Written communication – day-to-day:

- Conveys information and messages clearly, concisely and effectively through both formal and informal (email) documents.

#### Written communications – documents and reports:

- Writes technical, progress, and summary reports for donors and other external audiences using appropriate style and grammar.

#### Listens effectively:

- Demonstrates an ability to comprehend communication from others.
- Attends to messages from others including paying attention to nonverbal clues (e.g. body language, facial expressions).
- Correctly interprets messages and responds appropriately.

## Customer Oriented

### Definition

Making customers and their needs a primary focus of one's actions; developing and sustaining productive customer relations. A customer is defined as any person inside or outside the organization with whom there is a service relationship. It includes supervisors and other employees.

### Skills and Behaviors

**Seeks to understand customers:**

- Actively seeks information to understand customers' circumstances, problems, expectations, and needs.

**Educates customers:**

- Shares information with customers to build their understanding of issues and capabilities.

**Builds collaborative relationships:**

- Builds rapport and cooperative relationships with customers.

**Takes action to meet customer needs and concerns:**

- Considers how actions or plans will affect customers;
- Responds quickly to meet customer needs and resolve problems;
- Avoids over commitments;
- Is proactive when ever possible.

**Sets up customer feedback system:**

- Implements effective ways to monitor and evaluate customer concerns, issues, and satisfaction and to anticipate customer needs.

## Negotiation

### Definition

Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties, and builds collective support or agreement.

### Skills and Behaviors

**Clarifies the current situation:**

- Explores all parties' needs, concerns, and initial positions, including own; is sensitive to cultural or gender differences.

**Identifies points of agreement/disagreement:**

- Builds common ground by highlighting areas of agreement; focuses efforts by identifying areas of disagreement.

**Keeps discussion focused:**

- Manages the interpersonal process to stay focused on the task; constructively addresses emotions and areas of potential conflict.

**Develops all ideas:**

- Engages in mutual problem solving by brainstorming alternative positions or approaches and evaluating them openly and fairly.

**Builds support for preferred alternatives:**

- Builds value of preferred alternatives by relating them to each party's needs.
- Responds to objections by emphasizing value.
- Exposes problems with undesirable alternatives; communicates with others regarding the merits of a particular approach or method to be in line with CARE's overall priorities.
- Obtains cooperation and commitment from others for working with a new strategic plan.

**Facilitates agreement:**

- Seeks a win-win solution through a give-and-take process that recognizes each party's needs.

## Facilitating Change

### Definition

Encouraging others to seek and act upon opportunities for different and innovative approaches to addressing problems and opportunities; critically analyzing evolving and fluid situation; facilitating the implementation and acceptance of change within the workplace; actively engaging with resistance to change.

### Skills and Behaviors

**Encourages boundary breaking:**

- Encourages staff to question established work processes or assumptions; challenges others to ask “why” until underlying cause is discovered.
- Involves stakeholders in continuous improvement actions and alternatives.

**Models good change management behavior:**

- Maintains a positive attitude when speaking about change to others.
- Models behavior that is consistent with change efforts within the organization.
- Becomes a change advocate by explaining the impact of changes on individuals and on CARE as a whole.

**Values sound approaches:**

- Consistently remains open to ideas offered by others.
- Values diverse opinions and approaches.
- Recognizes supports and uses good ideas to solve problems or address issues.

**Rewards change:**

- Recognizes and rewards others who make useful changes.

**Addresses change resistance:**

- Seeks to understand underlying causes that lead to change resistance.
- Helps individuals overcome resistance to change.
- Facilitates change within CARE by targeting the appropriate audience and ensuring access to relevant information.
- Shows empathy with people who feel loss as a result of change.

**Manages complexity and contradictions:**

- Tries to minimize complexities, contradictions, and paradoxes or reduce their impact.
- Clarifies direction and smoothes the process of change.

## Leading Through Vision and Values

### Definition

Keeping CARE's vision, mission and values at the forefront of decision-making and action; passionately advancing CARE's strategies.

### Skills and Behaviors

#### **Communicates the importance of the vision, mission and values:**

- Helps others understand CARE's vision, mission and values, their importance, and the linkages between individual's work and the strategic priorities.

#### **Moves others to action:**

- Translates the vision, mission and values into day-to-day activities and behaviors.
- Guides, inspires, and motivates others to take actions that support the vision and values.

#### **Models the vision, mission and values:**

- Takes actions, makes decisions, provides direction, and shapes team or group priorities to reflect CARE's vision, mission and values.

#### **Rewards living the vision, mission and values:**

- Recognizes and rewards staff whose actions support CARE's vision, mission and values.

## Political Acumen

### Definition

Understanding the socio-cultural, historical, political, and economic context within which CARE operates; integrating understanding of the organization's global approach with awareness of global trends.

### Skills and Behaviors

#### Actively seeks understanding:

- Gathers information on relevant history, culture, economic environment, and politics through personal contacts, books, and media sources, in order to make informed decisions.
- Undertakes contextual analysis as a means of guiding actions and decisions; understands the forces that shape views and actions of program participants or local governments or other stakeholders.
- Understands and values how diversity will enrich our work.

#### Keeps abreast of current events:

- Stays up to date on occurrences throughout the world that may impact one's role.

#### Perspective in actions and relationships:

- Integrates information from diverse sources to develop a well formed, values based, and open-minded perspective for decision-making and relationship building.
- Accurately reads key power/political relationships; demonstrates political and cultural sensibilities.
- Understands the local, national and global implications of actions taken.

## Strategic Decision Making

### Definition

Establishing and supporting a course of action to achieve CARE's long-range objectives or vision after developing alternatives based on logical assumptions, contextual and systems analysis, available resources, constraints, and organizational values.

### Skills and Behaviors

#### Gathers information:

- Identifies, collects, synthesizes, and aligns information from a variety of sources required to understand strategic issues.
- Draws on different analytical frameworks to challenge operating assumptions and social norms.
- Actively includes a diverse group of people when seeking input on an idea or initiative and utilizes this input and feedback in decision making.

#### Organizes information:

- Organizes information and data to identify/explain major trends, problems, and causes.
- Compares and combines information to identify underlying issues, opportunities, and areas of vulnerability.

#### Identifies/Evaluates/Selects strategies:

- Generates and considers options for actions to achieve a long-range goal or vision.
- Identifies synergies between current organizational initiatives and new opportunities across the CARE world.
- Develops and utilizes decision criteria considering factors such as cost, benefits, risks, timing, and buy-in.
- Selects the strategy most likely to succeed; define criteria factors (such as cost, benefits, risks, timing, and buy-in).
- Recognizes and evaluates potential threats to organizational objectives.
- Manages and takes risks.

#### Recommends strategies:

- Influence, shape and make recommendations regarding the issues and priorities that CARE will address.
- Define and review contingency plans for intermediate and long-range objectives.

#### Establishes implementation plan:

- Identifies the key tasks and resources needed to achieve objectives.

#### Executes plan:

- Makes sure strategies are effectively communicated to stakeholders, builds consensus and ensures implementation.
- Monitors results and facilitates the organizational change process.

## Adaptability

### Definition

Effectively managing changing environments in the organization, global, economic, and political matters; maintaining effectiveness when dealing with multiple and conflicting priorities across different cultural settings, or during emergency and crisis situations.

### Skills and Behaviors

#### **Demonstrates a willingness to understand changes:**

- Shows willingness to understand changes in work tasks, situations, and environment as well as the logic or basis for change.
- Actively seeks information about new work situations.

#### **Approaches change or newness positively:**

- Treats change and new situations as opportunities for learning or growth.
- Focuses on the beneficial aspects of change; speaks positively about the change to others.

#### **Adjusts behavior:**

- Adjusts to multiple demands / deadlines, conflicting / changing priorities or policies, and rapid change.
- Adapts responses and tactics to fit fluid circumstances – demonstrates flexibility; readily tries new approaches appropriate for new or changed situations.
- Shows resilience in the face of constraints, frustrations, or adversity.

#### **Adapts work style:**

- Adapts work style, communication, decision making and expectations when dealing with different multi-cultural environments.

#### **Maintains effectiveness:**

- Maintain effectiveness when dealing with multiple tasks and priorities, during emergency and crisis situations in the face of changing priorities.
- While working with a variety of interpersonal styles (managers, peers, external partners, donors).
- When working in new or different cultural settings.

#### **Show respect for and learns from diversity:**

- Demonstrates openness to new ideas, and values the uniqueness and richness of varying cultures and backgrounds.

## Initiating Action

### Definition

Taking prompt action to accomplish objectives; taking decisive action to achieve objectives in times of uncertainty or in fluid contexts; being proactive.

### Skills and Behaviors

#### **Responds quickly:**

- Takes immediate action when confronted with a problem or when made aware of a situation without compromising CARE's values and standards.
- Tends toward timely action without excessive deliberation.

#### **Takes independent action, shows pro-activity:**

- Questions rational for current processes and procedures and recommends changes when appropriate.
- Implements new ideas or potential solutions without prompting.
- Does not wait for others to take action or to request action.
- In situations that are ambiguous or not clearly defined, determines the best course of action to take.

#### **Goes above and beyond:**

- Takes action that goes beyond job requirements in order to achieve objectives.
- Has ability to cut through red tape when necessary to get the job done, without compromising CARE's values and standards.
- Gets unsolicited recommendations to improve performance or processes.

#### **Shows persistence:**

- Follows through even in the face of adversity and rapid change.

## Managing Work

### Definition

Effectively managing one's time and resources to ensure that work is completed efficiently.

### Skills and Behaviors

**Prioritizes:**

- Identifies more critical and less critical activities and tasks;
- Adjusts priorities when appropriate.

**Makes preparations:**

- Ensures that required equipment and/or materials are in appropriate locations so that own and others' work can be done effectively.

**Schedules:**

- Effectively allocates own time to complete work;
- Coordinates own and others' schedules to avoid conflicts.

**Leverages resources:**

- Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently.

**Stays focused:**

- Uses time effectively;
- Prevents irrelevant issues or distractions from interfering with work completion.

## Innovation

### Definition

Generating innovative solutions; trying different and novel ways to deal with work challenges, opportunities, and organizational change; being creative and taking risks.

### Skills and Behaviors

#### Challenges paradigms:

- Identifies implicit assumptions in the way problems or situations are defined or presented.
- Sees alternative ways to view or define problems and opportunities.
- Is not constrained by the thoughts or approaches of others.

#### Leverages diverse resources:

- Supports and leverages multiple and diverse sources (individuals, disciplines, bodies of knowledge) for ideas and inspiration.
- Brainstorms with others to discuss different ideas, solutions, etc.

#### Thinks expansively:

- Combines ideas in unique ways or makes connections between disparate ideas.
- Seeks out new ideas, explores different lines of thought.
- Recognizes supports, and uses new ideas, views situations from multiple perspectives.
- Brainstorms multiple approaches/solutions.
- Develops imaginative or unique solutions to problems or to replace existing procedures or systems.

#### Learning:

- Takes time to share and learn from other experiences, knowledge and innovation.

#### Evaluates multiple solutions:

- Examines numerous potential solutions.
- Analyzes and evaluates each before making the final decision/selection.

#### Ensures relevance:

- Targets important areas for innovation and develops solutions that address meaningful work issues.

## Proactive Problem-Solving

### Definition

Makes routine decisions in the course of work. Understands the issues, compares data from different sources to draw conclusions, and chooses a course of action that is consistent with authority delegated to the position.

### Skills and Behaviors

**Identifies issues, problems, and opportunities:**

- Recognizes issues, problems, or opportunities and determines whether action is needed.

**Gathers Information:**

- Identifies the need for and collects information to better understand issues, problems, and opportunities.

**Interprets information:**

- Integrates information from a variety of sources.
- Detects trends, associations, and cause-effect relationships.

**Generates alternatives:**

- Creates relevant options for addressing problems/opportunities and achieving desired outcomes.

**Chooses appropriate action:**

- Formulates clear decision criteria.
- Evaluates options by considering implications and consequences;
- Chooses an effective option.

**Commits to action:**

- Implements decisions or initiates action within a reasonable time.

**Involves others:**

- Includes others in the decision-making process as warranted to obtain good information, make the most appropriate decisions, and ensure buy-in and understanding of the resulting decision.

## Stress Tolerance

### Definition

Maintaining effective performance under pressure or adversity; handling stress in a manner that is consistent with CARE's core values

### Skills and Behaviors

#### Maintains focus:

- Stays focused on work tasks and productively uses time and energy when under stress.
- Deals well and maintains focus when faced with situations that cause ethical or value conflicts.
- Deals well with distractions or interruptions.
- Works effectively when feeling stress or pressure because of unclear or conflicting expectations.
- Is able to handle fluctuating work loads.

#### Maintains relationships:

- Presents a positive disposition and maintains constructive interpersonal relationships when under stress.
- Is able to deal with difficult or challenging relationships and different work styles.

#### Copes effectively:

- Develops appropriate strategies as needed to address conditions that create stress and to sustain physical and mental health for oneself, peer-colleagues, and direct reports.
- Deals with rush situations such as deadlines and emergencies.
- Deals with stresses produced by needing to be available or on call to work as needed (weekends, holidays, extended hours) or with travel requirements.
- Able to face new or unfamiliar situations for which there is little or not time to prepare.

## Coaching

### Definition

Setting challenging performance expectations while clearly communicating confidence in the individual's ability to excel; addressing performance gaps; rewarding and celebrating accomplishments.

### Skills and Behaviors

**Clarifies the current situation:**

- Listens and understands reasons for existing behaviors.
- Is aware of cultural nuances; clarifies expected behaviors, performance standards, knowledge, and level of proficiency by seeking and giving information and checking for understanding.

**Explains and demonstrates:**

- Provides direction, positive models, and opportunities for observation in order to help others develop skills.
- Instructs and guides others' activities; encourages questions to ensure understanding.

**Provides feedback and reinforcement:**

- Gives timely, specific, and constructive feedback on performance.
- Reinforces efforts and progress; reinforces others' successful performance.
- Expresses confidence in others' ability to perform an activity.
- Addresses performance gaps.

**Treats others with respect:**

- Establishes good interpersonal relationships and fosters trust and dialogue by valuing the knowledge, roles and diversity of others, (enhances self-esteem, communicates, empathizes, involves, discloses, supports); adjusts coaching technique to individual learning styles.

## Contributing to Team Success

### Definition

Actively participating as a member of a team to move the team/work unit toward the completion of goals.

### Skills and Behaviors

**Facilitates goal accomplishment:**

- Makes procedural or process suggestions for achieving team/work unit goals or performing team functions;
- Provides necessary resources or helps to remove obstacles to help the team accomplish its goals.

**Involves others:**

- Listens to and fully involves others in team decisions and actions;
- Values and uses individual differences and talents;

**Informs others on team:**

- Shares important or relevant information with the team/ others in the work unit.

**Models commitment:**

- Adheres to the team's expectations and guidelines;
- Fulfills team responsibilities;
- Demonstrates personal commitment to the team.

## Delegating Responsibility

### Definition

Allocating decision-making authority and/or responsibility as appropriate to maximize the organization's and individuals' effectiveness; inspiring collective ownership of decisions and required actions.

### Skills and Behaviors

#### Shares appropriate responsibilities:

- Allocates decision-making authority in a timely manner in appropriate areas (considering positive and negative impact, organizational values and structures, and the enhancement of the individual's knowledge/skills, while retaining appropriate ownership).
- Delegates assignments to appropriate individuals based on their skills, roles and interests.

#### Defines parameters:

- Clearly communicates the parameters and context of the delegated responsibility, including decision-making authority and any required actions, constraints, or deadlines.

#### Provides support without removing responsibility:

- Suggests resources and provides assistance or coaching as needed.
- Expresses confidence in the individual and communicates their role to others in the organization.

#### Follow-up:

- Establishes appropriate procedures to keep informed of issues and results in areas of shared responsibility.
- Follows-up to ensure that actions are completed properly and within the time frame allotted.

## Developing Teams

### Definition

Using appropriate methods and a flexible interpersonal style to help build a cohesive team; facilitating the completion of team objectives.

### Skills and Behaviors

**Develops direction:**

- Ensures that the purpose and importance of the team are clarified (e.g., team has a clear charter or mission statement); guides the setting of specific and measurable team objectives and objectives.

**Develops structure:**

- Helps to clarify roles and responsibilities of team members.
- Helps ensure that necessary steering, review, or support functions are in place.

**Facilitates goal accomplishment:**

- Makes procedural or process suggestions for achieving team objectives or performing team functions.
- Provides necessary resources or helps to remove obstacles to team accomplishments.

**Involves others:**

- Listens to and fully involves others in team decisions and actions.
- Values and uses individual differences and talents.
- Ensures others from different levels in the organization and from different backgrounds have equal opportunity to participate in strategic processes (interview/recruitment panels, task forces, working groups, strategic planning/visioning exercises, etc.).

**Develops others:**

- Identify areas in which people and / or departments need to increase knowledge.
- Provide opportunities to develop skills and competencies when needed; provides feedback on individual and team performance.

**Informs others on team:**

- Shares important or relevant information with the team.

**Models commitment:**

- Adheres to the team's expectations and guidelines.
- Fulfills team responsibilities; demonstrates personal commitment to the team.

## Information Monitoring

### Definition

Setting up ongoing procedures to collect, review, and synthesize information needed to manage a function, or the work within a function.

### Skills and Behaviors

**Identifies information needing to be collected and/or monitored:**

- Determines what information needs to be collected and/or monitored.

**Develops structure:**

- Sets up a system to collect and synthesize required information;
- Stores information in such a way as to provide easy access to others who need the information (i.e. data bases, filing systems, on portal, on shared drives, etc.).

**Informs others:**

- Shares important or relevant information with the team/work unit or supervisor as needed.

## Management Excellence

### Definition

Making the connection between values and performance. Influencing the performance of others, and ultimately, the performance of the organization. Setting direction, coaching & developing, promoting staff wellness & safety, practicing & promoting compliance, modeling gender equity & diversity, communicating effectively.

### Skills and Behaviors

#### Sets direction:

- Establishes goals and actions for individuals and teams that are aligned with CARE's strategy through the performance management system (APAA), unit plans, and other planning tools.
- Adjusts plans and resources during times of change to reset direction. Clarifies that individuals & teams understand their roles, priorities, and expectations.

#### Coaches & develops:

- Enhances individual and team performance through observation, ongoing feedback, training, and effective use of CARE's performance management process.
- Provides direct reports with the materials, tools, time and resources they need to do their jobs.
- Tracks and evaluates performance through formal (quarterly) and informal conversations.
- Engages direct reports in career development discussions. Encourages innovative thinking.

#### Promotes staff wellness and safety:

- Promotes workplace and environmental safety for all direct reports.
- Provides support to direct reports that fosters good mental, social and physical well-being.

#### Practices & promotes compliance:

- Promotes high ethical standards and conduct in accordance with CARE's Code of Ethics and Conduct.
- Complies with CARE's policies and procedures, including those of the departments of finance, travel, procurement, information technology, program and donor requirements.
- Provides timely reporting of division, unit and/or team results as required for organizational performance tracking.

#### Models gender equity & diversity:

- Seeks broad participation and perspectives in decision-making (where appropriate), planning and conversations.
- Displays sensitivity to and for the perspectives and interest of those from different cultural backgrounds, belief systems, and worldviews.
- Advocates for fairness and equal opportunity in decision-making (where appropriate) and in implementing policies and practices.

#### Communicates:

- Shares business information on a regular and timely basis.
- Informs direct reports of changes in the organization and how they may affect their work.
- Provides opportunities to celebrate achievements and exchange knowledge and solutions to problems.
- Fosters two-way communication and seeks feedback from direct reports on communication effectiveness.

## Operational Decision-Making

### Definition

Makes timely and sound decisions through identifying and understanding issues, priorities, problems, opportunities and probable consequences; comparing data from different sources to draw conclusions (contextual and systems analysis); using effective approaches for choosing a course of action or developing appropriate solutions.

### Skills and Behaviors

#### Identifies issues, problems, and opportunities:

- Recognizes issues, problems, or opportunities and determines whether action is needed.
- Identifies potential problems before they occur; makes decisions to resolve conflicting needs of the individual and/or unit, and the organization.

#### Gathers information:

- Identifies the need for and collects information from a variety of sources to better understand issues, problems, and opportunities.

#### Interprets information:

- Analyzes information; detects trends, associations, and cause-effect relationships.

#### Generates alternatives:

- Creates relevant options for addressing problems/opportunities and achieving desired outcomes.

#### Chooses appropriate action:

- Formulates clear decision criteria; evaluates options by considering implications for short-term and long-term consequences.
- Chooses an effective option.
- Makes decisions in a timely manner; makes discretionary decisions in new situations where specific guidelines, policy or accepted practices do not dictate specific action.

#### Commits to action:

- Implements and communicates decisions or initiates action within a reasonable time.

#### Involves others:

- Includes others in the decision-making process as warranted to obtain relevant information, make the most appropriate decisions, and ensure buy-in and understanding of the resulting decisions.

## Planning & Organizing

### Definition

Establishing courses of action for self and others to ensure that work is completed efficiently and effectively in accordance with CARE's core values.

### Skills and Behaviors

**Prioritizes:**

- Works with others to identify more critical and less critical activities and assignments.
- Coordinates project assignments, roles and responsibilities; adjusts priorities when appropriate.

**Determines tasks and resources:**

- Determines project/assignment requirements by breaking them down into tasks and identifying types of equipment, materials, and people needed.
- Coordinates project assignments, roles and responsibilities.

**Schedules:**

- Allocates appropriate amounts of time for completing own and others' work.
- Avoids scheduling conflicts.
- Develops timelines and milestones.
- Prepares detailed project plans including timelines and objectives.

**Leverages resources:**

- Takes advantage of available resources (individuals, processes, and tools) to complete work efficiently.
- Coordinates with internal and external partners.
- Delegates appropriately while maintaining accountability for work.
- Manages resources within the framework of short and long-range budget plans and other resources.

**Stays focused:**

- Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion.
- Maintains focus when faced with competing agendas.

